

TERM: Autumn 1		YEAR GROUP: 6			SUBJECT: PSHE – Family and relationships	
WEEK 1 DATE: 02.09.24 Introductory lesson	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 07.10.24	WEEK 7 DATE: 14.10.24
<p>LO: To recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons.</p> <p>SC: I can explain some positive things about PSHE in the school</p> <p>I can make suggestions to make PSHE even better</p> <p>I can explain rules which can help everyone feel safe in PSHE lessons</p> <p>Main event: Children to write a letter to the PSHE lead explaining what they would like to make even better about PSHE.</p> <p>Children to write what they want to know about before they leave school.</p> <p>Support: Provide the children with a list of some of the things covered in PSHE over the previous years.</p> <p>Challenge: to be challenged to give sensible alternative solutions to any areas of PSHE learning that they feel hasn't been effective.</p>	<p>LO: To understand what we mean by respect and why it is important</p> <p>SC: I can understand that everyone deserves a basic level of respect</p> <p>I can explain how I can earn respect from my peers and from adults</p> <p>I can explain when respect might be lost</p> <p>Main event: Respect presentation. Discuss people whom we should respect. How we earn respect from others.</p> <p>Children create two lists – Peers and the second one Adults and list what kind of things each would respect.</p> <p>Support: Could focus on either how to gain respect from their peers or from adults rather than both.</p> <p>Challenge: Could look in more detail at the potential conflict between being respected by peers and adults.</p>	<p>LO: To understand that respect is two-way and how we treat others is how we can expect to be treated</p> <p>SC: I understand respect is an important part of relationships</p> <p>I can explain how I want to be respected</p> <p>I understand that I should treat others how I expect to be treated myself</p> <p>Main event: Being respected activity to be completed by children.</p> <p>Discuss the examples of key areas under each heading – online, my friends, my peers, adults and other adults.</p> <p>Support: To use the being respected activity for structure.</p> <p>Challenge: Add to the main activity by including how they can show respect to these groups of people/in this situation.</p>	<p>LO: To explore other people's attitudes and ideas and to begin to challenge these</p> <p>SC: I understand that stereotypes can influence us without us really realising</p> <p>I can explore my opinions on a subject</p> <p>I can listen to and respect other people's opinions</p> <p>I can explain how people my age can make changes happen</p> <p>Main event: Children to watch Megan Markle challenge commercial where she wrote to the company who changed the advert.</p> <p>Discussion on challenging stereotypes. Children to think about what they can do to make a change and write a pledge about something they can do.</p> <p>Support: To re-watch the clip if necessary and to pause it when they hear something which they think is important</p> <p>Challenge: to look at ways they could make changes beyond their class e.g. within the wider life of school or the local community.</p>	<p>LO: To understand stereotypes and be able to share information on them</p> <p>SC: I understand a range of stereotypes</p> <p>I can identify key information on a topic</p> <p>I can effectively share information on a topic</p> <p>Main event: Children to create a piece of media in pairs or small groups to encourage how ridiculous stereotypes can be.</p> <p>Their work must include:</p> <p>Some stereotypes that exist about their chosen group.</p> <p>Some facts or information that illustrates that the stereotype is incorrect.</p> <p>Some reasons why the stereotypes might be harmful.</p> <p>Support: Select a form of stereotyping that they understand and a type of media that they will find easy to work with.</p> <p>Challenge: To be challenged to undertake greater research into their research and give greater examples.</p>	<p>LO: To resolve disputes and conflict through negotiation and compromise</p> <p>SC: I can describe situations where conflict may arise.</p> <p>I can name different strategies to manage conflict.</p> <p>I can describe what conflict, negotiate and compromise mean.</p> <p>Main event: Resolution guide presentation explain that everyone in conflict needs to understand what the other people think and feel.</p> <p>Children to be aware that there are some issues that we never compromise on eg personal boundaries around physical contact.</p> <p>Explain that everyone has different boundaries around physical contact and we need to respect these.</p> <p>Support: May need to have access to the activity resolution guide to help develop their ideas.</p> <p>Challenge: Should include information about how to resolve a conflict when someone has hurt someone physically or emotionally.</p>	<p>LO: To begin to understand the process and emotions relating to grief</p> <p>SC: I understand that loss and change can cause a range of emotions.</p> <p>I can explain what grief means.</p> <p>I understand that grief is different for different people and in different situations.</p> <p>I know who I can talk to if I am worried about anything relating to grief.</p> <p>Main event: Discuss the feeling process of grief when someone dies.</p> <p>Children to work in groups with the activity 'loss scenarios' and discuss the questions given.</p> <p>Support: Can be grouped together and should focus on Bella and Alice's scenarios, which are more straightforward.</p> <p>Challenge: Can be challenged to think of different ways in which the characters may respond in the different scenarios.</p>

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