

Learning Intention	Vocab	Concept (from celebrating diversity and equality, rights responsibilities and British Values, staying safe online and offline, and life beyond school) And British Value (from Respect, Democracy, Rule of Law, Individual liberty, Tolerance)	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone - 10 minute independent writing task to assess learning from lesson. Could be scenario based, could be creative, could be straight forward. WITH STRETCH. Simple, extension option to task.
Lesson 1 Title: Introducing PSHE Learning Intention: To understand what PSHE is, why it is important at secondary school, and how it helps us with life, wellbeing, and the future.	PSHE, wellbeing, responsibility, respect	Life beyond school Respect, Individual Liberty		I can explain what PSHE is and why it matters.	What is the BEST description of what PSHE lessons are about? 1. Learning how to stay healthy, safe, and make good choices. 2. Learning how to develop your wellbeing, build positive relationships, stay healthy and safe, and prepare for life in and beyond school. 3. Learning about health issues and how to avoid risky situations. 4. Learning skills that help you get along with others and manage challenges in everyday life.	A head teacher at a local school is considering replacing PSHE lessons with reading time. Write an argument against this! Why is learning about PSHE important for people your age? Give two reasons with examples. Stretch: How could PSHE still help you in your future as an adult?

Lesson 2 Title: Who Am I? Learning Intention: To explore the aspects that make up identity, understand what influences our identity, and know it is OK to be different.	Identity, culture, religion, diversity, uniqueness	Celebrating diversity and equality Tolerance, Individual Liberty		I can describe factors that shape identity and explain why difference is positive.	Which statement best describes identity? 1. Identity is how you present to other people. 2. Identity is made up of who you are, including your experiences, interests, beliefs, and relationships. 3. Identity is about what other people think of you and how they see you. 4. Identity stays the same throughout life.	Identify three influences on your identity and explain how they shape you. Stretch: Explain why it is good to be around people who are different to you.
Lesson 3 Title: Friendship and Empathy Learning Intention: To learn how to make and maintain positive friendships and develop empathy for others.	Friendship, empathy, kindness, support, respect	Life beyond school Respect, Tolerance	Identity and respecting differences.	I can explain what empathy is and how it supports strong friendships.	Which action best shows empathy in a friendship? 1. Telling a friend to stop being upset because it is not a big problem. 2. Ignoring a friend who seems sad because they probably want to be left alone. 3. Trying to understand how a friend is feeling and listening to them without judging. 4. Solving a friend's problem for them without asking what they need.	Think of a time recently when someone showed empathy towards you, or you showed empathy towards someone else. Explain how you know this was empathy and what effect it had on you and the other person. Stetch: Identify a time when you having more empathy might have helped a situation.
Lesson 4 Title: Bullying and Bystanders	Bullying, bystander,	Staying safe online and offline	Friendship - empathy -	I can define bullying, describe its	Which situation is MOST likely to be bullying?	At break, Cam goes to chat to a group of girls in her year. When she

Learning Intention: To learn about bullying in its different forms and how to prevent or challenge it safely.	cyberbullying, harassment	Respect, Rule of Law	treating others well	types, and explain how bystanders can help.	1. Two friends have one argument during lunch and one person raises their voice. 2. A student accidentally bumps into another student in a crowded corridor. 3. Two students disagree about which game to play at break time. 4. A student is repeatedly left out, laughed at, and targeted in a group chat.	says "hi", they laugh and turn away. This has happened a few times. Rewrite the story to have a more positive ending. Focus on the characters carrying out the bullying and what any bystanders could do. Stretch: Explain how having empathy could prevent bullying.
Lesson 5 Title: Friendship Challenges Learning Intention: To understand the causes of friendship challenges and explore ways to resolve them.	Conflict, resolution, forgiveness, communication	Life beyond school Respect, Tolerance	What makes good friendships	I can identify common friendship challenges and suggest positive solutions.	Two friends want to spend lunchtime differently. One wants to play football and the other wants to stay inside and chat. Which response shows compromising? 1. "Okay, we'll play football because that's what you want." 2. "I don't want to talk about it." 3. "Let's think of an idea that works for both of us." 4. "How about we play football for half of lunchtime and chat for the other half?"	A group of friends are planning what to do after school. Maya wants to go to the park, but Sam wants to go into town. They start arguing and the rest of the group feels awkward. Both think their idea is best, but they don't want to fall out over it. What advice would you give on how to handle this conflict and why? Use at least 2 strategies we have mentioned (e.g. collaborating,

						compromising, accommodating, or avoiding). Stretch: Explain why it would not be good to accommodate or compromise too much in a friendship.
Lesson 6 Title: Similarities, Differences and Peer Influence Learning Intention: To understand similarities and differences between people and how peer influence can affect relationships.	Similarity, difference, influence, peer pressure	Celebrating diversity and equality Tolerance, Respect	Identity, friendship and valuing difference	I can explain how peer influence can be positive or negative.	A friendship group is planning a weekend activity. One student suggests excluding Ben because he has a disability and "might slow everyone down". Which statement is most correct? 1. It is not bullying if the friendship group votes and most people agree 2. Friends should spend time with people who have similar interests, so excluding Ben is acceptable if he prefers different activities. 3. The Equality Act means everyone must be included in every activity, regardless of the circumstances 4. People can have both similarities and differences, and it is wrong to exclude or treat someone unfairly because of a protected characteristic.	Harvey and Dean scenario on slide. Stretch: Explain how peer influence can be both positive and negative, giving an example of each.
Lesson 7 Title: Halloween – Trick or Treat?	Tradition, celebration, safety, responsibility	Staying safe offline Respect, Responsibility	Friendship and community safety.	I can explain the origins of Halloween and suggest ways	You are trick-or-treating and come to a house with no Halloween decorations and the lights are off. What should you do?	Write a leaflet for Year 7 students explaining: Why some people enjoy Halloween

Learning Intention: To learn about the tradition of Halloween and how to stay safe in the community during celebrations.				to stay safe at this time.	1. Knock anyway because everyone should join in Halloween and you want to be inclusive. 2. Knock several times on the door and go look through their windows in case they did not hear you. 3. Respect their choice and go to the next house. 4. Look through the window to see if anyone is inside.	Why some people might not like Halloween How to take part in Halloween without making others feel uncomfortable? Stretch: Link as many of the British Values to being a good trick or treater as you can!
Lesson 8 Title: Firework and Bonfire Safety Learning Intention: To learn about the tradition of Bonfire Night and how to stay safe around fireworks and bonfires.	Fireworks, bonfire, safety, Guy Fawkes, tradition	Staying safe offline Respect, Responsibility	Halloween	I can explain the history of Bonfire Night and give key rules for firework safety.	You are at a Bonfire Night event with friends. Which action is the best? 1. Standing close to the fireworks to get a better view. 2. Picking up fireworks that do not go off to help out and tidy up. 3. Running around the bonfire area to have fun and burn off energy. 4. Staying behind safety barriers and following the instructions of adults in charge.	Write a firework safety code poster for Year 6 students with at least 4 safety rules. Stretch: What could happen if people ignore these rules? Why are these rules important?