

**Year `5**

This document maps the SCARF lesson plans for Year 5 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme.

**How the mapping works**

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

**DfE topics and related codes:**

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| **Relationships Education**  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe | **Code**  **FPC**  **CF**  **RR**  **OR**  **BS** | **Health Education**  Mental wellbeing  Internet safety and harms  Physical health and fitness  Healthy eating  Drugs, alcohol and tobacco  Health and prevention  Basic first aid  Changing adolescent body | **Code**  **MW**  **ISH**  **PHF**  **HE**  **DAT**  **HP**  **BFA**  **CAB** |

| **YEAR 5** |  |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Collaboration Challenge! | * Explain what collaboration means; * Give examples of how they have worked collaboratively; * Describe the attributes needed to work collaboratively. |
| CF2, CF3 | Give and take | * Explain what is meant by the terms negotiation and compromise; * Describe strategies for resolving difficult issues or situations. |
| OR2, OR3, MW8 | Communication (OPTIONAL) | * 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, MW1, MW2, MW3 | How good a friend are you? | * Demonstrate how to respond to a wide range of feelings in others; * Give examples of some key qualities of friendship; * Reflect on their own friendship qualities. |
| CF2, CF3, CF4, CF5, RR3, RR4, RR5 | Relationship cake recipe | * Identify what things make a relationship unhealthy; * 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. |
| CF2, CF3, CF5, RR1 | Being assertive | * Identify characteristics of passive, aggressive and assertive behaviours; * Understand and rehearse assertiveness skills. |
|  | **Valuing Difference** |  |
| CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5 | Qualities of friendship | * 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 | 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; * Understand the importance of respecting others, even when they are different from themselves. |
| FPC3, CF3, RR1, RR2, RR4, RR5 | The land of the Red People | * Identify and describe the different groups that make up their school/wider community/other parts of 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. |
| RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6 | Is it true? | * Understand that the information we see online either text or images, is not always true or accurate; * Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them; * Understand and explain the difference sex, gender identity, gender expression and sexual orientation. |
| 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. |
| CF1, CF2, CF3, CF5 | It could happen to anyone (OPTIONAL) | * 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 Safe** |  |
| RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, 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. |
| OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, 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. |
| CF5 | Decision dilemmas | * Recognise which situations are risky; * Explore and share their views about decision making when faced with a risky situation; * Suggest what someone should do when faced with a risky situation. |
| 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. |
| Wider PSHE curriculum  (not covered by DfE statutory requirements) | Jay’s dilemma (OPTIONAL) | * Recognise that there are positive and negative risks; * Explain how to weigh up risk factors when making a decision; * Describe some of the possible outcomes of taking a risk. |
|  | Vaping: healthy or unhealthy? |  |
| BS1 | Would you risk it? | * Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; * Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. |
| DAT1 | ‘Thunking’ about habit (OPTIONAL) | * Explain what a habit is, giving examples; * Describe why and how a habit can be hard to change. |
| DAT1 | Drugs: true or false? (OPTIONAL) | * Understand some of the complexities of categorising drugs; * Know that all medicines are drugs but not all drugs are medicines; * Understand ways in which medicines can be helpful or harmful and used safely or unsafely. |
| ISH6, DAT1 | Smoking: what is normal? (OPTIONAL) | * Understand the actual norms around smoking and the reasons for common misperceptions of these. |
|  | **Rights and Respect** |  |
| ISH6, PHF2, PHF3, HE1 | What’s the story? | * Identify, write and discuss issues currently in the media concerning health and wellbeing; * Express their opinions on an issue concerning health and wellbeing; * Make recommendations on an issue concerning health and wellbeing. |
| 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. |
| MW5 | Mo makes a difference | * Explain what we mean by the terms voluntary, community and pressure (action) group; * Give examples of voluntary groups, the kind of work they do and its value. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Rights, respect and duties | * Define the differences between respect, rights and duties; * Discuss what can make them difficult to follow; * Identify the impact on individuals and the wider community if duties are not carried out. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Spending wisely | * State the costs involved in producing and selling an item; * Suggest questions a consumer should ask before buying a product. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Lend us a fiver! | * Define the terms loan, credit, debt and interest; * Suggest advice for a range of situations involving personal finance. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Local councils (OPTIONAL) | * Explain some of the areas that local councils have responsibility for; * Understand that local Councillors are elected to represent their local community. |
|  | **Being My Best** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It all adds up! | * Know the basic functions of the four systems covered and know they are inter-related. * Explain the function of at least one internal organ. * Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Different skills | * Identify their own strengths and talents; * Identify areas that need improvement and describe strategies for achieving those improvements. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | My school community (2) | * State what is meant by community; * Explain what being part of a school community means to them; * Suggest ways of improving the school community. |
| BS1 | Independence and responsibility | * Identify people who are responsible for helping them stay healthy and safe; * Identify ways that they can help these people. |
| ISH4 | Star qualities | * Describe 'star' qualities of celebrities as portrayed by the media; * Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; * Describe 'star' qualities that 'ordinary' people have. |
| BFA1, BFA2 | Basic first aid, including Sepsis Awareness | * See link to external resources for further information |
| DAT1 | Getting fit (ARCHIVED) | * Know two harmful effects each of smoking/drinking alcohol; * Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health; * Understand the actual norms around smoking and the reasons for common misperceptions of these. |
|  | **Growing and Changing** |  |
| MW2, MW3, MW4 | How are they feeling? | * Use a range of words and phrases to describe the intensity of different feelings; * Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; * Explain strategies they can use to build resilience. |
| RR5, BS1, BS3, BS4, BS5, BS7, BS8 | Taking notice of our feelings | * Identify people who can be trusted; * Describe strategies for dealing with situations in which they would feel uncomfortable. |
| 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. |
| FPC6, BS2, 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. |
| BS7, CAB1 | Changing bodies and feelings | * Know the correct words for the external sexual organs; * Discuss some of the myths associated with puberty. |
| FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1 | Help, I’m a teenager…get me out of here! | * Recognise how our body feels when we’re relaxed; * List some of the ways our body feels when it is nervous or sad; * Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Dear Hetty (OPTIONAL) | * 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. |

**DfE Statutory Guidance Categories: Relationships Education (This covers the whole Primary phase)**

By the end of primary school pupils should know:

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| Families and people who care for me (FPC) | 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 3. that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships (CF) | 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships (RR) | 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships (OR) | 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online. |
| Being safe (BS) | 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources. |
| Mental wellbeing (MW) | 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms (ISH) | 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online. |
| Physical health and fitness (PHF) | 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating (HE) | 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco (DAT) | 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention (HP) | 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid (BFA) | 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body (CAB) | 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle. |