



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p><b>LO: To know the rights of the child</b></p> <p><b>Core Learning:</b> To know the UN Convention on the Rights of the Child and how those rights benefit children around the world.</p> <p><b>Task:</b> Watch a short video introducing children's rights. Explore and discuss four selected rights (education, play, health, expression) in small groups. Each group discusses:  How they benefit from the right. What might stop them from accessing it. How</p>	<p><b>LO: To know that responsibilities come with rights.</b></p> <p><b>Core Learning:</b> To know the responsibilities of adults and children in upholding the rights of others.</p> <p><b>Task:</b> Recap key rights and play a game identifying who is responsible (adult/child/both). Revisit last week's right and add: Adult responsibilities; Children's responsibilities Discuss how behaviour affects others' ability to enjoy rights.</p> <p><b>Adapted Learning Tasks:</b>  <i>Support:</i> Focus on familiar adults,</p>	<p><b>LO: To know that recycling helps the environment.</b></p> <p><b>Core Learning:</b> To know the environmental benefits of recycling and how we can improve it at home and school.</p> <p><b>Task:</b> Group activity: brainstorm caring for home/school/local area. Watch a recycling video. In groups, create a recycling fact sheet or poster for younger children or school-wide use.</p> <p><b>Adapted Learning Tasks:</b>  <i>Support:</i> Use a recycling leaflet template and clear prompts.  <i>Greater Depth:</i> Include persuasive</p>	<p><b>LO: To know who makes up our local community.</b></p> <p><b>Core Learning:</b> To identify community groups and the ways different people use shared spaces and support each other.</p> <p><b>Task:</b> Recap community jobs and places. Use a sorting activity to match people to community places and explain their uses. Make a "community chain" to show connections between groups.</p> <p><b>Adapted Learning Tasks:</b>  <i>Support:</i> Use one familiar role (e.g. children) in sorting activity.</p>	<p><b>LO: To know what do charities do and how can we help.</b></p> <p><b>Core Learning:</b> To know the work of charities and how individuals can support them.</p> <p><b>Task:</b> Watch a video about helping others. Discuss how school could support the community. Research a local or national charity and present findings to the class.</p> <p><b>Adapted Learning Tasks:</b>  <i>Support:</i> Use printed charity information with clear visuals and simple text.  <i>Greater Depth:</i> Explore multiple ways of supporting charities beyond money.</p>	<p><b>LO: To know what is local democracy and what councils do.</b></p> <p><b>Core Learning:</b> To understand the role of local councils and how democratic decisions are made.</p> <p><b>Task:</b> Watch a democracy video and explore the local council website. Learn about a councillor's role and responsibilities. In groups, complete a "diamond nine" activity prioritising council spending.</p> <p><b>Adapted Learning Tasks:</b>  <i>Support:</i> Use a simplified version of the diamond</p>	<p><b>By the end of this unit, pupils will know:</b></p> <p>What the UN Convention on the Rights of the Child is.</p> <p>That children have rights and also responsibilities.</p> <p>How recycling helps the environment and how to promote it.</p> <p>Who makes up their local community and how groups are connected.</p> <p>What charities do and how they can be supported.</p> <p>How democracy works in the local area and the role of councillors.</p> <p>Why rules exist and what fair consequences look like.</p>



	<p>they could support the right.</p> <p><b>Adapted Learning Tasks:</b></p> <p><i>Support:</i> Focus on the right to play; allow verbal or recorded responses.</p> <p><i>Greater Depth:</i> Develop ideas for promoting rights in the local context.</p>	<p>use prompts and discussion.</p> <p><i>Greater Depth:</i> Link rights to personal choices and group behaviour.</p>	<p>language and deeper environmental links.</p>	<p><i>Greater Depth:</i> Lead discussion and explore how community groups rely on each other.</p>		<p>nine (with 5 cards).</p> <p><i>Greater Depth:</i> Explore how services are connected and impact each other.</p> <p>WEEK 7</p> <p><b>LO: To know why we have rules and what happens when they are broken.</b></p> <p><b>Core Learning:</b> To understand the purpose of rules and how fair consequences help keep order at home and school.</p> <p><b>Task:</b> Quiz to recap previous learning. Group discussion on school and home rules and their consequences. Activity: Choose a rule and explore what happens if it's broken.</p>	
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