



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p>LO: To know how we can look after our teeth.</p> <p>Core Learning: Recognise daily routines that support oral health. Understand the importance of brushing, avoiding sugar, and visiting the dentist.</p> <p>Task: Watch the "Singing Dentist" video. In groups, use the Keeping Teeth Healthy info sheet to identify key messages. Create and perform a short song, rap, poem, or advert that teaches dental health.</p> <p>Adapted Learning Task: <i>Pupils needing extra support:</i> Work in mixed-ability groups. Peer assessment may be shortened. <i>Pupils working at greater depth:</i> Lead group work, ensure clarity and persuasiveness of messages, and deliver detailed peer assessments.</p>	<p>LO: To know what relaxation feels like and to know that relaxation techniques can be used anywhere.</p> <p>Core Learning: Understand how visualisation helps manage emotions. Identify places that make us feel calm and describe them using the senses.</p> <p>Task: Watch and discuss the Cosmic Kids: Balloon Visualisation. Discuss calm places and what makes them relaxing. Create a drawing or model of their own calm place, labelling sensory details.</p> <p>Adapted Learning Task: <i>Pupils needing extra support:</i> Provide more visual examples and support in describing scenes. <i>Pupils working at greater depth:</i> Use calming voice and</p>	<p>LO: To develop a growth mindset and know that mistakes are useful.</p> <p>Core Learning: Recognise that mistakes are part of learning and success. Understand the concept of resilience and the emotional side of failure.</p> <p>Task: Read or watch <i>The Most Magnificent Thing</i>. Complete the Maze Activity and reflect on resilience. Use Mistake Matching Cards in pairs, with one open-ended mistake for students to create a lesson from. Mind map: "Why we love mistakes" using sticky notes.</p> <p>Adapted Learning Task: <i>Pupils needing extra support:</i> Work in mixed-ability pairs, refer to displayed examples for ideas. <i>Pupils working at greater depth:</i> Provide multiple mistake examples from different contexts and explain emotional resilience strategies.</p>	<p>LO: I know what my strengths are and how they can help others.</p> <p>Core Learning: To identify personal strengths and understand how these can be applied to roles and jobs that support others.</p> <p>Task: After discussing job roles, children complete a written application for a role in school (e.g., Book Reviewer, Play Leader). They describe their strengths and explain why they are suited to the job.</p> <p>Adapted Learning Tasks: <i>Pupils needing extra support:</i> Can draw their role and write a short sentence, or present their ideas verbally or on video. <i>Pupils working at greater depth:</i> Give detailed examples of how their skills</p>	<p>LO: I know what makes me happy and how I can take responsibility for my happiness.</p> <p>Core Learning: To identify what is important to us and understand that happiness can be influenced by our actions.</p> <p>Task: Children reflect on what brings them happiness and explore which aspects they can control. They complete the "Project Happiness" activity by drawing something that makes them happy and writing actionable steps they can take to make it happen.</p> <p>Adapted Learning Tasks: <i>Pupils needing extra support:</i> Guided with prompts and examples; may</p>	<p>LO: I know what emotions are and how they change.</p> <p>Core Learning: To recognise a wide range of emotions and understand that everyone experiences them differently and that they can change over time.</p> <p>Task: Children explore emoji cards to identify and discuss different emotions. Using "Sam's Diary," they infer how a character's feelings change throughout the day and reflect on why. Introduce a persona doll to discuss more challenging emotions and brainstorm strategies for managing them.</p> <p>Adapted Learning Tasks: <i>Pupils needing extra support:</i> Use a detailed version of Sam's diary for extra guidance. <i>Pupils working at greater depth:</i> Suggest appropriate strategies for regulating negative emotions and justify their reasoning with evidence from the diary.</p>	<p>By the end of this unit, pupils will know:</p> <p>I need to brush my teeth twice a day, avoid sugar and visit the dentist.</p> <p>and explain how mistakes support learning and show resilience in overcoming challenges.</p> <p>That they need to reflect on their own feelings about failure and how to respond positively.</p> <p>How to use relaxation techniques like visualisation to manage stress.</p> <p>that mistakes are valuable and support growth.</p> <p>To take responsibility for their happiness by identifying</p>



		<p>language to describe their visualisation to peers, modelling a relaxation exercise.</p>		<p>support the role and the community.</p>	<p>receive sentence starters. <i>Pupils working at greater depth:</i> Should give three or more thoughtful actions per happiness goal and consider how their happiness impacts others.</p>	<p>WEEK 7</p> <p>LO: To know what mental health is and who can help if I need it.</p> <p>Core Learning: Define mental health and understand its similarities to physical health. Learn who to talk to when help is needed.</p> <p>Tasks: Emotions bingo + colour association activity. Read <i>The Colour Thief</i> and reflect on mental wellbeing. Draw a happy day and discuss healthy coping strategies.</p> <p>Adapted Learning Task:</p> <p><i>Support:</i> Small group reading with discussion.</p> <p><i>Greater Depth:</i> Reflect in detail on character emotions and recovery.</p>	<p>controllable actions.</p> <p>and express a range of emotions with empathy and awareness.</p> <p>Know what mental health is and where to get support if needed.</p>
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