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Life Education	

Me and My Relationships	Life Education	<b>8</b>	004 DE 1 Disc 1 VE
Wider PSHE curriculum (not covered by DfE statutory requirements)  Collaboration Challengel (not covered by DfE statutory requirements)  CF2, CF3  Give and take  -Explain what is meant by the terms negotiation and compromise; -Describe the attributes needed to work collaboratively;  -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe the attributes needed to work collaboratively; -Describe strategies for resolving difficult issues or situations.  CF2, CF3, CF4, CF5, CF4, CF5, CF4, CF5, Relationship cake recipe -Identify who the voloud take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify who they could take to if they needed helpIdentify characteristics of passive, aggressive and assertive behaviours; -Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  -Identify risk factors in a given situation (i		Harm Jane B &	SCARF Lesson Plan Learning Outcomes Y5
Me and My Relationships   Wider PSHE curriculum (not covered by DfE statutory requirements)   Explain what collaboration means;		nair-termiy unit	
Wider PSHE curriculum (not covered by DfE statutory requirements)  Give and take  Give and take  CF2, CF3  Give and take  CF1, CF2, CF3, CF4, Mwy, Mwy, Mwy, Mwy, Mwy, Mwy, Mwy, Mwy	primary statements	Mo and My Polationships	
(not covered by DfE statutory requirements)  Give and take  Give and take  Explain what is meant by the terms negotiation and compromise;  Describe strategies for resolving difficult issues or situations.  CF1, CF2, CF3, CF4, MW1, MW2, MW3  How good a friend are you?  Fee examples of some key qualities of friendship;  Reflect on their own friendship qualities.  CF2, CF3, CF4, CF5, RR1, RR5  GP3, RR4, RR5  Our emotional needs  Fee commonication  OR2, OR3, MW8  COMmunication  CF4, CF2, CF3, CF4, CF5, CF4, CF5, CF4, CF5, RR1, RR2, RR3, RR4, RR5  COMmunication  CF7, CF3, CF4, CF5, CF4, CF5, CF4, CF5, CF5, RR1  Being assertive  Identify who they could talk to if they needed help.  Identify who they could talk to if they needed help.  Identify who they assertive essale in the properties of passive, aggressive and assertive behaviours;  Inderstand and rehearse assertiveness skills.  MW2, MW3, MW4, MW10  Our emotional needs  Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  OR2, OR3, MW8  Communication  Understand that online communication can be misinterpreted;  Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.  CF1, CF2, CF3, CF4, CF2, CF3,			
Describe the attributes needed to work collaboratively.		Collaboration Challenge!	
CF2, CF3 Give and take  -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.  CF1, CF2, CF3, CF4, MW1, MW2, MW3  -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.  CF2, CF3, CF4, CF5, RW1, RW2, CF5, RW2, CF5, CF4, CF5, RW2, CF5, CF5, CF5, CF5, RW3, RR4, RR5  -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.  CF2, CF3, CF4, CF5, RW3, RW4, RW5  -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.  CF2, CF3, CF4, CF5, RW4, RW5  -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.  CF2, CF3, CF4, CF5, RW4, RW5  -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.  CF2, CF3, CF4, CF5, RW4, RW5  -Identify what things make a relationship unhealthy; -Identify who they could talk to if they needed help.  -Identify characteristics of passive, aggressive and assertive behaviours; -Understand and rehearse assertiveness skills.  -RW2, MW3, MW4, -RW5, MW8  -RW6, RW6  -RW6, RW6, RW6  -RW6, RW6, RW6, RW6, RW6, RW6, RW6, RW6,	`		•Give examples of how they have worked collaboratively;
- Describe strategies for resolving difficult issues or situations.  (E72, CF3, CF4, MW1, MW2, MW3  - Demonstrate how to respond to a wide range of feelings in others; - Great content of their own friendship qualities.  (E72, CF3, CF4, CF5, Relationship cake recipe eldentify what things make a relationship unhealthy; - Identify who they could talk to if they needed help.  (E72, CF3, CF5, RR1)  - Being assertive eldentify who they could talk to if they needed help.  (E72, CF3, CF5, RR1)  - Being assertive eldentify characteristics of passive, aggressive and assertive behaviours; - Understand and rehearse assertiveness skills.  - Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  OR2, OR3, MW8  - Communication  - Valuing Difference  Valuing Difference  CF1, CF2, CF3, CF4, CF4, CF5, RR1, RR2, RR3, RR4, RR5  - RR1, RR2, RR3, RR4, RR5  - RR1, RR2, RR3, RR4, RR5  - RR2, RR3, RR4, RR5  - RR3, RR4, RR5  - RR4, RR5  - RR5, RR6, RR7  - RR5, RR6, RR7  - Recognise some of the feelings associated with feeling excluded or 'left out'; - Give examples of ways in which people behave when they discriminate against others who are different from them;			•
CF1, CF2, CF3, CF4, MW1, MW2  Why, MW3  Relationship cake recipe  RR3, RR4, RR5  Relationship cake recipe  RR3, RR4, RR5  Relationship cake recipe  RR3, RR4, RR5  Relationship cake recipe  Identify what things make a relationship unhealthy; Identify what things make a relationship unhealthy; Identify what things make a relationship unhealthy; Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.  MW2, MW3, MW4,  MW9, MW10  Our emotional needs  Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  OR2, OR3, MW8  Communication  Valuing Difference  CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5  Kind conversations  Valuing Difference  Unalities of friendship  Define some key qualities of friendship; Describe ways of making a friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.  RR1, RR2, RR3, RR4, RR5  Kind conversations  RR1, RR2, RR3, RR4, RR5  RR1, RR2, RR3, RR4  RR5  RR1, RR2, RR3, RR4  RR5  RR1, RR2, RR3, RR4  RR5  RR1, R	CF2, CF3	Give and take	
- Give examples of some key qualities of friendship; - Reflect on their own friendship qualities.  - CF2, CF3, CF4, CF5, - Relationship cake recipe - Identify who they could talk to if they needed help.  - CF2, CF3, CF5, RR1 - Being assertive - Identify who they could talk to if they needed help Identify who they could talk to if they needed help.  - Identify who they could talk to if they needed help Identify who they could talk to if they needed help.  - Identify who they could talk to if they needed help Identify who they could talk to if they needed help Identify characteristics of passive, aggressive and assertive behaviours; - Understand that rehearse assertiveness skills.  - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks Understand that online communication can be misinterpreted; - Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.  - Valuing Difference - CF1, CF2, CF3, CF4, - CF5, RR1, RR2, RR3, - RR4, RR5 - CF5, RR1, RR2, RR3, - RR4, RR5 - CF6, RR1, RR2, RR3, - RR4, RR5 - RR6, RR7 - Kind conversations - RR1, RR2, RR3, RR4, - RR5, RR6, RR7 - RR1, RR2, RR3, RR4, - RR5, RR6, RR7 - RR2, RR3, RR			
-Reflect on their own friendship qualities.  CF2, CF3, CF4, CF5, RR1 RR3, RR4, RR5  CF2, CF3, CF5, RR1 Being assertive  -Identify what things make a relationship unhealthy; -Identify who they could talk to if they needed help.  CF2, CF3, CF5, RR1  Being assertive  -Identify characteristics of passive, aggressive and assertive behaviours; -Understand and rehearse assertiveness skills.  MW2, MW3, MW4,  MW9, MW10  -Recognise basic emotional needs, understand that they change according to circumstance; -Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  OR2, OR3, MW8  -Understand that online communication can be misinterpreted; -Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.  Valuing Difference  CF1, CF2, CF3, CF4, -CF5, RR1, RR2, RR3,		How good a friend are you?	· · · · · · · · · · · · · · · · · · ·
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Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.    Www. Mww. Mww. Mww. Mww. Mww. Mww. Mww.	CF2, CF3, CF4, CF5,	Relationship cake recipe	
•Understand and rehearse assertiveness skills.  MW2, MW3, MW4, MW9, MW10  Our emotional needs  •Recognise basic emotional needs, understand that they change according to circumstance; •Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  OR2, OR3, MW8  Communication  •Understand that online communication can be misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.  Valuing Difference  CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5  Poescribe ways of making a friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.  RR1, RR2, RR4, RR5  Kind conversations  •Rehearse active listening skills: •Demonstrate respectfulness in responding to others; •Respond appropriately to others.  RR5, RR6, RR7  Happy being me  •Understand and rehearse assertiveness skills.  •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them;	RR3, RR4, RR5		•Identify who they could talk to if they needed help.
MW2, MW3, MW4, MW9, MW10  Our emotional needs  *Recognise basic emotional needs, understand that they change according to circumstance; *Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.  OR2, OR3, MW8  Communication  *Understand that online communication can be misinterpreted; *Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.  Valuing Difference  CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5  CMailities of friendship  *Define some key qualities of friendship; *Describe ways of making a friendship last; *Explain why friendships sometimes end.  *Rehearse active listening skills: *Demonstrate respectfulness in responding to others; *Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  Happy being me  *Recognise some of the feelings associated with feeling excluded or 'left out'; *Give examples of ways in which people behave when they discriminate against others who are different from them;	CF2, CF3, CF5, RR1	Being assertive	
<ul> <li>MW9, MW10</li> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>OR2, OR3, MW8</li> <li>Communication</li> <li>Understand that online communication can be misinterpreted;         <ul> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> </li> <li>CF1, CF2, CF3, CF4, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5</li> <li>Qualities of friendship         <ul> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul> </li> <li>RR1, RR2, RR4, RR5</li> <li>Kind conversations</li> <li>Rehearse active listening skills:         <ul> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> </ul> </li> <li>RR1, RR2, RR3, RR4, RR5, RR6, RR7</li> <li>Happy being me</li> <li>Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>Give examples of ways in which people behave when they discriminate against others who are different from them;</li> </ul>			
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OR2, OR3, MW8  Communication  -Understand that online communication can be misinterpreted; -Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.  Valuing Difference  CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5  CF5, RR1, RR2, RR3, RR4, RR5  Kind conversations  -Define some key qualities of friendship; -Describe ways of making a friendship last; -Explain why friendships sometimes end.  RR1, RR2, RR4, RR5  Kind conversations  -Rehearse active listening skills: -Demonstrate respectfulness in responding to others; -Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  -Recognise some of the feelings associated with feeling excluded or 'left out'; -Give examples of ways in which people behave when they discriminate against others who are different from them;	MW9, MW10		•Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes
<ul> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> <li>CF1, CF2, CF3, CF4, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5</li> <li>RR4, RR5</li> <li>RR5, RR4, RR5</li> <li>CF1, CF2, CF3, CF4, CF3, CF4, CF4, CF5, RR1, RR2, RR3, RR4, RR5</li> <li>CP6 ine some key qualities of friendship;         <ul> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul> </li> <li>RR1, RR2, RR4, RR5</li> <li>Kind conversations</li> <li>Rehearse active listening skills:         <ul> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> </ul> </li> <li>RR1, RR2, RR3, RR4, RR5</li> <li>Happy being me</li> <li>Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>Give examples of ways in which people behave when they discriminate against others who are different from them;</li> </ul>			of risk taking in this situation, including emotional risks.
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Valuing Difference  CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5  RR1, RR2, RR4, RR5  Kind conversations  *Reapond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  Valuing Difference  Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.  *Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.  *Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them;			•Accept that responsible and respectful behaviour is necessary when interacting with others online as
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5  RR1, RR2, RR4, RR5  Kind conversations  *Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end.  *Rehearse active listening skills: •Demonstrate respectfulness in responding to others; •Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  Happy being me  *Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them;			well as face-to-face.
CF5, RR1, RR2, RR3, RR4, RR5  RR1, RR2, RR4, RR5  Kind conversations  *Rehearse active listening skills:  *Demonstrate respectfulness in responding to others;  *Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  *Recognise some of the feelings associated with feeling excluded or 'left out';  *Give examples of ways in which people behave when they discriminate against others who are different from them;		Valuing Difference	
RR4, RR5  RR1, RR2, RR4, RR5  Kind conversations  *Rehearse active listening skills:  *Demonstrate respectfulness in responding to others;  *Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  *Recognise some of the feelings associated with feeling excluded or 'left out';  *Give examples of ways in which people behave when they discriminate against others who are different from them;	CF1, CF2, CF3, CF4,	Qualities of friendship	•Define some key qualities of friendship;
RR1, RR2, RR4, RR5  Kind conversations  •Rehearse active listening skills: •Demonstrate respectfulness in responding to others; •Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them;	CF5, RR1, RR2, RR3,	,	
•Demonstrate respectfulness in responding to others; •Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them;	RR4, RR5		•Explain why friendships sometimes end.
•Respond appropriately to others.  RR1, RR2, RR3, RR4, RR5, RR6, RR7  •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them;	RR1, RR2, RR4, RR5	Kind conversations	•Rehearse active listening skills:
RR1, RR2, RR3, RR4, Happy being me  •Recognise some of the feelings associated with feeling excluded or 'left out';  •Give examples of ways in which people behave when they discriminate against others who are different from them;			•Demonstrate respectfulness in responding to others;
RR5, RR6, RR7  •Give examples of ways in which people behave when they discriminate against others who are different from them;			•Respond appropriately to others.
different from them;	RR1, RR2, RR3, RR4,	Happy being me	•Recognise some of the feelings associated with feeling excluded or 'left out';
	RR5, RR6, RR7		•Give examples of ways in which people behave when they discriminate against others who are
•Understand the importance of respecting others, even when they are different from themselves.			different from them;
			•Understand the importance of respecting others, even when they are different from themselves.
FPC3, CF3, RR1, RR2, The land of the Red People •Identify and describe the different groups that make up their school/wider community/other parts of	FPC3, CF3, RR1, RR2,	The land of the Red People	•Identify and describe the different groups that make up their school/wider community/other parts of
RR4, RR5 the UK;	RR4, RR5	·	the UK;
•Describe the benefits of living in a diverse society;			
•Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.			•Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.



DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul> <li>•Understand that the information we see online either text or images, is not always true or accurate;</li> <li>•Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>•Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> </ul>
CF1, CF2, CF3, CF5	It could happen to anyone	•Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.
	Keeping Myself Safe	
DAT1	'Thunking' about habits	•Explain what a habit is, giving examples; •Describe why and how a habit can be hard to change.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma	<ul> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> </ul>
RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	Demonstrate strategies to deal with both face-to-face and online bullying;     Demonstrate strategies and skills for supporting others who are bullied;     Recognise and describe the difference between online and face-to-face bullying.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	Define what is meant by a dare;     Explain why someone might give a dare;     Suggest ways of standing up to someone who gives a dare.
CF5	Decision Dilemmas	<ul> <li>Recognise which situations are risky;</li> <li>Explore and share their views about decision making when faced with a risky situation;</li> <li>Suggest what someone should do when faced with a risky situation.</li> </ul>
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	Reflect on what information they share offline and online: Recognise that people aren't always who they say they are online; Know how to protect personal information online.
DAT1	Drugs: true or false?	<ul> <li>•Understand some of the complexities of categorising drugs;</li> <li>•Know that all medicines are drugs but not all drugs are medicines;</li> <li>•Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul>
ISH6, DAT1,	Smoking: what is normal?	•Understand the actual norms around smoking and the reasons for common misperceptions of these.
BS1	Would you risk it?	<ul> <li>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>



DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
	Rights and Responsibilities	
ISH6, PHF2, PHF3, HE1	What's the story?	<ul> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendations on an issue concerning health and wellbeing.</li> </ul>
OR4, ISH6	Fact or opinion?	•Understand the difference between a fact and an opinion; •Understand what biased reporting is and the need to think critically about things we read.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities and duties	<ul> <li>Define the differences between responsibilities, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> </ul>
MW5	Mo makes a difference	<ul> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	<ul> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a consumer should ask before buying a product.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for a range of situations involving personal finance.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<ul> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Understand that local Councillors are elected to represent their local community.</li> </ul>
	Being My Best	
DAT1	Getting fit	<ul> <li>Know two harmful effects each of smoking/drinking alcohol.</li> <li>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>



DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y5
Wider PSHE curriculum	My school community	State what is meant by community;
(not covered by DfE		Explain what being part of a school community means to them;
statutory requirements)		Suggest ways of improving the school community.
BS1	Independence and responsibility	<ul> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> </ul>
ISH4	Star qualities	Describe 'star' qualities of celebrities as portrayed by the media;
10114	Star quanties	<ul> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information
,	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	<ul> <li>Use a range of words and phrases to describe the intensity of different feelings</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> </ul>
RR5, BS1, BS3, BS4,	Taking notice of our	•Identify people who can be trusted;
BS5, BS7, BS8	feelings	•Describe strategies for dealing with situations in which they would feel uncomfortable.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	•Explain how someone might feel when they are separated from someone or something they like; •Suggest ways to help someone who is separated from someone or something they like.
BS7, CAB1	Changing bodies and feelings	•Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty.
BS3, CAB1, CAB2	Growing up and changing bodies	•Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenagerget me out of here!	<ul> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	•Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
RR1, RR6, RR7	Stop, start stereotypes	•Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped.

