



Medium Term Unit Planning

Topic Name: PSHE - Relationships	
Learning outcome: The children will learn about families and friendships, specifically how to manage friendships and how peer influence plays a role. They will explore safe relationships, including physical contact and feeling safe, looking at respecting ourselves and others, identifying how to respond respectfully to a wide range of people and recognising prejudice and discrimination.	
Hook: Scene acted out by Miss Jones and Miss Evans showing an unhealthy friendship.	Topic Showcase (e.g. display, museum, performance, presentation): Classroom display about relationships.
Oracy: Engaging in discussion, asking and answering questions.	Key Vocabulary: 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 book/Talk for Writing Texts etc.): <ul style="list-style-type: none">• Kick by Mitch Johnson – WCR text• Street Child by Berlie Doherty – WCR text• Wonder by RJ Palacio – end of the day book	



Medium Term Unit Planning

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

The children to talk in assembly about their 'Relationships' learning.

Experiences/Visits/Visitors:

Visit from the police

Main subjects covered:

PSHE

PSHE threshold concepts:

Families and friendships

Safe relationships

Respecting ourselves and others

Notes:

This scheme of work will be structured around relationships, including families, friendships, safe relationships and respecting ourselves and others.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. 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.



Medium Term Unit Planning

<p>2. To understand peer influence and the effect it can have on people.</p>	<p>Families and friendships</p>	<p>Understand how to manage friendships and peer influence.</p>	<p>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.</p>
<p>3. To identify strategies for resolving disputes with friends.</p>	<p>Families and friendships</p>	<p>Understand how to manage friendships and peer influence.</p>	<p>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.</p>



Medium Term Unit Planning

<p>4. To know how to seek support when feeling unsafe or uncomfortable in friendships.</p>	<p>Families and friendships</p>	<p>Understand how to manage friendships and peer influence.</p>	<p>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.</p>
<p>5. To know what physical touch is or is not acceptable and how to respond to unwanted physical contact.</p>	<p>Safe relationships</p>	<p>Understanding types of physical contact and feeling safe.</p>	<p>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</p>



Medium Term Unit Planning

			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.



Medium Term Unit Planning

<p>7. To understand what discrimination is and how to safely challenge and report it.</p>	<p>Respecting ourselves and others</p>	<p>Respond respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>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 safely challenge discrimination and how to report discrimination online.</p>
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