**PSHE Curriculum Overview Year 6**

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| Core Theme: Health, Wellbeing and Mental Health  |
| Topic | Learning outcome | Key Vocabulary | Cross curricular links | Term it is taught in |
| Healthy Lifestyles | To recognise positive and negative affects on health and wellbeing (including mental and emotional health)To make informed choices that contribute to a balanced lifestyle | Balanced lifestyle, choices, health, wellbeing | PE- Health and Fitness | Autumn 1/Autumn 2 |
| Healthy Lifestyles | To identify the benefits of a balanced dietTo learn about different influenced on food and dietTo make informed choices about food | Balanced diet, choices, food influences |  | Autumn 2 |
| Healthy Lifestyles | To know that images in the media can distort realityTo identify how this can affect how people feel about themselves | Media, images, reality, fantasy, true, false |  | Spring 1 |
| Growing and Changing | To know about different ways of achieving and celebrating goalsTo know how having high aspirations can support personal achievements | Achievements, aspirations, goals, strengths, target setting | Character Curriculum | Autumn 1 |
| Growing and Changing | To know how to describe the range and intensity of their feelings to othersTo manage complex emotions | Conflicting emotions, feelings, managing feelings, self control |  | Throughout year (evidenced each term) |
| Growing and Changing | To know how to cope with change and transitionTo know how to cope with bereavement | Change, loss, transition, separation, divorce, bereavement |  | Autumn 1/Summer 2 |
| Keeping Safe | To know about independence, increased responsibility and keeping safe.To know some strategies for managing risks | Risk, danger, hazard, responsibility, safety | RSE | Spring 2 |
| Healthy Lifestyles | To know how the spread of infection can be prevented | Bacteria, virus, hygiene routines |  | Autumn 1 |
| Keeping Safe | To know difference influenced on behaviour including peer pressure and media influenceTo know how to resist unhelpful pressure and ask for help | Pressure, managing pressure, influences, media, peers | RSE | Spring 2 |
| Keeping Safe | To know the basic skills needed in an emergencyTo learn basic first aid | Emergency aid, help, safety, rules |  | Spring 1 |
| Healthy Lifestyles | To learn about different habit (in relation to drugs, alcohol and tobacco) | Habits |  | Summer 1 |
| Healthy Lifestyles | To know some of the risks and effects of legal and illegal substances | Drugs, alcohol, tobacco, medicines, caffeine |  | Summer 1 |
| Growing and Changing | To know about the changes that happen during puberty. | Puberty, physical and emotional changes | Science | Summer 2 |
| Growing and Changing | To know about human reproduction in the context of the human lifecycleTo know how a baby is made and how it growsTo know the roles and responsibilities of parents and carersTo know that pregnancy can be prevented | Human reproduction, babies, sexual intercourse, pregnancy, contraception, parents, carers | Science | Summer 2(possible links Summer 1) |
| Keeping Safe | To know strategies for managing personal safety (local environment) | Safety, roads, cycle, rail, water, fire |  | Spring 1 |
| Keeping Safe | To know strategies for managing personal safety (online)To know what to consider before sharing pictures/information about themselves and others. | Safety, online, personal information. Passwords, images |  | Spring 1 |
| Keeping Safe | To know who is responsible for their health and wellbeingTo know where to get help, advice and support | Advice, asking for help, support |  | Autumn 2 |
| Keeping Safe | To know how to keep safe using a mobile phone. | Mobile phones, responsibility, safe use | Possible links to Anti bullying | Autumn 2 |
| Keeping Safe | To understand what an addiction is and how this relates to smoking, vaping, alcohol and drug. | Smoking, vaping, alcohol, drugs, addiction, illegal, age restriction | Pol-Ed Year 6 Keeping Safe |  |
| Keeping Safe | To know what spiking and how to keep yourself safe. | Spiking | Pol-Ed Year 6 Keeping Safe |  |
| Keeping Safe | To understand why the media has age restrictions. | Age restriction, media | Pol-Ed Year 6 Keeping Safe |  |
| Healthy Lifestyles | To know how to seek support for my mental health needs. | Mental health, support | Pol-Ed year 5Wellbeing. |  |
| Healthy Lifestyles | To develop different coping strategies and prefer for transitioning to high school. | Transition, strategies | ` Pol-Ed year 5Wellbeing. |  |

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| Core Theme: Relationships |
| Topic | Learning outcome | Key Vocabulary | Cross curricular links and  | Term it will be taught |
| Feelings and Emotions | To know how to respond appropriately to a wider range of feelings | Feelings, empathy, recognising other’s feelings | Character curriculum | Throughout year (evidence each half term? |
| Healthy Relationships | To identify different types of relationships (friends, couple, families, marriage, civil partnerships). To know what constitutes a positive, healthy relationship. To know what skills you need to maintain a positive relationship. | Friendships, families, couples, positive relationships | RSE | Autumn 2 |
| Healthy Relationships | To recognise when a relationship is unhealthy. | Relationships, unhealthy, pressure | RSE | Autumn 2 |
| Healthy Relationships | To know about committed loving relationships (including marriage and civil partnerships) | Committed loving relationships, civil partnerships, marriage | RSE | Autumn 2 |
| Healthy Relationships | To know that marriages, arranged marriages and civil partnerships is between two people who willingly agreeTo know that to force anyone into marriage is illegal | Forced marriage | RSE | Autumn 2 |
| Healthy Relationships | To know the consequences of their actions on themselves and others | Actions, behaviour, consequences | Character Curriculum | Autumn 1 |
| Healthy Relationships | To know whether physical contact is acceptable or unacceptable and how to respond | Physical contact, touch, acceptable, unacceptable | RSE | Spring 2 |
| Feelings and Emotions | To know what confidentiality mean and when it is appropriate to break a confidence. | Confidentiality, secrets, surprises, personal safety | RSE | Spring 2 |
| Valuing Difference | To be able to respectfully listen to others but raise concerns and challenge view points when necessary | Listening, viewpoints, opinions, respect | Character curriculum | On going |
| Healthy Relationships | To be able to work collaboratively towards a shared goal | Collaborative working, shared goals |  | On going (choose 2/3 activities from the year e.g forest school, residential) |
| Healthy Relationships | To negotiate and compromise strategies to solve disputes and conflict. | Disputes, conflict, identity, stereotypes, discrimination | Character Curriculum | Spring 1 |
| Valuing Difference | To know the factors that make people the same or differentTo recognise and challenge stereotypesTo know the correct terms for sex, gender, identity and sexual orientation | People, equality, identity, stereotypes, discrimination |  |  |
| Valuing Difference | To know about discrimination, teasing, bullying and aggressive behaviourTo know its effects on others | Bullying, discrimination, affection, behaviour | Anti bullying | Autumn 2 |
| Feelings and Emotions | To recognise and manage dares | Dares, challenges |  | Summer 2 |
| Healthy Relationships | To know about the importance of keeping personal boundaries and the right to privacy. | Privacy, sharing, personal boundaries | Anti Bullying | Autumn 2 |
| Healthy Relationships | To understand the importance of developing a good relationship with authority. | Relationship. authority | Pol-Ed Year 6Relationships |  |
| Valuing Difference | To understand how we can challenge sexism in society. | Society, sexism | Pol-Ed Year 6Relationships |  |
| Valuing Difference | To understand racism, what it is and how we can become allies against it. | Racism  | Pol-Ed Year 6Relationships |  |

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| Core Theme: Living in the Wider World and Understanding the Law |
| Topic | Learning outcome | Key Vocabulary | Cross curricular links and  | Term it will be taught |
| Rights and Responsibilities | To research, discuss and debate issues concerning health and wellbeing | Discussion, debate, topical issues, problems, events |  |  |
| Rights and Responsibilities | To know how and why rules and laws are madeTo take part in making and changing rules | Rules, laws, making and changing rules |  | Autumn 1 |
| Rights and Responsibilities | To know the importance of human rights.To know about the UN declaration of Rights of the Child. | Human rights, children’s rights |  | Summer 2 |
| Rights and Responsibilities | To know that harmful practices (forced marriage) are against British Law and in contradiction of human rights.TO know that human righrs overrule any beliefs, ideas, practices that harm people. | Practice against human rights (don’t discuss FGM) |  | Summer 2 |
| Rights and Responsibilities | To know how anti social behaviours can affect wellbeingTo know how to handle, challenge or respond to anti social behaviour | Anti social behaviour, aggression, bullying, discrimination |  | Summer 2 |
| Rights and Responsibilities/Taking care of the environment | To know about the different kinds of responsibilities (home, school and in the environment) | Rights, duties, home, school, environment | Link to roles in school e.g school council, prefects, house captains | Autumn 1 |
| Rights and Responsibilities | To know about solving difference, respecting different viewpoints and making their own decisions. | Resolving difference, points of view, decisions, choices |  | Ongoing |
| Rights and Responsibilities | To know what it means to be a oart of the community.To know about different group/individuals that support the community | Communities, volunteers, pressure, groups, health, wellbeing |  | Autumn 2 |
| Rights and Responsibilities | To appreciate and understand a range of national, regional, religious and ethnic identities of people living in the UK. | People, difference, diversity, identity, UK | RE | Autumn 2, Summer 1/2 |
| Rights and Responsibilities | To know about the lives, values and customs of people living in other places. | People, places, values, customs | RE | Autumn 2, Summer 1/2 |
| Understanding the Law | To know what the different types of crimes there are. | Crime, law | Pol-Ed Year 6 Understanding the Law |  |
| Understanding the Law | To understanding what anti-social behaviour is. | Anti-social behaviour | Pol-Ed Year 6 Understanding the Law |  |
| Understanding the Law | To understand what a weapon is. | Weapon | Pol-Ed Year 6 Understanding the Law |  |
| Understanding the Law | To know what the law says about legal and illegal drugs | Drugs, legal;, illegal | Pol-Ed Year 6 Understanding the Law |  |
| Money | To know how finance plays an important part in people lives. | Money, saving, spending, budgeting | Maths | Spring 1 |
| Money | To know what is meant by interest, debt, and loan.To know the importance of looking after money including managing loans and debtsTo know that people pay tax to contribute to society. | Money, interest, loan, debt, tax | Maths | Spring 1 |
| Money/Taking care of the environment | To know how resources are allocated and the effect this has on individuals, communities and the environment. | Resources, sustainability, economics, choices, environment |  |  |
| Money | To know what it takes to set up an enterpriseTo know what enterprise means for work and society | Enterprise, enterprise skills, entrepreneurs | Link to Christmas fair enterprise | Autumn 2 |
| Rights and Responsibilities | To be critical of what they see and read in the media.To critically consider information they choose to forward to others. | Media, social media, information, forwarding |  | Spring 1 |