



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p><b>LO:</b> To know what happens when someone breaks the law.</p> <p><b>Core Learning:</b> To understand what a law is and what happens during a fair trial in the justice system.</p> <p><b>Task:</b> Explore school rules → national laws. Use <i>Presentation: Justice System</i> to explain courts, roles, and procedures. Conduct a <b>mock trial</b> with roles (defendant, lawyers, jury, judge, witnesses).</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Partner up for roleplay; simplified dialogue cards.</p> <p><b>Greater Depth:</b> Compare Crown and Magistrates' Courts; take on judge role.</p>	<p><b>LO:</b> To know what is the link between rights and responsibilities.</p> <p><b>Core Learning:</b> To explore freedom of expression, its meaning, importance, and limitations.</p> <p><b>Task:</b> Discuss human rights and the concept of freedom of expression. Use <i>Presentation: Rights and Expression</i>. In groups, create five rules for responsible communication (in-person and online).</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Use sentence starters and real-life examples.</p> <p><b>Greater Depth:</b> Consider online safety and global contexts where rights are restricted.</p>	<p><b>LO:</b> To know how we can protect the environment by reducing what we use.</p> <p><b>Core Learning:</b> To understand the impact of reducing materials and energy use on the environment.</p> <p><b>Task:</b> Discuss the <i>Waste Hierarchy</i> using the presentation. Complete the <i>Activity: Reducing Our Impact</i> in groups (individual vs business/government actions). Share and discuss influence through activism and civic actions (e.g. writing to MPs).</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Focus on familiar items (e.g. electricity, plastic).</p> <p><b>Greater Depth:</b> Suggest new items to reduce; begin a persuasive letter.</p>	<p><b>LO:</b> To know how people contribute to their community.</p> <p><b>Core Learning:</b> To recognise the value of individuals and groups in local and wider communities.</p> <p><b>Task:</b> Discuss local contributors (e.g. charity workers, volunteers). Use <i>Activity: People Who Contribute to Society</i> to research and answer key questions. Share findings with the class.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Choose a familiar or school-related figure.</p> <p><b>Greater Depth:</b> Independently research a contributor of their choice.</p>	<p><b>LO:</b> To know what pressure groups do.</p> <p><b>Core Learning:</b> To understand what pressure groups are and how they influence change.</p> <p><b>Task:</b> Discuss the concept and purpose of pressure groups. Focus on <i>Keep Britain Tidy</i>: history, campaigns, and celebrity involvement. In groups, suggest realistic, appropriate ideas for new campaigns.</p> <p><b>Adapted Learning Task: Support:</b> Create a poster for Keep Britain Tidy.</p> <p><b>Greater Depth:</b> Discuss effectiveness of campaign methods; debate best approach.</p>	<p><b>LO:</b> To know how Parliament works.</p> <p><b>Core Learning:</b> To understand the structure of UK Parliament and how it supports democracy.</p> <p><b>Task:</b> Use <i>Presentation: Houses of Parliament</i> and the "Introduction to Parliament" video. Complete the <i>Parliament Quiz</i> (multiple choice available for support). Play the <i>Around the Houses</i> game in groups to consolidate understanding.</p> <p><b>Adapted Learning Task: Support:</b> Use multiple-choice version of quiz; adult-led game support. <b>Greater Depth:</b> Research an MP's role and qualities; visit the UK Parliament website.</p>	<p><b>By the end of this unit, pupils will know: What a law is and the consequences of breaking it.</b></p> <p>The process and roles involved in a fair trial.</p> <p><b>That human rights include freedom of expression, which comes with responsibilities.</b></p> <p>How individual and collective action can help protect the environment.</p> <p>The importance of community contribution and ways people are recognised.</p> <p>What a pressure group is, and how it can influence change.</p> <p><b>The structure of Parliament and key democratic processes in the UK.</b></p>



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