



Medium Term Unit Planning

Topic Name: - PSHE - Relationships

Learning outcome:

The children will learn about families and friendships, specifically about feeling lonely and getting help. They will explore safe relationships, including managing secrets, resisting pressure and getting help. They also look at recognising hurtful behaviour. They will look at respecting ourselves and others, recognising things in common and differences, playing and working co-operatively and sharing opinions.

Hook: Acting out different scenes and showing different relationships.

Topic Showcase (e.g. display, museum, performance, presentation)

Display about relationships. Children able to talk about different kinds of relationships. Word Aware wall to include key vocab.

Oracy: Engaging in discussion, asking and answering questions.

Key Vocabulary:

Kindness, listening, honesty, friendship, argument, resolution, help, lonely, behaviour, online, bullying, surprise, secrets, pressure, uncomfortable, worried, unsafe, classmates, similarities, differences, share, discussion

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Paddington stories. Winnie the Pooh. The Littlest Yak. The Lion Inside.



Medium Term Unit Planning

Citizenship/Community Opportunities:

Children can speak and act out scenes in class assemblies.

Experiences/Visits/Visitors

Visit from Police

Main Subjects covered:

PSHE

PSHE Threshold Concepts:

Families and Friendships

Safe Relationships

Respecting Ourselves and Others.

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. How to be a good friend. How to Make friends.	Families and friendships	I can understand what it means to make friends, feel lonely and where to go for help.	Talk to class about what makes a good friend. Write responses on the IWB. What traits would a good friend show. Introduce vocab of kindness, listening, honesty. In groups, role play different ways of making new friends. Include good and bad choices. Would people want to be your friend if you're



Medium Term Unit Planning

			making bad choices? Would people want to be your friend if you're making good choices?
2. Positive play and potential problems	Families and friendships	I can understand what it means to make friends, feel lonely and where to go for help.	What do we mean by positive play? Can anyone think of examples? Show boards with scenarios on. Look at various ways to include others, joining in etc. What can cause arguments in play? Act out argument in the middle of game. What can be done differently? How can we resolve this argument?
3. Recognising and asking for help.	Families and friendships	I can understand what it means to make friends, feel lonely and where to go for help.	Show pictures on board of children playing games. How are they feeling? What could they do if feeling this way? Look through various emotions.
4. How to recognise hurtful behaviour, including online and how to access help.	Safe relationships	I can understand the difficulties that come with secrets, peer pressure and hurtful behaviour towards a wide range of people.	Show examples of hurtful behaviour involving children. Look for feelings shown (facial expressions). How do you know? Can hurtful behaviour be non-physical? Talk through where do go for help. Why do we go to these people or organisations?
5. What is bullying?	Safe relationships	I can understand the difficulties that come with secrets, peer pressure and hurtful behaviour	What does it mean to be bullied? Show examples of different types of bullying? Talk about feelings and how to overcome these. What to



Medium Term Unit Planning

		towards a wide range of people.	do if you witness bullying or feel you are being bullied.
6. Happy surprises and secrets	Safe relationships	I can understand the difficulties that come with secrets, peer pressure and hurtful behaviour towards a wide range of people.	Show happy surprise reactions and secret reactions. Is there a difference? What do we mean by both? How do secrets make you feel? Where to get help if needed.
7. Peer pressure and the difficulties	Safe relationships	I can understand the difficulties that come with secrets, peer pressure and hurtful behaviour towards a wide range of people.	What is peer pressure? What does that mean? What does the word pressure mean? Act out scenes using staff. How do the people feel when this happens? Explain how to resist if they feel uncomfortable or unsafe. Where to ask for help if they feel unsafe or worried. Show what vocabulary to use.
8. Friends can have similarities and differences.	Respecting ourselves and others	I can recognise things in common and differences. I know how to share opinions and play and work cooperatively	Show group of friends. What do we know about them? What are the similarities/differences? Can we tell just by a picture? Use staff as an example. How are they similar/different? Can friends have differences?
9. Sharing opinions and working together.	Respecting ourselves and others	I can recognise things in common and differences. I know how to share opinions and play and work cooperatively	Put children into groups and ask to sort themselves into numbers. How do they do this? What do they need to do? Demonstrate arguing in group and then taking turns. Which one worked better to come



Medium Term Unit Planning

			to an answer and the feelings of the members.
--	--	--	---