

Year 5	
Me and my relationships	
SCARF Lesson	Learning Outcomes – children will be able to;
Collaboration Challenge!	<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
Give and Take	<ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
How good a friend are you?	<ul style="list-style-type: none"> • 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.
Relationship cake	<ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.
Our emotional needs	<ul style="list-style-type: none"> • 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.
Being Assertive	<ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.
Communication (optional)	<ul style="list-style-type: none"> • 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	
SCARF Lesson	Learning Outcomes – children will be able to;
Qualities of friendship	<ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end.
Kind conversations	<ul style="list-style-type: none"> • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.
Happy being me	<ul style="list-style-type: none"> • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged.
The land of the red people	<ul style="list-style-type: none"> • 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

Is it true?	<ul style="list-style-type: none"> • 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
Stop start stereotypes	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
It could happen to anyone (optional)	<ul style="list-style-type: none"> • 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	
SCARF Lesson	Learning Outcomes – children will be able to;
Spot bullying	<ul style="list-style-type: none"> • 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.
Play, like share	<ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it.
Decision Dilemmas	<ul style="list-style-type: none"> • 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.
Ellas diary dilemma	<ul style="list-style-type: none"> • 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.
Vaping: healthy or unhealthy?	<ul style="list-style-type: none"> • Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk.
Would you risk it?	<ul style="list-style-type: none"> • 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
Thinking about habits (optional)	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change.

Drugs – true or false (optional)	<ul style="list-style-type: none"> • 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.
Smoking; what is normal?	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Rights and respect	
SCARF Lesson	Learning Outcomes – children will be able to;
Whats the story?	<ul style="list-style-type: none"> • 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.
Fact or opinion?	<ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.
Mo makes a difference	<ul style="list-style-type: none"> • 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.
Rights, Respect and duties	<ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out.
Spending wisely	<ul style="list-style-type: none"> • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product.
Lend us a fiver!	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
Local councils (optional)	<ul style="list-style-type: none"> • 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	
SCARF Lesson	Learning Outcomes – children will be able to;
It all adds up	<ul style="list-style-type: none"> • 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.
Different skills	<ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
My school community 2	<ul style="list-style-type: none"> • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.
Independence and responsibility	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.

Star Qualities	<ul style="list-style-type: none"> • 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.
Basic first aid	<ul style="list-style-type: none"> • Basic First Aid 4
Growing and changing	
SCARF Lesson	Learning Outcomes – children will be able to;
How are they feeling?	<ul style="list-style-type: none"> • 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.
Taking notice of our feelings	<ul style="list-style-type: none"> • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Dear Ash	<ul style="list-style-type: none"> • 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.
Individual school based resources	<ul style="list-style-type: none"> • Puberty - Pupils will continue to learn about puberty, menstruation and body changes at puberty as part of the science curriculum, from school staff and/or health professionals. These sessions will be in gender groups in Years 5 and 6.
Help I'm a teenager – get me out of here!	<ul style="list-style-type: none"> • 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.
Dear Hetty (optional)	<ul style="list-style-type: none"> • 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.