

## Year 5 RSE & PSHE Planning

### Autumn 1 Me and My Relationships

DFE requirements	Lesson title	Coram Scarf Learning outcomes
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>

## Year 5 RSE & PSHE Planning

### Autumn 2 Valuing Difference

DFE requirements	Lesson title	Coram Scarf Learning outcomes
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;</li> <li>•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, BS1, ISH2, ISH3, ISH5, ISH6	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> <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	<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>

## Year 5 RSE & PSHE Planning

### Spring 1 Keeping yourself safe

DFE requirements	Lesson title	Coram Scarf Learning outcomes
DAT1	'Thunking' about habits	<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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma	<ul style="list-style-type: none"> <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	<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>
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's 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>
CF5	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>
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> <li>•Reflect on what information they share offline and online:</li> <li>•Recognise that people aren't always who they say they are online;</li> <li>•Know how to protect personal information online.</li> </ul>
DAT1	Drugs: true or false?	<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>
ISH6, DAT1,	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>
BS1	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>

## Year 5 RSE & PSHE Planning

### Spring 2 Rights & Responsibilities

DfE requirements	Lesson title	Coram Scarf Learning outcomes
ISH6, PHF2, PHF3, HE1	What's 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>
OR4, ISH6	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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities 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>
MW5	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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<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>

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<b>Summer 1 Being my best</b>		
DFE requirements	Lesson title	Coram Scarf Learning outcomes
DAT1	Getting fit	<ul style="list-style-type: none"> <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 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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	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>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community	<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>
BS1	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>
ISH4	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>
BFA1, BFA2	Basic first aid	See link to external resources for further information

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### Summer 2 Growing and changing

DFE requirements	Lesson title	Coram Scarf Learning outcomes
MW2, MW3, MW4	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>
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> <li>• Identify people who can be trusted;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable.</li> </ul>
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>

