



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p><b>LO: To know what human rights are and why education one of them.</b></p> <p><b>Core Learning:</b> To understand what human rights are and why they exist. To explore the right to education and why it matters.</p> <p><b>Task:</b> Use "Right Up Your Street" in pairs to identify where rights are being enjoyed, denied, or demanded. Explore the story of Malala Yousafzai using video and text sources. Pupils then write either a retelling of Malala's story in their own words or a newspaper article about her activism and bravery.</p>	<p><b>LO: How food choices impact the environment.</b></p> <p><b>Core Learning:</b> To understand environmental issues relating to food production and consumption. To explore personal and collective responsibility in addressing these issues.</p> <p><b>Task:</b> Watch a short video about climate-conscious diets. In groups, research one of the following themes: food miles, land use, animal welfare, food waste, or fair trade. Use guided questions to organise findings and present them to the class.</p>	<p><b>LO: To know how can we show care and responsibility for others.</b></p> <p><b>Core Learning:</b> To reflect on how we show care in daily life and for broader causes. To identify current and potential actions we can take to support others.</p> <p><b>Task:</b> Complete the "Circles of Care" activity to map out personal relationships and wider causes pupils care about. Pupils then reflect on how they show care and what more they could do. Discussion and sharing follow.</p>	<p><b>LO: to know what is prejudice and discrimination.</b></p> <p><b>Core Learning:</b> To understand the meaning of prejudice and discrimination. To recognise protected characteristics and explore safe ways to challenge discrimination.</p> <p><b>Task:</b> Watch a video on Martin Luther King Jr. and Bayard Rustin. Discuss the concepts of prejudice and discrimination, including modern examples. Pupils respond to scenarios (real-life and online) in small groups, suggesting respectful ways to respond.</p>	<p><b>LO: to know about diversity in our communities.</b></p> <p><b>Core Learning:</b> To understand diversity and the benefits of living in a diverse society. To recognise the achievements of individuals with protected characteristics.</p> <p><b>Task:</b> Begin by discussing admired public figures and evaluate the diversity represented. Introduce the Equality Act and protected characteristics. Pupils research a role model from one of these groups and write a short biography to contribute to a class book on diverse individuals.</p>	<p><b>LO: to know how national government works and how we influence it.</b></p> <p><b>Core Learning:</b> To understand how government functions and the roles of elected representatives. To explore ways in which people can influence decision-making.</p> <p><b>Task:</b> Use a presentation to introduce Parliament and key government roles. In groups, pupils act as ministers (e.g., Health, Education) and propose improvements. They write persuasive letters to a government minister, explaining their ideas with</p>	<p><b>By the end of this unit, pupils will know:</b></p> <p>the concept of human rights and the importance of the right to education.</p> <p>identify ways to make informed decisions.</p> <p>How to care and take responsibility toward others and causes they believe in.</p> <p><b>What is prejudice and discrimination and understand respectful, safe ways to challenge it.</b></p> <p><b>what diversity is and value the contributions of individuals with protected characteristics.</b></p> <p>how government works and explore practical ways to have their voices heard in a democracy.</p>



	<p><b>Adapted Learning Task:</b> Pupils needing extra support can use simplified materials (e.g., Kids Kiddle) and teacher modelling for writing. Pupils working at greater depth may carry out additional research and explain how activism creates social change.</p>	<p><b>Adapted Learning Task:</b> Pupils needing extra support can focus on simpler topics like food waste or packaging. Pupils working at greater depth can explore the global impact of behavioural changes, including effects on international trade.</p>	<p><b>Adapted Learning Task:</b> Pupils needing extra support can use examples and prompts to help identify causes. Pupils working at greater depth can research organisations or individuals that align with their chosen cause.</p>	<p><b>Adapted Learning Task:</b> Pupils needing extra support can work with fewer, more familiar scenarios. Pupils working at greater depth can consider all scenarios and reflect on the complexity of speaking out against prejudice.</p>	<p><b>Adapted Learning Task:</b> Pupils needing extra support can use scaffolded research questions and choose well-known figures. Pupils working at greater depth may research multiple individuals or explore those with intersecting characteristics.</p>	<p>supporting arguments.</p> <p><b>Adapted Learning Task:</b> Pupils needing extra support may focus on familiar areas like Education or the Environment. Pupils working at greater depth can choose specialised roles or write more detailed letters based on their values.</p>	
--	---	---	---	---	--	--	--