

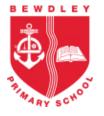
Topic Name: PSHE - Relationships		
influence plays a role. They will explore safe relation	s, specifically how to manage friendships and how peer aships, including physical contact and feeling safe, looking to respond respectfully to a wide range of people and	
Hook:	Topic Showcase (e.g. display, museum, performance,	
Scene acted out by Miss Jones and Miss Evans presentation):		
showing an unhealthy friendship. Classroom display about relationships.		
Oracy:	Key Vocabulary:	
Engaging in discussion, asking and answering questions.	Relationships, families, friendships, peer influence/approval, healthy/unhealthy, assertive communication, resolution, disputes, reconcile, uncomfortable, support, acceptable/unacceptable, physical contact, traditions, beliefs, lifestyles, discrimination, racism, sexism, homophobia, bullying, trolling, harassment, society.	
 Key Texts (whole class reading/end of the day bool Kick by Mitch Johnson – WCR text Street Child by Berlie Doherty – WCR text Wonder by RJ Palacio – end of the day book 		



difference):	ty Opportunities (Focus – change		edge and awareness/make a	
The children to talk in	assembly about their 'Relationsh	ips' learning.		
Experiences/Visits/Vis	itors:			
Visit from the police				
	-d.			
Main subjects covere	a:			
PSHE				
PSHE threshold conce	pts:			
Families and friendshi				
Safe relationships	-			
Respecting ourselves	and others			
Notes:				
This scheme of work w	vill be structured around relations	hips, including families, friend	dships, safe relationships and	
respecting ourselves a	respecting ourselves and others.			
Lesson title and	Threshold concepts (success	Milestones	Lesson	
learning Intention	criteria)	(success criteria)	structure/differentiation	
 To understand what makes a healthy friendship. 	Families and friendships	Understand how to manage friendships and peer influence.	Discuss what makes a healthy friendship, how they make people feel included and strategies to help someone feel included.	



2. To understand peer influence and the effect if can have on people.	Families and friendships	Understand how to manage friendships and peer influence.	Talk about peer influence and how it can make people feel or behave. Discuss the impact of the need for peer approval in different situations, including online. Look into strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.
3. To identify strategies for resolving disputes with friends.	Families and friendships	Understand how to manage friendships and peer influence.	Acknowledge that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships. Talk about how friendships can change over time and the benefits of having new and different types of friends.



4. To know how to seek support when feeling unsafe or uncomfortable in friendships.	Families and friendships	Understand how to manage friendships and peer influence.	Identify how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. Discuss when and how to seek support in relation to friendships.
5. To know what physical touch is or is not acceptable and how to respond to unwanted physical contact.	Safe relationships	Understanding types of physical contact and feeling safe.	Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Talk about how to ask for, give and not give permission for physical contact. Discuss how it feels in a person's mind and body when they are uncomfortable. Explain that it is never someone's fault if they have experienced unacceptable contact. Suggest how to respond to unwanted or



			unacceptable physical contact. Explain that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. Tell the children whom to tell if they are concerned about unwanted physical contact.
6. To understand the importance of equality and respect.	Respecting ourselves and others	Respond respectfully to a wide range of people; recognising prejudice and discrimination.	Recognise that everyone should be treated equally. Discuss why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.



7. To understand what discrimination is and how to safely challenge and report it.	Respecting ourselves and others	Respond respectfully to a wide range of people; recognising prejudice and discrimination.	Explain what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. Talk about online bullying and discrimination of groups or individuals e.g. trolling and harassment. Discuss the impact of discrimination on individuals, groups and wider society. Offer ways to
			wider society. Offer ways to safely challenge discrimination and how to
			report discrimination online.