



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p><b>LO:</b> I know what are good manners and how we show respect in different situations.</p> <p><b>Core Learning:</b> To develop an understanding of courtesy and manners in a range of situations and how they relate to respect.</p> <p><b>Task:</b> Use a line activity to gauge children's views on rude vs. polite behaviours (e.g. not saying "please," talking with mouth full). Introduce "Zog the Alien" who must learn about Earth manners. Groups receive different scenarios and create top tips for Zog. Practise using assertive "I" statements in tricky social situations.</p> <p><b>Adapted Learning Task: Support:</b> Focus on scenarios in familiar settings (e.g.,</p>	<p><b>LO:</b> I know what are boundaries in friendships.</p> <p><b>Core Learning:</b> To understand physical and emotional boundaries and the role of consent in friendships.</p> <p><b>Task:</b> Conduct a physical distancing activity using a drum to show how people give/deny consent for personal space. In groups, develop a list of expectations within friendships. Discuss disagreements and different perspectives. Explore boundaries in online friendships, including the importance of privacy and not sharing personal info.</p> <p><b>Adapted Learning Task: Support:</b> Work in groups with adult guidance; reduce expectations to 5 friendship rules.</p> <p><b>Greater Depth:</b> Reframe expectations</p>	<p><b>LO:</b> I know how my behaviour affect others.</p> <p><b>Core Learning:</b> To understand that our actions can impact how others feel and that kindness is powerful.</p> <p><b>Task:</b> Watch a domino chain reaction to demonstrate ripple effects of behaviour. Watch video: "<i>Kindness Boomerang</i>" and discuss how kindness spreads. Complete the <i>Dominoes Worksheet</i>: action → effect on others → effect on self.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Use prompts to help identify kind actions and their impacts.</p>	<p><b>LO:</b> I know what is bullying and what can bystanders do to help.</p> <p><b>Core Learning:</b> To understand the impact of bullying and the responsibility of bystanders.</p> <p><b>Task:</b> Explore definitions of bullying using key terms and word associations. In groups, read and discuss either <i>Bullying Story 1</i> or <i>Story 2</i>, using prompts to reflect on actions and feelings. Discuss what bystanders can do: speak to an adult, support the victim, or refuse to participate.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Work in mixed ability groups; choose simpler storyline.</p>	<p><b>LO:</b> I know what are gender stereotypes and how they affect us.</p> <p><b>Core Learning:</b> To explore gender stereotypes in fictional characters and reflect on their influence on children's choices and self-perceptions.</p> <p><b>Tasks:</b> In groups, list characters from books, films, and TV. Sort into male/female/unknown and then by whether they reinforce or challenge gender stereotypes. Class discussion: How do stereotypes shape our beliefs about gender roles? Reflect on how stories and media could present more inclusive characters.</p> <p><b>Adapted Learning Tasks:</b></p> <p><b>Support:</b> Use visuals/books to prompt character recognition; provide definitions for</p>	<p><b>LO:</b> I know how stereotypes affect people with disabilities.</p> <p><b>Core Learning:</b> To understand how stereotypes can extend to disability and how this can lead to unfair treatment or assumptions.</p> <p><b>Tasks:</b> Discuss visible/invisible disabilities using a multimedia presentation. Clarify and challenge misconceptions. In pairs, research and create a biography of a disabled person (using online resources or templates). Share one inspiring fact with the class.</p> <p><b>Adapted Learning Tasks:</b></p> <p><b>Support:</b> Use guided template and offer a choice of two people to research.</p> <p><b>Greater Depth:</b> Create free-form biographies and consider ways to</p>	<p><b>By the end of this unit, pupils will know:</b></p> <p><b>How manners differ based on situation and why they are important for respectful communication.</b></p> <p>What boundaries are (physical, emotional, and online) and how to assert them respectfully.</p> <p><b>That behaviour can have both positive and negative ripple effects on others.</b></p> <p><b>What bullying is, how it affects others, and how bystanders have the power to make a difference.</b></p> <p>Strategies for being assertive, showing kindness, and reporting behaviour that makes them or others feel unsafe.</p> <p>how stereotypes form around gender and disability, and why these are harmful.</p>



	<p>classroom/library). Use sentence starters to scaffold.</p> <p><b>Greater Depth:</b> Extend responses and explain <i>why</i> manners vary based on context. Explore respect for positions of authority.</p>	<p>positively (“Friends speak kindly” vs. “Friends don’t shout”).</p>	<p><b>Greater Depth:</b> Create multiple action chains to show effects on different people.</p>	<p><b>Greater Depth:</b> Explore the bully's perspective—why might they act that way, and what support might they need?</p>	<p>"gender" and "stereotype."</p> <p><b>Greater Depth:</b> Compare characters from older vs. modern media and explore shifts in representation.</p>	<p>make environments more accessible.</p>	<p>How to identify and challenge assumptions they see in books, media, or daily life.</p> <p>the variety of family structures globally and value different traditions and beliefs.</p> <p>Know what bereavement means and how to comfort or support others who are grieving.</p> <p><b>To demonstrate greater empathy, respect, and understanding for those who are different or experiencing change.</b></p>
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