Year 6 PSHE Coverage Autumn 1

Me and My Relationships

|  |  |
| --- | --- |
| Working together | * Demonstrate a collaborative approach to a task;
* Describe and implement the skills needed to do this.
 |
| Let’s negotiate | * Explain what is meant by the terms 'negotiation' and 'compromise';
* Suggest positive strategies for negotiating and compromising within a collaborative task;
* Demonstrate positive strategies for negotiating and compromising within a collaborative task.
 |
| Solve this friendship problem | * Recognise some of the challenges that arise from friendships;
* Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
 |
| Assertiveness skills | * List some assertive behaviours;
* Recognise peer influence and pressure;
* Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
 |
| Behave yourself | * Recognise and empathise with patterns of behaviour in peer-group dynamics;
* Recognise basic emotional needs and understand that they change according to circumstance;
* Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
 |
| Responding to others | * Describe the consequences of reacting to others in a positive or negative way;
* Suggest ways that people can respond more positively to others.
 |
| Commitment | * Describe ways in which people show their commitment to each other;
* Know the ages at which a person can marry, depending on whether their parents agree;
* Understand that different faiths and cultures place value on marriage
* Understand that under British law, everyone has the right to be free to choose who and whether to marry.
 |
| It’s a puzzle | * Identify strategies for keeping personal information safe online;
* Describe safe and respectful behaviours when using communication technology.
 |

Year 6 PSHE Coverage Autumn 2

Keeping Myself Safe

|  |  |
| --- | --- |
| Protective Behaviours Lesson 1Feeling Safe | * Understand that people don’t show their feelings for a range of reasons
* Recognise how stereotyping can stop us showing our feelings and keeping ourselves safe
 |
| Protective Behaviours Lesson 2Feeling Unsafe | * Know that early warning signs are caused by flight, fright or freeze response in our bodies
* Understand why it is sometimes important to risk on purpose
* Understand how and when anxiety may affect me
* Know some positive ways to manage anxiety
 |
| Protective Behaviours Lesson 3Body Awareness | * Know I need to ask and receive permission for some types of touch
* Know when physical contact is unwanted and ways of resisting it
 |
| Protective Behaviours Lesson 4Networks and Telling | * Recognise safe and unsafe people and places in the community
* Understand that some people are more appropriate to talk to than others depending on the situation and issue
 |
| Think Before You Click | * Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
* Understand and describe the ease with which something posted online can spread.
 |
| Keeping Safe Online | * Identify strategies for keeping personal information safe online;
* Describe safe behaviours when using communication technology.
 |
| To Share or Not to Share | * Know that it is illegal to create and share sexual images of children under 18 years old;
* Explore the risks of sharing photos and films of themselves with other people directly or online;
* Know how to keep their information private online.
 |
| Habits and addiction | * Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
* Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
 |
| What Sort of Drug is…? | * Explain how drugs can be categorised into different groups depending on their medical and legal context;
* Demonstrate an understanding that drugs can have both medical and non-medical uses;
* Explain in simple terms some of the laws that control drugs in this country.
 |
| Drugs and the Law | * Understand some of the basic laws in relation to drugs;
* Explain why there are laws relating to drugs in this country.
 |
| Alcohol: What is Normal? | * Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
* Describe some of the effects and risks of drinking alcohol.
 |
| Emotional Needs | * Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
* Explain how these emotional needs impact on people's behaviour;
* Suggest positive ways that people can get their emotional need met.
* Understand and give examples of conflicting emotions;
* Understand and reflect on how independence and responsibility go together.
 |

Year 6 PSHE Coverage Spring 1

Valuing Difference

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| OK to be Different | * Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
* Suggest strategies for dealing with bullying, as a bystander;
* Describe positive attributes of their peers.
 |
| We Have More in Common than Not | * Know that all people are unique but that we have far more in common with each other than what is different about us;
* Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
* Demonstrate ways of offering support to someone who has been bullied .
 |
| Respecting Differences | * Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
 |
| Tolerance and Respect for Others | * Understand and explain the term prejudice;
* Identify and describe the different groups that make up their school/wider community/other parts of the UK;
* Describe the benefits of living in a diverse society;
* Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
 |
| Advertising Friendships | * Explain the difference between a friend and an acquaintance;
* Describe qualities of a strong, positive friendship;
* Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
 |
| Boys Will Be Boys: Challenging Gender Stereotypes | * Define what is meant by the term stereotype;
* Recognise how the media can sometimes reinforce gender stereotypes;
* Recognise that people fall into a wide range of what is seen as normal;
* Challenge stereotypical gender portrayals of people.
 |

Year 6 PSHE Coverage Spring 2

Rights and Responsibilities

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| --- | --- |
| Two sides to every story | * Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
* Describe the language and techniques that make up a biased report;
* Analyse a report also extract the facts from it.
 |
| Social Media | * Know the legal age (and reason behind these) for having a social media account;
* Understand why people don’t tell the truth and often post only the good bits about themselves, online;
* Recognise that people’s lives are much more balanced in real life, with positives and negatives.
 |
| What’s It Worth | * Explain some benefits of saving money;
* Describe the different ways money can be saved, outlining the pros and cons of each method;
* Describe the costs that go into producing an item;
* Suggest sale prices for a variety of items, taking into account a range of factors;
* Explain what is meant by the term interest.
 |
| Jobs and Taxes | * Recognise and explain that different jobs have different levels of pay and the factors that influence this;
* Explain the different types of tax (income tax and VAT) which help to fund public services;
 |
| Helping the Community | * Explain what we mean by the terms voluntary, community and pressure (action) group;
* Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
 |
| Sustainability | * Explain what is meant by living in an environmentally sustainable way;
* Suggest actions that could be taken to live in a more environmentally sustainable way.
 |
| Democracy in Britain – elections and laws | To recognise reasons for rules and laws; consequences of not adhering to rules and laws. |

Year 6 PSHE Coverage Summer 1

Being My Best

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| Five Ways to Wellbeing | * Explain what the five ways to wellbeing are;
* Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
 |
| Decisions and aspirations | * Identify aspirational goals;
* Describe the actions needed to set and achieve these.
 |
| Our Recommendations | * Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
 |
| What’s The Risk? | * Identify risk factors in a given situation;
* Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
 |
| What’s The Risk? 2 | * Recognise what risk is;
* Explain how a risk can be reduced;
* Understand risks related to growing up and explain the need to be aware of these;
* Assess a risk to help keep themselves safe.
 |
| Basic First Aid, including Sepsis Awareness | * How to make a clear and efficient call to emergency services if necessary.
* Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 |

Year 6 PSHE Coverage Summer 2

Growing and Changing

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| --- | --- |
| Helpful or unhelpful? Managing change | * Recognise some of the changes they have experienced and their emotional responses to those changes;
* Suggest positive strategies for dealing with change;
* Identify people who can support someone who is dealing with a challenging time of change.
 |
| I Look Great | * Understand that fame can be short-lived;
* Recognise that photos can be changed to match society's view of perfect;
* Identify qualities that people have, as well as their looks.
 |
| Media Manipulation | * Define what is meant by the term stereotype;
* Recognise how the media can sometimes reinforce gender stereotypes;
* Recognise that people fall into a wide range of what is seen as normal;
* Challenge stereotypical gender portrayals of people.
 |
| Pressure Online | * Understand the risks of sharing images online and how these are hard to control, once shared;
* Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
* Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
 |
| Is this normal? | * Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
* Suggest strategies that would help someone who felt challenged by the changes in puberty;
* Understand what FGM is and that it is an illegal practice in this country;
* Know where someone could get support if they were concerned about their own or another person's safety.
 |
| Making Babies | * Identify the changes that happen through puberty to allow sexual reproduction to occur;
* Know a variety of ways in which the sperm can fertilise the egg to create a baby;
* Know the legal age of consent and what it means.
 |
| What is HIV? | * Explain how HIV affects the body’s immune system;
* Understand that HIV is difficult to transmit;
* Know how a person can protect themself from HIV.
 |