

Unit 1

Year 5 – Being Me

Social and Emotional skills - Being a citizen of Giles, working as part of a class to achieve success, understanding the lives of others

	Title - written in floorbook	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	My Value	- To understand what went well last year □ starter - Chn answer main questions 'How do you make a difference?' 'What does success mean to you?' □ Main lesson focus	Lesson 1 – success Lesson 2 – problem solve Lesson 3 – accountability Lesson 4 – trusted adults Lesson 5 – emotions and feelings
2	Facing Challenges	- Recap meaning of resilience □ starter - Understand how to face challenges positively □ Main lesson focus <i>Suggested task: Present chn with an impossible task. Chn reflect after how they found this. What emotions, feelings and behaviours did they show? If they had a second chance, how could they be more resilient?</i>	
3	Rules	- To identify school rules □ starter - To understand the importance of rules and the relation to choices/consequence and taking accountability - link to class rules and future opportunities (e.g. secondary school, jobs, law) □ Main lesson focus <i>Suggested task: revisit class mission statement and class contract - plus and delta as a class on flip chat and stick a photo of table in flip chart</i>	<i>Link each lesson back to wider theme of unit – Being me in my world</i>

4	Community	- To identify trusted staff in school and adults at home who chn can talk to if there is a problem - consider the role they play □ starter - Consider how chn can play a successful role in the wider community □ Main lesson focus <i>Suggested task: consider how level 5 behaviour or leadership roles can transfer into the wider world</i>	
5	Emotional Literacy	- To recognise why it is important for people to express their feelings - discuss a range of feelings and situations they link to □ Main lesson focus <i>Suggested task: emotional wheel - refer back to year 3 and year 4 version (link to emotional literacy resources)</i>	
6	Black History Month	- To understand the need for Black History Month and the historical reasons for its creation □ Main lesson focus - To identify black role models □ Main lesson focus No need for floorbook task.	

Unit 2

Year 5 – Celebrating Differences

Social and Emotional skills- Help students recognise and challenge stereotypes, encourage students to develop understanding, empathy and celebrate difference

	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	My class	- Recap meaning of unique and identify how I am unique □ starter - Identify the strengths of each class member and consider how this plays a part to the class' overall success and synergy. Consider abilities and disabilities within the class. □ Main lesson focus <i>Suggested task: draw the class like a functioning machine and consider everyone's roles</i>	Lesson 1 – hidden disabilities/abilities Lesson 2 – tradition Lesson 3 – injustice Lesson 4 and 5 – bullying, bystander Lesson 6 – rumours
2	My family	- Share personal family traditions □ starter - Identify similarities and differences in the functioning of different families (e.g. little quirks which make them unique such as being allowed to open 1 Christmas present on Christmas Eve or having a certain breakfast on Pancake Day etc.) □ Main lesson focus	
3	Conflicts	- Recap the meaning of 'conflict' □ starter - Consider personal experiences of conflict and discuss possible solutions, also begin to understand that not all conflict can be resolved □ Main lesson focus <i>Suggested task: Role play activity and take photograph for floorbook</i>	

4	Bullying - part 1	- To fully understand the different forms of bullying and how this can look and feel over time - link to emotions and behaviour (educate chn on intensity and severeness of bullying as this is often misunderstood by chn and parents) □ Main lesson focus <i>Suggested task: Role play activity and consider various scenarios - identify what is bullying and what is not and what the solutions/strategies to overcoming these difficult situations are</i>	<i>Link each lesson back to wider theme of unit – Celebrating Differences</i>
5	Bullying - part 2	- To recap what a 'bystander' is □ starter - Understand the meaning of Joint Enterprise, guilty by association, failure to act etc. □ Main lesson	
6	My words	- To recognise the impact of words (positive and negative - consider emotions, feelings and behaviour) in person and online □ starter - To understand that my reactive behaviour can hurt others, consider how carrying own weather can make a positive difference. □ Main lesson - What does it mean to be sorry? □ starter <i>Suggested task: Crumple paper activity to show damage cannot be undone</i>	

Unit 3

Year 5 – Healthy Me

Social and Emotional skills- understanding the benefits of being healthy, understanding the dangers of some substances on the body, learning more about healthy eating and physical activity

	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	Balanced Diet	- Recap what a balanced diet is and the food groups □ starter - To understand how much of certain foods we need to eat to ensure our body can function healthily □ Main lesson <i>Suggested task: Chn create their own balanced meal using the right portions from the various food groups.</i>	Lesson 1 – portion Lesson 2 – exercise
2	Exercise	- Recap the positive impact of exercise on our bodies - heart rate, muscles, fat □ starter - Identify ways I exercise and reflect on the positives of this □ Plenary	Lesson 3 – hygiene
3	Hygiene	- How do we keep good hygiene and why is this important? □ starter - Understand the importance of keeping good hygiene and what the consequences are of not. Consider how our bodies are changing and the impact this can have. □ Main lesson focus	Lesson 4 – drugs, smoking, vaping Lesson 5 – alcohol
4	Drugs, smoking/ Vaping	- Recap negative effects of drugs, smoking and vaping □ starter - Discuss situations where chn could be peer pressured to smoke, vape or take drugs. Consider strategies of action if ever in a situation like this. □ Main lesson focus	Lesson 6 – antisocial behaviour

5	Alcohol	- Recap negative effects of alcohol on the body □ starter - To know the law around alcohol for children and adults □ Main lesson focus	Lesson 7 - Emergency aid, 999 <i>Link each lesson back to wider theme of unit – Healthy Me</i>
		- To identify the effect of alcohol on the body - including for children □ Main lesson focus	
6	Peer pressure	- To understand how anti-social behaviour can have a negative effect on someone's mood and what anti-social is □ starter - To identify what to do if being pressured or someone else is being pressured to behave antisocially □ Main lesson focus	
7	Emergency aid	- What are the emergency numbers? □ starter - To know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations □ Main lesson focus - To know how to keep myself calm during an emergency □ Main lesson focus	

Unit 4

Year 5 – Relationships			
Social and Emotional skills-			
	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention

1	Caring friendships	- Recap the characteristics of friendships - Discuss that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded (inclusive) - Discuss that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - Managing conflict within friendships	Lesson 1 – inclusive Lesson 2 – self-respect Lesson 3 – consent /permission-seeking Lesson 4 – deception Lesson 5 – appropriate Lesson 6 - mourn <i>Link each lesson back to wider theme of unit – Relationships</i>
2	Respectful relationships	- Recap courtesy and manners - how do you show good manners in different contexts (home, school, wider community)? - Recap what respect looks like - discuss some examples of how to show respect to others. - Explore self-respect □ Main lesson	
3	Permission-seeking	- https://www.ghll.org.uk/rshe-primary-lesson-plans-uks2-understanding-consent/ - the importance of permission-seeking and giving in relationships with friends, peers and adults. Why is this so important? - https://www.youtube.com/watch?v=o5MPxGhTQyc	
4	Online relationships	- Discuss that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - Discuss how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (deception). □ Main lesson	
5	Being safe	- What's the difference between a secret and a surprise? (we don't keep secrets) - Appropriate boundaries - Concept of privacy - Appropriate physical contact - pants and vest rule - Responding to feeling unsafe - Seeking advice and reporting concerns - Where to get advice (network hand)	

		<i>Activity - redo network hand</i>	
	Love, loss and grief	- To know some of the feelings and behaviours we can have when someone dies or leaves (link back to grief learning) □ starter - To identify strategies which can support our feelings and regulate our behaviour □ Main lesson focus	

Summer 2

Year 5 – Changing Me			
Social and Emotional skills- Recognise ways they can develop their own self-esteem, can express how they feel about the changes that will happen to them during puberty,			
	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	Body image	- To write down things that I like about myself and others □ starter - To be aware of my self image and understand that everyone has their own body images □ Main lesson focus - To identify ways that I can help affirm my self and body image □ Main lesson focus	Lesson 1 – self/body image Lesson 2 – hormones

2	Puberty and personal hygiene	- To know how boys' and girls' bodies change on the outside and inside during the growing up process (recap year 3 and 4 knowledge, hormones and emotions, scrotum, menstruate, larynx) □ Main lesson - To recognise how I feel about these changes happening to me and know how to cope with those feelings □ Main lesson	Lesson 3 – puberty Lesson 4 – thinking ahead <i>Link each lesson back to wider theme of unit – Changing Me</i>
3	My questions about puberty	- To create a safe space where I can feel comfortable with asking questions □ Main lesson focus - To ask the questions I need answered about changes during puberty □ Main lesson focus - To reflect on how I feel about asking the questions and about the answers I receive □ Plenary	
4	Transition to year 6	- To reflect on the changes I would like to make next year □ Starter - To know that I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively □ Main learning focus - To know how to make the changes I will make □ Main learning focus - To discuss what I am looking forward to next year □ Plenary	