



# Medium Term Unit Planning

<b>Topic Name:</b> PSHE – Relationships	
<b>Learning outcomes:</b> The children will learn about how to keep relationships and friendships healthy in reality and online. They will learn how to respond to hurtful behaviour; manage confidentiality and recognise risks online. The children will respect differences and similarities and discuss difference sensitively.	
<b>Hook:</b> Clips of celebrities talking about their friends.	<b>Topic Showcase (e.g. display, museum, performance, presentation):</b> Children to make videos introducing their friends.
<b>Oracy:</b> Engaging in discussion, asking and answering questions.	<b>Key Vocabulary:</b> Online safety, risk, username. Password, confidentiality
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> <ul style="list-style-type: none"> <li>Mud Boy</li> </ul>	
<b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b> The children have and share an increased knowledge and awareness of online safety	
<b>Experiences/Visits/Visitors:</b>	
<b>Main subjects covered:</b> PSHE	



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**PSHE threshold concepts:**  
**Families and friendships**  
**Safe relationships**  
**Respecting ourselves and others.**

**Notes:**

<b>Lesson title and learning Intention</b>	<b>Threshold concepts (success criteria)</b>	<b>Milestones (success criteria)</b>	<b>Lesson structure/differentiation</b>
1. What makes a great friend?	<b>Families and Friendships</b>	To have positive friendships, including online	Children will identify the features of a great friend and how that helps with a healthy relationship. Discuss strategies of how to build those friendships from scratch including shared interests and values.
2. What to do when you're lonely.	<b>Families and Friendships</b>	To have positive friendships, including online	Children to look at the image of an isolated child and discuss loneliness. What is the difference between alone and lonely?



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			Develop positive strategies for what to do when loneliness strikes at home or school.
3. To understand the risks involved with communicating online.	<b>Families and Friendships</b>	To have positive friendships, including online	To acknowledge the difference between knowing someone in person and online and the risks in communicating with people that you don't know. Discuss the respectful way to communicate online. Make sure the children are aware of the correct way to report concerns with online communication.
4. To be able to detect unkind behaviour.	<b>Safe Relationships</b>	To know how to respond to hurtful behaviour. To recognise risks online.	Children to discuss the difference, and give examples though role play, between harmful teasing and hurtful behaviour and bullying, including online.



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<p>5. To know how to respond to witness or experiencing bullying of any kind.</p>	<p><b>Safe Relationships</b></p>	<p>To know how to respond to hurtful behaviour.</p>	<p>Read Mud Boy. Watch the PowerPoint explaining the 7 key roles in Bullying and roleplay the various roles with observers and actors.</p>
<p>6. To understand the premise of a dare.</p>	<p><b>Safe Relationships</b></p>	<p>To know how to respond to hurtful behaviour.</p>	<p>Children to recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. Work on strategies to manage pressures associated with dares.</p>
<p>7. To manage confidentiality</p>	<p><b>Safe Relationships</b></p>	<p>To know how to manage confidentiality.</p>	<p>When it is right to keep or break a confidence or share a secret</p>
<p>8. To recognise harmful content on contact online.</p>	<p><b>Safe Relationships</b></p>	<p>To be able to recognise risks online.</p>	<p>Discuss and show case studies of how people may behave differently online including pretending to be someone they are not.</p>



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			Remind children and give handouts on how to report concerns and seek help if worried or uncomfortable about someone's behaviour
9. To recognise differences in race, gender and faith.	<b>Respecting Ourselves and Others</b>	To respect differences and similarities and be able to discuss them with sensitivity.	Children to blindly sort a group of people and discuss the criteria they used. Recognise differences and what they have in common with others e.g. shared values, likes and dislikes, aspirations – regardless of faith, gender or race. <ul style="list-style-type: none"><li>• Discuss how we can show respect and discuss the differences between people with sensitivity.</li></ul>