

Year 6 PSHE Overview

Main areas studied:

	Autumn 1 <u>Me and My Relationships</u>	Autumn 2 <u>Valuing Difference</u>	Spring 1 <u>Keeping Safe</u>	Spring 2 <u>Rights and Respect</u>	Summer 1 <u>Being My Best</u>	Summer 2 <u>Growing and Changing</u>
Key Questions	<p>Working together</p> <p>Let's negotiate (OPTIONAL)</p> <p>Solve the friendship problem</p> <p>Dan's day (OPTIONAL)</p> <p>Behave yourself</p> <p>Assertiveness skills (formerly Behave yourself - 2)</p> <p>Don't force me</p> <p>Acting appropriately</p>	<p>OK to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p>	<p>Think before you click!</p> <p>It's a puzzle (OPTIONAL)</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p> <p>Joe's story (part 1) (OPTIONAL)</p> <p>Joe's story (part 2) (OPTIONAL)</p>	<p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Jobs and taxes (OPTIONAL)</p> <p>Happy shoppers - caring for the environment</p> <p>Action stations! (OPTIONAL)</p> <p>Project Pitch (parts 1 & 2) (OPTIONAL)</p> <p>Democracy in Britain 1 - Elections</p> <p>Democracy in Britain 2 - How (most) laws are made</p> <p>Community art (OPTIONAL)</p>	<p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk? (1)</p> <p>What's the risk? (2)</p> <p>Basic first aid, including Sepsis Awareness</p> <p>Five Ways to Wellbeing project</p>	<p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Helpful or unhelpful? Managing change</p> <p>Is this normal?</p> <p>Making babies</p> <p>What is HIV? (OPTIONAL)</p>
Assessment	Me and My Relationships - Pre and Post Unit Assessment: Y6/P7	Valuing Difference - Pre and Post Unit Assessment: Y6/P7	Keeping Safe - Pre and Post Unit Assessment: Y6/P7	Rights and Respect - Pre and Post Unit Assessment: Y6/P7	Being My Best - Pre and Post Unit Assessment: Y6/P7	Growing and Changing - Pre and Post Unit Assessment: Y6/P7
Learning outcomes	<p>Demonstrate a collaborative approach to a task;</p> <p>Describe and implement the skills needed to do this.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p>	<p>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p>	<p>Under review</p>

<p>Explain what is meant by the terms 'negotiation' and 'compromise';</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task;</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p>Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Describe the consequences of reacting to others in a positive or negative way;</p> <p>Suggest ways that people can respond more positively to others.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics;</p> <p>Recognise basic emotional needs and understand that they change according to circumstance;</p> <p>Suggest strategies for dealing assertively with a situation where someone</p>	<p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and</p>	<p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe and respectful behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p>	<p>Describe the language and techniques that make up a biased report;</p> <p>Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money;</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method;</p> <p>Describe the costs that go into producing an item;</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors;</p> <p>Explain what is meant by the term <i>interest</i>.</p> <p>Recognise and explain that different jobs have</p>	<p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Recognise what risk is;</p> <p>Explain how a risk can be reduced;</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p> <p>To perform some basic first aid including sepsis awareness.</p> <ul style="list-style-type: none"> • Asthma attack • Bleeding • Broken bone • Burns • Choking • Head injury • Unresponsive and breathing 	
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	<p>under pressure may do something they feel uncomfortable about</p> <p>List some assertive behaviours;</p> <p>Recognise peer influence and pressure;</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Describe ways in which people show their commitment to each other;</p> <p>Know the ages at which a person can marry, depending on whether their parents agree;</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Recognise that some types of physical contact can produce strong negative feelings;</p> <p>Know that some inappropriate touch is also illegal.</p>	<p>beliefs and how we demonstrate this.</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs;</p> <p>Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</p> <p>Explain how these emotional needs impact on people's behaviour;</p> <p>Suggest positive ways that people can get their emotional need met.</p>	<p>different levels of pay and the factors that influence this;</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services;</p> <p>Evaluate the different public services and compare their value.</p> <p>Explain what is meant by living in an environmentally sustainable way;</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Define the term 'community'; Recognise the benefits to mental health and wellbeing of being part of community groups;</p> <p>Understand the value of community members and how they can be valued for</p>	<ul style="list-style-type: none"> • Unresponsive and not breathing <p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	
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			Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together.	contributing to communities.		
Key Stories	Dan's difficult day story sheet,		Rat Park story sheet Joes story sheet			
Key Resources/ Artefacts	Newspaper, art straws, sticky tape, Music for collaborative task, Ask it basket, Solve the friendship problem activity sheet, Behave yourself script - activity sheet. A3/A4 sheets and materials. Mix and match activity sheets. Appropriate, not appropriate, illegal sheets.	Agree, Neither agree or disagree, Disagree, statements - Teacher resource Respectful and disrespectful cards, Respect acrostics, A4 paper signs Suitable newspapers or magazines to find gender stereotypes.	NSPCC guide to online games and social networks. It's a puzzle - online activity: Rap video Learn with Clicky - Know the Rules DinoPass Rat Park for humans activity sheet. Drug facts activity sheet, It's the law activity sheet, Alcohol what is normal activity sheet Coloured pens or pencils, Emotional needs activity sheet	Two sides to every story activity sheet, What's it worth activity sheet. What should they earn activity sheet. Happy shoppers press release activity sheet. Ballot slips for mock election. Large sheets of paper,	This will be your life activity sheet. Research materials. What's the risk teacher resource and activity sheet, High risk low risk teacher resource and quiz activity sheet, First aid champions	
Key Vocabulary	Collaborative, negotiation, compromise, respect and assertive approach, positive, negative, empathy, peer group dynamics, commitment, marriage, arranged marriage, NSPCC PANTS	Bullying, discrimination, disrespect, bystander, positive attributes, unique, differences, similarities, stereotype, respect, prejudice, diverse society, acquaintance, gender stereotypes.	On line respectful, face to face, Internet safety, Addiction, Drugs - medical and non-medical, Basic laws related to drugs, Alcohol effects and risks. Emotional needs. Independence.	'fact', 'opinion', 'biased' and 'unbiased', Social media account, interest, income tax, VAT, environmentally sustainable, voluntary, community and pressure (action) group; Democracy, houses of parliament. Community, mental health and wellbeing,	Aspirational goals, Risk factors, emotional risks, growing up, Asthma attack, Bleeding, Broken bone, Burns, Choking, Head injury, Unresponsive and breathing, Unresponsive and not breathing, sepsis awareness. Wellbeing, healthy lifestyle,	