

## DfE Relationships and Health Education Requirements: Year 5

<b>Me and My Relationships</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> <li>- Explain what collaboration means;</li> <li>- Give examples of how they have worked collaboratively;</li> <li>- Describe the attributes needed to work collaboratively.</li> </ul>
CF2, CF3	Give and take	<ul style="list-style-type: none"> <li>- Explain what is meant by the terms negotiation and compromise;</li> <li>- Describe strategies for resolving difficult issues or situations.</li> </ul>
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> <li>- Demonstrate how to respond to a wide range of feelings in others;</li> <li>- Give examples of some key qualities of friendship;</li> <li>- Reflect on their own friendship qualities.</li> </ul>
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> <li>- Identify what things make a relationship unhealthy;</li> <li>- Identify who they could talk to if they needed help.</li> </ul>
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> <li>- Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>- Understand and rehearse assertiveness skills.</li> </ul>
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> <li>- Recognise basic emotional needs, understand that they change according to circumstance;</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> </ul>
OR2, OR3, MW8	Communication	<ul style="list-style-type: none"> <li>- Understand that online communication can be misinterpreted;</li> <li>- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>
<b>Valuing Difference</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> <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>
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> <li>- Rehearse active listening skills;</li> <li>- Demonstrate respectfulness in responding to others and respond appropriately to others.</li> </ul>
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> <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> <li>- Understand the importance of respecting others, even when they are different from themselves.</li> </ul>
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> <li>- Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>- Describe the benefits of living in a diverse society;</li> <li>- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5,	Is it true?	<ul style="list-style-type: none"> <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</li> </ul>

BS1, ISH2, ISH3, ISH5, ISH6		people will like them; - Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
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.
<b>Keeping Myself Safe</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
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	- 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.
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	- 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.
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?	- 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?	- Understand the actual norms around smoking and the reasons for common misperceptions of these.
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.
<b>Rights and Responsibilities</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities and duties	- 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.
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)	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	- Explain some of the areas that local councils have responsibility for; - Understand that local Councillors are elected to represent their local community.
<b>Being My Best</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
DAT1	Getting fit	- 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.
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	- 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	- See link to external resources for further information
<b>Growing and Changing</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
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.

Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> <li>- Explain how someone might feel when they are separated from someone or something they like;</li> <li>- Suggest ways to help someone who is separated from someone or something they like.</li> </ul>
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> <li>- Know the correct words for the external sexual organs;</li> <li>- Discuss some of the myths associated with puberty.</li> </ul>
BS3, CAB1, CAB2	Growing up and changing Bodies	<ul style="list-style-type: none"> <li>- Identify some products that they may need during puberty and why;</li> <li>- Know what menstruation is and why it happens.</li> </ul>
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <li>- Explain the difference between a safe and an unsafe secret;</li> <li>- Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> <li>- Recognise that some people can get bullied because of the way they express their gender;</li> <li>- Give examples of how bullying behaviours can be stopped.</li> </ul>