



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p>LO: I know that age restrictions are designed to protect people.</p> <p>Core Learning: Explore age-based legal restrictions and their purposes. Debate their appropriateness and necessity.</p> <p>Task: Use flashcards to guess age restrictions for various activities. Group debates on adjusting age limits and forming arguments.</p> <p>Adapted Learning Task: Support: Use structured prompts to help form arguments.</p> <p>Greater Depth: Argue both for and against a point of view.</p>	<p>LO: I know the benefits and risks of sharing material online.</p> <p>Core Learning: Examine how quickly content spreads digitally. Understand online safety, privacy, and respecting others.</p> <p>Task: Compare face-to-face vs digital sharing scenarios. Sort scenarios based on safety for sharing online.</p> <p>Adapted Learning Task:</p> <p>Support: Vocabulary support and small group facilitation.</p> <p>Greater Depth: Discuss short- and long-term impacts of online sharing.</p>	<p>LO: I know how to help someone with asthma.</p> <p>Core Learning: Recognise symptoms and triggers of asthma. Know how to assist during an asthma attack.</p> <p>Task: Watch video and complete emergency response role plays. Use asthma diagrams and inhaler images.</p> <p>Adapted Learning Task:</p> <p>Support: Re-watch video and take simpler roles in role plays.</p> <p>Greater Depth: Model scenarios and guide group feedback.</p>	<p>LO: I know the difference between privacy, secrets, and surprises.</p> <p>Core Learning: Define privacy vs public information. Recognise when secrets might be harmful.</p> <p>Task: 'Private vs Public' classroom continuum activity. Scenario sort using Privacy Scenarios resource.</p> <p>Adapted Learning Task:</p> <p>Support: Fewer or pre-selected scenarios; verbal sharing.</p> <p>Greater Depth: Identify additional real-life examples of harmful secrets.</p>	<p>LO: I know that not all information on search engines is valuable.</p> <p>Core Learning: Explore how search engines work. Evaluate website relevance and reliability.</p> <p>Task: Use search engines to complete paired activity. Rate websites by usefulness and reliability.</p> <p>Adapted Learning Task:</p> <p>Support: Paired work with guided discussion.</p> <p>Greater Depth: Create a poster explaining how search engines prioritise content.</p>	<p>LO: I know that change is part of growing up.</p> <p>Core Learning: Reflect on past and future physical and emotional changes. Recognise changes related to independence and identity.</p> <p>Task: Class discussion with a childhood photo. Complete a 'future self' profile with aspirations and predicted changes.</p> <p>Adapted Learning Task:</p> <p>Support: Use images or sentence starters for future self profiles.</p> <p>Greater Depth: Explore future life scenarios in more depth (jobs, family, hobbies).</p>	<p>By the end of this unit, pupils will know:</p> <p>age restrictions and their protective roles.</p> <p>how to use the internet safely and respectfully.</p> <p>asthma symptoms and know basic first aid.</p> <p>The difference between public, private, secrets, and surprises.</p> <p>How to evaluate online information for reliability.</p> <p>that physical and emotional changes are part of growing up.</p> <p>That puberty-related changes and practice good hygiene.</p> <p>That smoking risks and how to promote healthy choices.</p>