

Nova Year 5 PSHE Scheme Overview

(using SCARF PSHE scheme)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 5	<p style="text-align: center;">Me and my relationships –</p> <ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs • Communication <p style="text-align: center;">Valuing difference –</p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • It could happen to anyone 	<p style="text-align: center;">Keeping myself safe –</p> <ul style="list-style-type: none"> • 'Thinking' about habits • Jay's dilemma • Spot bullying • Ella's diary dilemma • Decision dilemmas • Play, like, share • Drugs: true or false? • Smoking: what is normal? • Would you risk it? <p style="text-align: center;">Rights and responsibilities –</p> <ul style="list-style-type: none"> • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils 	<p style="text-align: center;">Growing and Changing –</p> <ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Hetty • Changing bodies and feelings • Growing up and changing bodies • Help! I'm a teenager - get me out of here! • Dear Ash • Stop, start, stereotypes <p style="text-align: center;">Being my best –</p> <ul style="list-style-type: none"> • Getting fit • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid

Year 5 RSE Overview 2020-21

SCARF plans and the DfE Relationships and Health Education Requirements

This document below maps the SCARF lesson plans 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 lists the 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. You'll find the codes for these topics below. (See pages 2 and 3 to view the 67 DfE end-of-primary statements in full. These have been numbered to enable clear referencing throughout this mapping.*)

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

In the SCARF lesson plan column, '**half-termly unit**' refers to the groups of lessons that our PSHE curriculum has been organised into, leading to a comprehensive PSHE and wellbeing curriculum.

DfE topics and related codes:

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

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!	<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.
CF2, CF3	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.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	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.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.
MW2, MW3, MW4, MW9, MW10	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.
OR2, OR3, MW8	Communication	<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	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	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.
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> • 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	<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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	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; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
CF1, CF2, CF3, CF5	It could happen to anyone	<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 Myself Safe	
DAT1	'Thinking' about habits	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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	<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.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's 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.
CF5	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.
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> •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?	<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.
ISH6, DAT1,	Smoking: what is normal?	<ul style="list-style-type: none"> •Understand the actual norms around smoking and the reasons for common misperceptions of these.
BS1	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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Rights and Responsibilities	
ISH6, PHF2, PHF3, HE1	What's 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.
OR4, ISH6	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities 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.
MW5	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<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	
DAT1	Getting fit	<ul style="list-style-type: none"> • 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!	<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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community	<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.
BS1	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.
ISH4	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.
BFA1, BFA2	Basic first aid	See link to external resources for further information
Growing and Changing		
MW2, MW3, MW4	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.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> • 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"> • 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.
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
CAB1, CAB2	<i>Year 4 Growing and changing lesson - Period positive</i>	<ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods.
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
CF1, CF2, CF3, CF5	It could happen to anyone	<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.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	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.
BS2, BS4, BS5, BS6, BS7, BS8	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.
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	<i>Year 4 Growing and changing lesson - Together</i>	<ul style="list-style-type: none"> • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

RR1, RR6, RR7	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.
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Prior Year 4 teaching: RSE Overview 2019-2020 *(Previous curriculum prior to changes)*

	Key Concept	Key RSE Objectives	Key Resources/Activities
Y4	Rights Respecting Identity	To demonstrate respect for the opinions of others in discussions about puberty	<ul style="list-style-type: none"> • Re-establish guidelines for respectful PSHE/RSE lessons, and use of anonymous question box/display • Role-play how teasing or laughing can hurt feelings and inhibit children
	Change	To know that physical and emotional changes are a normal part of growing up	<ul style="list-style-type: none"> • Recap on last year's learning about puberty • Initiate discussion with boys about how they feel about puberty (you could watch 'Living and Growing', Changes again to recap) and how their feelings for somebody else may change. How do they manage these feelings? • Initiate a similar discussion on feelings changing towards somebody else.
	Health	To know about the changes to our bodies as we get older and that these are necessary for being parents, with specific reference to girls and menstruation	<ul style="list-style-type: none"> • Watch 'Living and Growing', Unit two, Girl talk in separate gender groups. Stop the DVD at regular points to answer questions. • Show the girls sanitary products and discuss how they can choose what works best for them • Talk about 'menstruation myths' using 'Living and Growing' Activity sheet 7, p18 • Initiate discussion with boys and girls about how girls can feel about periods