

Year 5	
Me and my relationships	
SCARF Lesson	Learning Outcomes – children will be able to;
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>
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>
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>
Relationship cake	<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>
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>
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>
Communication (optional)	<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>
Valuing Difference	
SCARF Lesson	Learning Outcomes – children will be able to;
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>
Kind conversations	<ul style="list-style-type: none"> <li>• Rehearse active listening skills;</li> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately to others.</li> </ul>
Happy being me	<ul style="list-style-type: none"> <li>• Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>• Consider how discriminatory behaviour can be challenged.</li> </ul>
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>

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 people will like them</li> </ul>
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>
It could happen to anyone (optional)	<ul style="list-style-type: none"> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>
<b>Keeping Safe</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Spot bullying	<ul style="list-style-type: none"> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> </ul>
Play, like share	<ul style="list-style-type: none"> <li>• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>• 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;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> </ul>
Decision Dilemmas	<ul style="list-style-type: none"> <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>
Ellas diary dilemma	<ul style="list-style-type: none"> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> </ul>
Vaping: healthy or unhealthy?	<ul style="list-style-type: none"> <li>• Describe some of the health risks caused by vaping;</li> <li>• Understand that there are potential health risks of vaping that are not yet fully known;</li> <li>• Use critical thinking skills when reading information/media;</li> <li>• Understand that companies selling vaping products do so to make money;</li> <li>• Describe some of the possible outcomes of taking a risk.</li> </ul>
Would you risk it?	<ul style="list-style-type: none"> <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>
Thinking about habits (optional)	<ul style="list-style-type: none"> <li>• Explain what a habit is, giving examples;</li> <li>• Describe why and how a habit can be hard to change.</li> </ul>

Drugs – true or false (optional)	<ul style="list-style-type: none"> <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>
Smoking; what is normal?	<ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>
<b>Rights and respect</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Whats the story?	<ul style="list-style-type: none"> <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>
Fact or opinion?	<ul style="list-style-type: none"> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> </ul>
Mo makes a difference	<ul style="list-style-type: none"> <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>
Rights, Respect and duties	<ul style="list-style-type: none"> <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>
Spending wisely	<ul style="list-style-type: none"> <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>
Lend us a fiver!	<ul style="list-style-type: none"> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> </ul>
Local councils (optional)	<ul style="list-style-type: none"> <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>
<b>Being my best</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
It all adds up	<ul style="list-style-type: none"> <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>
Different skills	<ul style="list-style-type: none"> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>
My school community 2	<ul style="list-style-type: none"> <li>• State what is meant by community;</li> <li>• Explain what being part of a school community means to them;</li> <li>• Suggest ways of improving the school community.</li> </ul>
Independence and responsibility	<ul style="list-style-type: none"> <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>

Star Qualities	<ul style="list-style-type: none"> <li>• Describe 'star' qualities of celebrities as portrayed by the media;</li> <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>
Basic First Aid- St Johns ambulance - Bleeding	<ul style="list-style-type: none"> <li>• Ensure the safety of themselves and others.</li> <li>• Assess a casualty's condition calmly and give first aid to a casualty who is bleeding</li> <li>• I can give first aid to a casualty who is in shock.</li> <li>• I can seek medical help if required for a casualty who is bleeding</li> </ul>
<b>Growing and changing</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
How are they feeling?	<ul style="list-style-type: none"> <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>
Taking notice of our feelings	<ul style="list-style-type: none"> <li>• Identify people who can be trusted;</li> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> </ul>
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>
Individual school based resources	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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>
Dear Hetty (optional)	<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>