Year 6 PSHE Coverage Autumn 1

Me and My Relationships

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| 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

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| Protective Behaviours Lesson 1  Feeling 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 2  Feeling 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 3  Body 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 4  Networks 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. |