

PSHE Curriculum Overview

Year 6

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	VIPs	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	L1 - I can prepare and get ready for secondary relationships (Pol-Ed) L2 - I can identify different ways to calm down when I am feeling angry or upset. L3 - I understand that people have different opinions that should be respected. L4 - I can identify negative influences on my behaviour and suggest ways that I can resist these influences. L5 - I can explain when it is right to keep a secret, when it is not and who to talk to about this. L6 - I can recognise healthy and unhealthy relationships. <u>Skills Builder Starters</u> What is meant by open questions? Step 8 - listening	commitment committed confidence confidential family structure risky stability

		R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	What is meant by appropriate language for the setting? Step 6 - speaking What is meant by tone, expression and gesture? Step 7 - speaking	
2	Safety First	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	L1 - I can take responsibility for my own safety. L2 - I can understand why media has different age restrictions (Pol-Ed) L3 - I can confidently identify and manage pressure to get involved in risky situations. L4 - I can act sensibly and responsibly in an emergency. L5 - I can identify hazards and reduce risks to keep myself and others safe at home.	informed mature media

		H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	L6 - I can understand what anti-social behaviour is (Pol-Ed) <u>Skills Builder Starters</u> What is meant by success criteria? Step 7 - problem solving What is meant by ideas and concepts? Step 6 - creativity	
3	One World	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	L1 - I can talk about and understand how we can be responsible global citizens. L2 - I can describe what global warming is and what we can do to help prevent it from getting worse. L3 - I can be an ally against racism (Pol-Ed) L4 - I can describe how we can use water responsibly and understand the importance of doing this. L5 - I can understand what biodiversity is and explain the importance of doing all we can to encourage it.	biodiversity citizenship conserve drought global citizen global warming human right manifesto pledge renewable sustainability sustainable

			L6 - I can make choices which make the world a better place and that help people across the world. <u>Skills Builder Starters</u> What does it mean to encourage others? Step 7 - adapting	
4	Digital Wellbeing	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	L1 - I can identify the benefits of the Internet and know how to look after my digital wellbeing. L2 - I can say how to stay safe, healthy and happy online and when I use digital technology. L3 - I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. L4 - I can understand how my data is shared (Pol-ed) L5 - I can say what online bullying is and what to do if I see or experience it to help make it stop.	boundaries deceive digital citizenship digital footprint digital health digital wellbeing echo chambers emotional wellbeing image distribution impersonate Internet cookies manipulation misleading privacy settings regulations reputable privacy settings regulations reputable sharing

		L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	L6 - I can understand not all information online is true and know how to assess the reliability of both text and images. <u>Skills Builder Starters</u> <u>What is meant by goal setting? Step 6 - planning</u>	
5	Growing Up	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	L1 -I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. L2 - I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. L3 - I can recognise that many things affect the way we feel about ourselves	acne amniotic fluid amniotic sac birth bisexual body odour caesarean section (C-section) conceive conception condom

	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or	and I understand that there is no such thing as an ideal kind of body. L4 - I can respect different types of relationships (Pol-Ed) L5 - I can understand what a sexual relationship is and who can have a sexual relationship. L6 - I can describe the process of human reproduction, from conception to birth. <u>Skills Builder Starters</u> What is meant by mentoring? Step 6 - leadership What is meant by self-awareness - Step 7 - leadership	contraception contraceptive pill discharge fertilise heterosexual homosexual incest intercourse masturbation mood swings placenta rape safe sex sex sexual sexual intercourse sexual orientation sexually transmitted infection (STI) vaginal birth wet dreams zygote
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		different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability		
6	Money Matters	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	L1 - I can explain some financial risks and discuss how to avoid them. L2 - I can understand how retailers try to influence our spending L3 - I can discuss the spending decisions people have to make. L4 - I can explain why budgeting can be helpful and how a budget can be made. L5 - I can discuss the impact money can have on people's emotional wellbeing.	bankrupt/ bankruptcy council tax critical consumer ethical spending income income tax inflation investment minimum wage necessity outgoings retail/retailer scam

		L24. to identify the ways that money can impact on people's feelings and emotions	L6 - I can explain what shop theft is (Pol-Ed) <u>Skills Builder Starters</u> Why and when is taking responsibility for tasks important? Step 4 - teamwork What does it mean to value others' ideas? Step 8 - teamwork	
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