



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p><b>LO: To know how to call emergency service correctly.</b></p> <p><b>Core Learning:</b> To understand the role I can take in an emergency situation. Prioritize safety. Know how to assess a situation. Learn how to call emergency services correctly.</p> <p><b>Task:</b> Explore emergency scenarios using the <i>Dealing with an Emergency</i> presentation. Work in pairs to complete <i>Information for Emergency Phone Call</i> activity. Roleplay making a 999 call with a realistic scenario.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Use <i>Useful or Not Useful?</i> sorting task to help identify relevant information.</p> <p><b>Greater Depth:</b> Explain reasoning for choices made during emergency call</p>	<p><b>LO: To know to seek medical help when someone has been bitten or stung</b></p> <p><b>Core Learning:</b> To understand how to help if someone has been stung or bitten. Identify symptoms and risks (including allergic reactions). Learn how to reassure and support someone injured. Know when and how to seek medical help.</p> <p><b>Task:</b> Use the <i>Bites and Stings</i> presentation and videos to identify harmful creatures and responses. In groups, roleplay scenarios using the <i>Bites and Stings Scenarios</i> resource. Discuss how to keep a casualty calm.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Refer to slide 2 throughout</p>	<p><b>LO: I know how to be kind online using tone and emotional digital messages.</b></p> <p><b>Core Learning:</b> To understand the importance of using kind, respectful communication online. Recognize tone and emotion in digital messages. Know how to write a respectful email. Understand the concept of digital identity and privacy.</p> <p><b>Task:</b> Explore tone and emotion in speech, then apply to digital context using <i>Being Kind Online</i> presentation. Write and send a positive email to a peer including affirmations and digital etiquette. Discuss how to respond to unkind messages and keep communication positive.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Use the <i>Positive Phrases</i> support</p>	<p><b>LO: I know what is cyberbullying and to tell a trusted adult about it.</b></p> <p><b>Core Learning:</b> To understand that cyberbullying is unkind behaviour online and how to respond. Define cyberbullying and understand its impact. Learn strategies to report and respond. Reflect on how to be a responsible digital citizen.</p> <p><b>Task:</b> Watch <i>Play Like Share</i> videos and discuss digital scenarios. Create a decision-making tree using the <i>Decision Tree</i> activity sheet, offering advice for different online situations. Explore the role of influencers and the importance of protecting identity online.</p> <p><b>Adapted Learning Task:</b></p>	<p><b>LO: I know how I can spot and respond to fake emails.</b></p> <p><b>Core Learning:</b> To understand that not all emails are genuine. Identify signs of a fake or suspicious email. Understand the risks of clicking unknown links. Know what to do if unsure about an email.</p> <p><b>Task:</b> Explore the CBBC "Real or Fake" quiz. Use <i>Fake Emails</i> presentation to spot red flags in examples. Create visual reminders using the <i>Fake Email Reminder</i> sheet. Write and send an informative email to teachers explaining how to avoid scams.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Keep the presentation visible throughout the task.</p>	<p><b>LO: I know what choices I can make and which are made for me.</b></p> <p><b>Core Learning:</b> To understand personal agency and external decision-making. Recognize personal daily choices. Understand reasons why adults make some decisions. Appreciate that different children have different choices.</p> <p><b>Task:</b> Read <i>Would You Rather</i> and discuss personal vs. external choices. Create a personal collage using magazines/catalogues of things they'd choose. Reflect on their day and identify decisions they made vs. those made for them.</p> <p><b>Adapted Learning Task:</b></p> <p><b>Support:</b> Use visual prompts to help reflect on the day.</p> <p><b>Greater Depth:</b> Justify why some choices are made by others and evaluate the fairness of these.</p>	<p><b>By the end of this unit, pupils will know:</b></p> <p><b>To know how to call emergency service correctly.</b></p> <p>how to identify fake or unsafe emails and act responsibly online.</p> <p>the difference between personal choices and those made for them.</p> <p>who influences their decisions and how to resist unsafe pressure.</p> <p><b>know how to be kind online using tone and emotional digital messages.</b></p>



	<p>simulation; discuss how to stay safe while helping.</p>	<p>roleplay. Work in supportive groups.</p> <p><b>Greater Depth:</b> Use scenario involving allergic reaction (anaphylaxis) and explain each treatment step in detail.</p>	<p>sheet; assist with email structure and 'cc' field.</p> <p><b>Greater Depth:</b> Include tips on how to deal with unkind emails; add images or formatting in email design</p>	<p><b>Support:</b> Use <i>Decision-Making Tree: Support Version</i>.</p> <p><b>Greater Depth:</b> Evaluate personal responsibility in avoiding unkindness online; reflect on possible long-term impacts of digital choices.</p>	<p><b>Greater Depth:</b> Explain phishing techniques for different audiences; propose ways to educate others about email safety.</p>		
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