

YEAR 5	
Lesson Plan title & half-termly unit	Lesson Plan Learning Outcomes
Me and My Relationships	
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.
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.
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 recipe	<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.
Valuing Difference	
Qualities of friendship	<ul style="list-style-type: none"> ● Define some key qualities of friendship; ● Describe ways of making a friendship last;

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	<ul style="list-style-type: none"> ● 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"> ● 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.
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	
Spot bullying	<ul style="list-style-type: none"> ● Demonstrate strategies to deal with both face-to-face and online bullying;

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	<ul style="list-style-type: none"> ● 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"> ● 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.
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.
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.
Jay's dilemma (OPTIONAL)	<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.
Vaping: healthy or unhealthy?	
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 habit (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.

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Smoking: what is normal? (OPTIONAL)	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Rights and Respect	
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.
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 respect, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if duties 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	
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

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	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, including Sepsis Awareness	<ul style="list-style-type: none"> ● See link to external resources for further information
Getting fit (ARCHIVED)	<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.
Growing and Changing	
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.

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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.
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.
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.
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.
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.