



Subject	Week 1	Week 2	Week 4	Week 5	Week 6	End Points
<p>PSHE Topic</p>	<p>LO: I know how to form and maintain positive relationships.</p> <p>Core Learning: Understand the importance of friendship. Identify qualities of a good friend. Reflect on personal strengths and friendship skills.</p> <p>Task: Watch the <i>Toy Story</i> clip and discuss Woody's choices. Write and illustrate a set of instructions for "How to Build a Friend." Include a "You will need" list of friendship qualities. Optional: Record 'how-to' friendship videos to share.</p> <p>Adapted Learning Tasks:</p> <p>Pupils needing extra support: Use the "How to Build a Friend" worksheet for structure.</p> <p>Pupils working at greater depth: Complete the video extension and self-assess their own friendship</p>	<p>LO: I know that friendships have ups and downs.</p> <p>Core Learning: Explore typical friendship challenges. Discuss strategies for resolving conflict. Understand that problems can strengthen relationships.</p> <p>Task: Brain dump recap of Week 1. In groups, create and swap fictional friendship problem letters. Respond with advice and discuss the possible outcomes.</p> <p>Adapted Learning Tasks:</p> <p>Pupils needing extra support: Work in supported groups and use pre-written scenarios.</p> <p>Pupils working at greater depth: Provide multiple solutions and reference support strategies (e.g., talking to a trusted adult).</p>	<p>LO: I know what self-respect is and how to practise it.</p> <p>Core Learning: Define self-respect and its connection to well-being. Explore positive self-talk, self-care, personal boundaries, and strengths. Recognise and celebrate personal qualities.</p> <p>Task: Take part in a reflective 'secret vote' on self-esteem questions. Complete a "Shield of Self-Respect" using drawing and writing. Sections: Positive self-talk, self-care, boundaries, personal strengths.</p> <p>Adapted Learning Tasks:</p> <p>Pupils needing extra support: Discuss ideas with an adult or peer before filling in the shield.</p> <p>Pupils working at greater depth: Reflect on how self-respect helps decision-making and future happiness.</p>	<p>LO: I know that family relationships can sometimes make children feel unhappy and what to do if this happens.</p> <p>Core Learning: Families can look and feel different for everyone. Sometimes family life can be difficult or make children feel unsafe. There are safe adults and organisations who can help.</p> <p>Task: Discuss the Stonewall "Different families, same love" poster. Read and explore real-life stories (Women's Aid). Reflect on feelings and actions from characters in the stories. Explore the difference between a surprise and a secret. Learn about contacting Childline and what happens when you do.</p> <p>Adapted Learning Tasks:</p> <p>Pupils needing extra support: Work in supported groups to read and understand the stories.</p> <p>Pupils working at greater depth: Offer a range of</p>	<p>LO: I know more about bullying and how to get help.</p> <p>Core Learning: Bullying is deliberate, repeated, and harmful behaviour. Bystanders have a responsibility to speak up. Understanding a bully's background may provide context—not excuses. Knowing who to turn to is key.</p> <p>Task: Categorise bullying scenarios using room corners (e.g., "bullying", "unkind", "bystander"). Watch and analyse "Ariana's Story" (BBC Teach). Discuss the emotional and behavioural journey of the bully and the bullied. Role-play Q&A sessions with students acting as Ariana and classmates.</p> <p>Adapted Learning Tasks:</p> <p>Pupils needing extra support: Pre-teach key vocabulary and offer</p>	<p>By the end of this unit, pupils will know:</p> <p>what makes a positive friendship and how to improve one.</p> <p>that all friendships experience ups and downs and learn constructive ways to resolve issues.</p> <p>that marriage is a legal and personal choice and explain why people might choose to marry or not.</p> <p>What is self-respect, identify their own strengths, and explain how to practise self-care and assert personal boundaries</p> <p>that family life can be both supportive and challenging and recognise when to seek help.</p> <p>Know what bullying is, how to respond to it, and the role of a bystander.</p> <p>and challenge outdated gender roles and celebrate progress toward equality.</p> <p>the impact of racial and religious stereotyping and</p>



				potential solutions for each situation and explore	guidance during the film clip. Pupils working at greater depth: Lead role-play activity and generate complex questions about behaviour, empathy, and repair.	describe ways to prevent discrimination in their communities.
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