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| PSHCE – Year 6 | | |
| Autumn Term | | |
| Pupils will have the opportunity to develop the following skills : | Pupils will have the opportunity to develop their knowledge about : | Pupils will learn the following key vocabulary : |
| <p>Personal identity</p> <ul style="list-style-type: none"> • how to motivate themselves and set success criteria so that they will know whether they have reached their goal • Identify their goals for the year • complimenting other people and recognising their contributions and achievements • Identify their own wants and needs • empathise with people who are living with disabilities • aware of their attitude towards people with disabilities • appreciate people for who they are • show empathy with people in conflict and celebration situations • Make links to the themes of Individual Liberty, Tolerance, Respect and Responsibility within the British Values • how to make others feel welcome and valued • demonstrating care towards other people • how to develop their own self-esteem <p>Puberty and reproduction</p> <ul style="list-style-type: none"> • how to develop their own self-esteem • identify what they are looking forward to in Y6 • make choices about their own behaviour because they understand how rewards and consequences feel and they understand how these relate to their rights and responsibilities • Identifying the British values of Responsibility and The Rule of Law • demonstrating care towards other people • helping others to follow our school rules and promote our school values by modelling them myself | <p>Personal identity</p> <ul style="list-style-type: none"> • about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal • identity and for some people does not correspond with their biological sex) • how to recognise positive things about themselves and their achievements • how to set goals to help achieve personal outcomes • how to manage setbacks and perceived failures • how to reframe unhelpful thinking • about new opportunities and responsibilities that come from increasing independence <p>Puberty and reproduction</p> <ul style="list-style-type: none"> • how to manage change – new roles and responsibilities as they grow up • how to manage the physical and emotional changes that happen during puberty | <p>Personal identity</p> <p>Ethnicity, faith, gender, stereotypes, identity, personal, achievements, goals, opportunities, responsibilities, wants, needs.</p> <p>Puberty and reproduction</p> <p>Puberty, hormones, feelings, relationships, consequences</p> |
| Spring Term | | |

| Pupils will have the opportunity to develop the following skills : | Pupils will have the opportunity to develop their knowledge about : | Pupils will learn the following key vocabulary : |
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| <p>Health and Hygiene</p> <ul style="list-style-type: none"> • emergency aid procedures and know how to get help in emergency situations • knowing when they feel stressed and the triggers that cause this • how to develop their own self-esteem • putting into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • working effectively as part of a group <p>Managing change</p> <ul style="list-style-type: none"> • managing a fall-out with friends • how to make new friends • ways in how to stay safe when using technology to communicate with friends • contribute to a group discussion • Explore the British values of Mutual Respect • Listing places where to go to for help • identify the most significant people to be in their life so far • identify how it feels to have people in their life that are special to them • use some strategies to manage feelings associated with loss and can help others to do so • recognise when they are feeling grieving emotions and have strategies to manage them • recognise when people are trying to gain power or control • demonstrate ways they could stand up for themselves or their friends in situations • develop strategies to stop others taking control using technology • using technology positively and safely to communicate with friends and family • | <p>Health and Hygiene</p> <ul style="list-style-type: none"> • how choices can affect a healthy lifestyle • about what constitutes a healthy diet and how to plan healthy meals • how bacteria and viruses can affect health • hygiene routines to limit the spread of infection • how to take responsibility for personal hygiene during adolescence • how medicines contribute to health, and how to use them responsibly and safely • how to manage allergies including how to respond in an emergency • about how vaccines and immunisations can prevent some diseases <p>Managing change</p> <ul style="list-style-type: none"> • how positive friendships can support wellbeing • how friendships change (including context such as moving home or schools) • how to manage change in different contexts (including loss and bereavement) • accessing appropriate support during times of change • about empathy and how people can help to support each other in times of difficulty | <p>Health and Hygiene</p> <p>Lifestyle, healthy, virus, bacteria, hygiene, allergies, vaccines, immunisations</p> <p>Managing Change</p> <p>Friendships, wellbeing, support, communication, mental health</p> |

| Summer Term | | |
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| Pupils will have the opportunity to develop the following skills : | Pupils will have the opportunity to develop their knowledge about : | Pupils will learn the following key vocabulary : |
| <p>Media Literacy</p> <ul style="list-style-type: none"> • practise assessing and managing risk • Identify situations where people may be breaking the law • identify agencies that can help with these problems • Link to British Values including Rule of Law and Responsibility • List ways how to stay safe online • ways in how to stay safe when using technology to communicate with friends <p>Friendships and staying safe</p> <ul style="list-style-type: none"> • Link to British Values including Rule of Law and Responsibility • List ways how to stay safe online • articulate a range of strategies in managing feelings in bullying situations • appreciate people for who they are • show empathy with people in conflict and celebration situations • demonstrating care towards other people • ways in how to stay safe when using technology to communicate with friends • Reflect upon British Values in the UK and how they impact upon modern life online | <p>Media Literacy</p> <ul style="list-style-type: none"> • about the role of the internet in everyday life • about the positive and negative uses and effects of the internet and social media • how data is shared and used online, and how information can be targeted • how images and information online can be manipulated or invented • strategies to evaluate reliability of sources and identify misinformation • how and why to choose age-appropriate media including TV, film, games and online content • about risk in relation to gambling, including online • how to manage influences in relation to gambling <p>Friendships and staying safe</p> <ul style="list-style-type: none"> • about opportunities to connect with others, including friends, online • about what it means to 'know someone online' and how this differs to knowing someone face to face • about why someone may behave differently online, including pretending to be someone they are not • how to manage the risks of communicating online with others not known face-to-face • strategies to respond to harmful behaviour, including online • how to report concerns and access help or advice | <p>Media Literacy</p> <p>Internet, social media, online, data, images, appropriate/inappropriate, sources, content, games, risk, technology, communication</p> <p>Friendships and staying safe</p> <p>Online, safety, internet, technology, social media, websites, communicating.</p> |