

## Curriculum Area: PSHE KS2 Year 6 SoW Relationships 1

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson:  New Guidelines PSHE Association Mapping:
1	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe some ways of avoiding dangerous relationships and maintaining positive ones.</p> <p><b>More challenging:</b> Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.</p> <p><b>Mega challenge:</b> Analyse how the internet could be made safer and how particular relationships could turn into</p>	<p><b>POSITIVE RELATIONSHIPS INTRODUCTION</b></p> <p><b>Starter (using sheet provided):</b></p> <p><b>Challenge:</b> Label the friendships you think are safe or unsafe.</p> <p><b>More challenging:</b> Write why you think this on the sheet.</p> <p><b>Mega challenge:</b> In your book, write down what could happen if the relationship was allowed to carry on.</p> <p>Class discuss conditions for learning using PPT slides 4-5.</p> <p><b>Task 1: Video clip</b></p> <p>Students watch the video clip (link on PPT slide 5) and answer the questions appropriate to their <b>challenge</b> level.</p>	<p><b>Cyber bully</b> - a person of any age who threatens or bullies you online.</p> <p><b>Online predator</b> - a person who might lie about who they are or might want to</p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p>KS2 H18 KS2 H19 KS2 H20 KS2 H21 KS2 H24 KS2 H35 KS2 H36 KS2 H42 KS2 R1 KS2 R4 KS2 R10 KS2 R11 KS2 R12</p>

All lessons available for free or as inexpensive downloads at [https://www.tes.com/teaching-resources/shop/EC\\_Resources](https://www.tes.com/teaching-resources/shop/EC_Resources) and <http://www.psheresources.com/>

	negative situations if left unchecked.	<p><b>Task 2: Case studies</b></p> <p>Students read the case studies and discuss strategies in groups (writing one sentence of advice per case study). Review all case studies as a class.</p> <p><b>Plenary: key terms</b></p> <p><b>Challenge:</b> Write down three pieces of advice for anyone contacted by strangers online.</p> <p><b>More Challenging:</b> Using the key terms of the lesson, write one piece of advice on how to stay safe from the different types of dangerous person.</p> <p><b>Mega Challenge:</b> Write a paragraph summarising what you have learned today which contains all of today's key terms.</p>	<p>make unwanted contact with you online.</p> <p><b>Domestic abuse</b> – unwanted physical contact or constant shouting at a partner or family member to make them feel bad.</p>	<p><b>KS2 R15</b> <b>KS2 R18</b></p> <p><b>Lesson link:</b> <a href="#">EC Publishing</a></p> <p><a href="#">TES link</a></p> <p><a href="#">Complete Primary PSHE Package</a></p> <p><a href="#">Complete Primary TES link</a></p>
2	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify how we can reduce conflict, respect the views of others and disagree with people respectfully.</p>	<p><b>DISAGREEING RESPECTFULLY</b></p> <p><b>Starter (scenario on PowerPoint slide):</b></p> <p><b>Challenge:</b> What do we mean by 'conflict'? What is the conflict between these two friends?</p> <p><b>More challenging:</b> Should Suzie have told Eva that she thought church was boring and silly? Why / why not?</p>	<p><b>Respect</b> – considering somebody worthy of polite or fair treatment, regardless of whether you</p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p><b>KS2 H18</b> <b>KS2 H19</b> <b>KS2 H20</b> <b>KS2 H24</b> <b>KS2 H29</b></p>

	<p><b>More challenging:</b> Describe how we can react respectfully in different situations where we disagree with other people's viewpoints.</p> <p><b>Mega challenge:</b> Explain why it is so important to respect the views and opinions of other people, whether we agree with them or not.</p>	<p><b>Mega challenge:</b> Explain how Suzie could have handled this situation better, without upsetting her friend.</p> <p>Students take part in the 'sport or shopping?' persuasion task on PPT slides 4-5. Review as a class.</p> <p><b>Task 1: Information sheet</b></p> <p>Students read the information sheet together as a class and discuss any issues arising.</p> <p><b>Task 2: Video clip</b></p> <p>Students watch the video clip (link on PPT slide 7) and answer the set of questions appropriate to their <b>challenge</b> level.</p> <p><b>Task 3: Respectful roleplays</b></p> <p>Students read the posters detailing various conflict situations and work in groups to finish the role plays appropriately. Once task is completed, students review task using PPT slide 10.</p> <p><b>Plenary: Debate</b></p> <p>Students use the sheet provided to prepare a response to the debate statement: <i>"People shouldn't talk about topics they don't agree on."</i></p>	<p>agree with them or not</p>	<p>KS2 H35 KS2 R10 KS2 R11 KS2 R17 KS2 R31 KS2 R32 KS2 R33 KS2 R34</p> <p><a href="#">EC Publishing link</a></p> <p><a href="#">TES link</a></p> <p><a href="#">Complete Primary PSHE Package</a></p> <p><a href="#">Complete Primary TES link</a></p>
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3 & 4	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify different ways of showing commitment and the different types of families we can have. Describe different types of families.</p> <p><b>More challenging:</b> Describe how people show commitment to each other. Explain how types of families have changed over time.</p> <p><b>Mega challenge:</b> Explain why people might want to show commitment to each other.</p>	<p><b>FAMILY, MARRIAGE AND CIVIL PARTNERSHIPS (DOUBLE LESSON)</b></p> <p><b>Starter (scenario on PowerPoint slide):</b></p> <p><b>Challenge:</b> Write down five things Jas and Robin might imagine for their future together.</p> <p><b>More challenging:</b> What do we mean by 'commitment'? How could Jas and Robin show commitment to each other?</p> <p><b>Mega challenging:</b> Explain why a couple might want to show their commitment to each other. What might they be planning next?</p> <p><b>Task 1: Information sheet</b></p> <p>Students read the information sheet together as a class and discuss the question on PPT slide 5.</p> <p><b>Task 2: Video clip</b></p> <p>Students watch the video clip (link on PPT slide 6) and answer the set of questions appropriate to their <b>challenge</b> level.</p> <p><b>Task 3: Card sort (types of family)</b></p> <p>In pairs, students order the cards correctly. Review order as a class.</p>	<p><b>Marriage</b> - when two people, usually romantic partners and usually not related, join together to form a union</p> <p><b>Civil partnership</b> - a legally recognised relationship between two people of the same sex who aren't related to each other.</p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p>KS2 H25 KS2 R1 KS2 R3 KS2 R4 KS2 R5 KS2 R6 KS2 R7 KS2 R8 KS2 R9 KS2 R21</p> <p><b>Lesson link:</b> <a href="#">EC Publishing link</a></p> <p><a href="#">TES link</a></p> <p><a href="#">Complete Primary PSHE Package</a></p> <p><a href="#">Complete Primary TES link</a></p>
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		<p><b>Task 4: Questions</b></p> <p>Students answer the questions on PPT slide 16 at their appropriate <b>challenge</b> level.</p> <p><b>Task 3: Card sort (history of families)</b></p> <p>In pairs, students order the cards correctly. Review order as a class.</p> <p><b>Plenary: Display piece</b></p> <p><b>Challenge:</b> Your display piece must include information on <b>three</b> different types of family.</p> <p><b>More Challenging:</b> Your display piece must include detailed information on <b>three</b> different family types. You also need to explain the different types of long-term commitments (including marriage and civil partnerships).</p> <p><b>Mega Challenge:</b> Your display piece must include detailed information on <b>at least three</b> different family types and why the role of the family has changed over time.</p>		
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5 & 6	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify what we mean by love, the different types of love and what we mean by abuse.</p> <p><b>More challenging:</b> Describe what to do if you think you, or someone you know, is being abused. Describe how we can report abuse and the difference between types of love.</p> <p><b>Mega challenge:</b> Explain why real love does not tolerate abuse and describe some common signs of abuse.</p>	<p><b>LOVE AND ABUSE (DOUBLE LESSON)</b></p> <p><b>Starter (scenario on PowerPoint slide):</b></p> <p><b>Challenge:</b> Who do you think really loves the puppy? Why?</p> <p><b>More challenging:</b> If we really love someone - a person or a pet, would we ever want to hurt them? Why / why not?</p> <p><b>Mega challenge:</b> Explain what you think we mean by the term 'abuse'. What part of this story is talking about possible abuse?</p> <p>Students discuss conditions for learning using PPT 4-5.</p> <p><b>Task 1: Video clips</b></p> <p>Students watch the video clips (links on PPT slide 6) and answer the set of questions appropriate to their <b>challenge</b> level.</p> <p><b>Task 2: Information sheet</b></p> <p>Students read the information sheet together as a class and discuss any issues arising.</p> <p><b>Task 3: Healthy and broken hearts</b></p>	<p><b>Love</b> - when you really care about a person (or animal), or when you really enjoy something</p> <p><b>Abuse</b> - treating someone unfairly and harmfully and taking advantage of them</p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p>KS2 H17 KS2 H18 KS2 H19 KS2 H20 KS2 H21 KS2 R1 KS2 R2 KS2 R6 KS2 R8 KS2 R9 KS2 R11 KS2 R18 KS2 R24 KS2 R25 KS2 R28 KS2 R29 KS2 R31</p> <p><b>Lesson link:</b> <a href="#">EC Publishing link</a></p> <p><a href="#">TES link</a></p>
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		<p>Students create healthy and broken heart foldables to record everything that they have learnt about different types of love and what is meant by abuse.</p> <p><b>Task 4: Reflection</b></p> <p>Students complete the reflection tasks on PPT slide 12 according to their <b>challenge</b> level.</p> <p><b>Plenary: Debate</b></p> <p>Using frame provided, students prepare a response to the debate statement: <i>"When you love somebody, you should always trust them"</i>.</p>		<p><a href="#">Complete Primary PSHE Package</a></p> <p><a href="#">Complete Primary TES link</a></p>
7	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify the dangers presented by the social side of online gaming and how we can avoid them.</p> <p><b>More challenging:</b> Describe the different dangers we need to be wary of to play safely and</p>	<p><b>ONLINE RELATIONSHIPS: ONLINE GAMING</b></p> <p><b>Starter (scenario on PowerPoint slide):</b></p> <p><b>Challenge:</b> What do you think Archie should do now?</p> <p><b>More challenging:</b> How could Archie be in a dangerous situation?</p> <p><b>Mega challenge:</b> What strikes you as concerning about this message? Why would someone contact Archie like this, having never met him in real life?</p>	<p><b>Cyberbullying -</b> harassing, threatening and verbally abusing somebody through the internet</p> <p><b>Online predator -</b></p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p>KS2 H37</p> <p>KS2 H38</p> <p>KS2 H42</p> <p>KS2 R1</p> <p>KS2 R11</p> <p>KS2 R12</p> <p>KS2 R15</p> <p>KS2 R18</p>

	<p>what we should do if we are concerned.</p> <p><b>Mega challenge:</b> Explain why we should not meet up with people we don't know in real life. Explain what the consequences of this could be.</p>	<p>Students discuss conditions for learning using PPT 4-5.</p> <p><b>Task 1: Key term match-up</b></p> <p>Students work in pairs to match the key terms to the correct definitions. Review as a class.</p> <p><b>Task 2: Video clip</b></p> <p>Students watch the video clip (link on PPT slide 7) and answer the set of questions appropriate to their <b>challenge</b> level, plus differentiated mini plenary on slide 8.</p> <p><b>Task 2: Information sheet</b></p> <p>Students read the information sheet together as a class and discuss any issues arising.</p> <p><b>Task 3: Jigsaw pieces</b></p> <p>In pairs, students order the jigsaw pieces correctly to show understanding of key terms, dangers and solutions.</p> <p><b>Plenary: Debate</b></p>	<p>someone who uses the internet to trick young people into meeting up with them so that they can attack them</p> <p><b>Identity theft</b> - stealing somebody's personal details (e.g. address, credit card details) and using them illegally</p> <p><b>Scam</b> - a scheme that tricks people into giving away their money</p>	<p>KS2 R22 KS2 R23 KS2 R24 KS2 R27 KS2 R28 KS2 R29 KS2 R31</p> <p><a href="#">EC Publishing link</a></p> <p><a href="#">TES link</a></p> <p><a href="#">Complete Primary PSHE Package</a></p> <p><a href="#">Complete Primary TES link</a></p>
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		Using frame provided, students prepare a response to the debate statement: "Online gaming is too dangerous. People under 12 shouldn't play games online."	<b>Online gaming</b> - playing computer games that let you speak to other people who are also connected to the game.	
	<b>Assessment</b> - optional depending on the systems used in your school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on the general requirements for extensive writing subjects).</p> <p>Free download: <a href="https://www.tes.com/teaching-resource/assessing-pshe-12111638">https://www.tes.com/teaching-resource/assessing-pshe-12111638</a></p> <p>The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on whichever PSHE Topic you would like to focus your assessment on, or include smaller parts on a variety of the PSHE Association's topics.</p>		