

Year 6 - Living in the Wider World

Objective	Autumn 1							Autumn 2						
	To learn about, research and make recommendations on topical issues concerning health and wellbeing, whilst exploring how the media present information.	To learn about rules, laws, democracy and the British Parliament.	To understand that everyone has human rights and what happens when they are not respected as they take precedence over other national laws.	To know that different cultures can have different practices and traditions and that these may be illegal and against a person's human rights.	To understand the consequences of anti-social and aggressive behaviours.	To be able to resolve differences, make decisions and explain choices.	To appreciate the range of national, regional, religious and ethnic identities in the UK.	To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community.	To learn what being part of a community means and the varied institutions that support communities locally and nationally.	To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	To learn about the lives of people living in other places.	To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	To know that money is deducted from earnings to provide things that we all need, understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	To learn about enterprise and its importance for work and society.
Notes/RSE	-internet safety and harms. (PM2) -mental wellbeing. (PM1) -benefit of time outdoors and importance of volunteering) (PM1)	-importance of respecting others. -conventions of courtesy and manners. -in school and wider community respecting others and those in positions of authority. (RE3)	-respecting differences and others from different backgrounds. (RE3)	-respecting differences and others from different backgrounds. (RE3)	-importance of respecting others. -conventions of courtesy and manners. -in school and wider community respecting others and those in positions of authority. (RE3)	-respecting differences and others from different backgrounds. (RE3)	-importance of respecting others. -conventions of courtesy and manners. -in school and wider community respecting others and those in positions of authority. (RE3)	-internet safety and harms. (PM2) -mental wellbeing. (PM1) -benefit of time outdoors and importance of volunteering) (PM1)	-mental wellbeing. (PM1)	- respecting others with differing choices, preferences or beliefs. (RE3)		- recognise that their behaviour can affect other people. (RE2) -respecting others with differing choices, preferences or beliefs. (RE3)		
PHSE Assoc	Year: 6 Core Theme: 3 Grid: A/J	Year: 6 Core Theme: 3 Grid: B	Year: 6 Core Theme: 3 Grid: C/D	Year: 6 Core Theme: 3 Grid: E	Year: 6 Core Theme: 3 Grid: F	Year: 6 Core Theme: 3 Grid: H/P	Year: 6 Core Theme: 3 Grid: I	Year: 6 Core Theme: 3 Grid: G	Year: 6 Core Theme: 3 Grid: L	Year: 6 Core Theme: 3 Grid: M	Year: 6 Core Theme: 3 Grid: N	Year: 6 Core Theme: 3 Grid: O	Year: 6 Core Theme: 3 Grid: R	Year: 6 Core Theme: 3 Grid: S

PSHE/RSE Scheme of Work

Year 6 – Relationships

Objective	Spring 1							Spring 2						
	To recognise and respond appropriately to a wider range of feelings in others.	To develop the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.	To recognise and manage dares.	To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships.	To work collaboratively towards shared goals and learn how this can mean reliance on others.	To understand the consequences of our actions on ourselves and others.	To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	To recognise and challenge stereotypes.	To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.	To understand that civil partnerships and marriages are examples of stable, loving relationships between two people who willingly agree and forced marriage is illegal.	To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.	To learn about the nature and consequences of discrimination and how we can respond to it.	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings through communication and negotiation.
Notes/RSE	-to learn that there is a normal range of emotions and how to talk about them. (PM1)	-concept of privacy and the implications for children and adults. -Knowing that it is not always right to keep secrets. (RE5) -unhappy family relationships and how to seek help and advice. (RE1)	- characteristics of friendship and how they can make us feel happy and stable. (RE2) -negative and lasting impact of bullying. (PM1)	-identify their special people and what makes them special. (RE1)	-recognise that their behaviour can affect other people. (RE2)	- recognise that their behaviour can affect other people. (RE2) -how to recognise and report feeling unsafe. -feeling uncomfortable about an adult. (RE5) -to understand personal boundaries. (RE3)	- to recognise and talk about their emotions (PM1) -managing conflicts and how to seek advice from others if needed. (RE2) - recognise that their behaviour can affect other people. (RE2)	- respecting others with differing choices, preferences or beliefs. (RE3) -what is a stereotype and how they can be unfair. (RE3)	-respecting others with differing choices, preferences or beliefs. (RE3) -families sometimes look different from their family and differences should be respected. (RE1)	-respecting others with differing choices, preferences or beliefs. (RE3)	- recognise that their behaviour can affect other people. (RE2) -respecting others with differing choices, preferences or beliefs. (RE3)	-importance of respecting others. -conventions of courtesy and manners. (RE3) -respecting others with differing choices, preferences or beliefs. (RE3)	-talk about their emotions. (PM1) -respecting others views and opinions. (RE3)	
PHSE Assoc	Year: 6 Core Theme: 2 Grid: A	Year: 6 Core Theme: 2 Grid: B	Year: 6 Core Theme: 2 Grid: C	Year: 6 Core Theme: 2 Grid: D	Year: 6 Core Theme: 2 Grid: G	Year: 6 Core Theme: 2 Grid: E	Year: 6 Core Theme: 2 Grid: F	Year: 6 Core Theme: 2 Grid: H	Year: 6 Core Theme: 2 Grid: I	Year: 6 Core Theme: 2 Grid: J	Year: 6 Core Theme: 2 Grid: K	Year: 6 Core Theme: 2 Grid: M	Year: 6 Core Theme: 2 Grid: N	Year: 6 Core Theme: 2 Grid: L

PSHE/RSE Scheme of Work

Year 6 – Health and Wellbeing



Objective	Summer 1							Summer 2						
	To learn strategies for coping with change and transitions (between key stages and schools), loss, separation, divorce, bereavement .	To understand and recognise that their increasing independence brings increased responsibility to keep themselves and others safe.	To learn about risks in different unfamiliar situations and strategies for managing risk, building resilience.	To learn strategies for keeping physically and emotionally safe incl. road safety and safety in the environment.	To understand school rules about health and safety, why these are important.	To learn basic emergency aid procedures, where and how to get help.	To learn about different influences on behaviour, peer pressure and media influence.	To understand the effects of legal and illegal substances and drugs (including alcohol and tobacco).	To learn about habits in relation to tobacco, alcohol and drug misuse and why habits can be hard to change.	*To learn how their body will change as they approach and move through puberty.	*To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.	*To learn about human reproduction.	*To understand the term consent/consenting.	*To learn about conception and contraceptives.
Notes/RSE	-scale of emotions that all humans experience in relation to different experiences and situations. (PM1)	-keeping yourself and others safe (RE5) -recognise that their behaviour can affect other people. (RE2)	- healthy lifestyle (PM1, PM2, PM3, PM4, PM6) -house hold products can be harmful (PM5) -keeping yourself and others safe (RE5) -health and prevention, dental hygiene, being sun safe (PM6)	-keeping yourself and others safe (RE5) -health and prevention, sun safe, road safety etc. (PM6)	-basic first aid (PM7) -keeping yourself and others safe (RE5) - recognise that their behaviour can affect other people. (RE2)	-basic first aid (PM7) -keeping yourself and others safe (RE5) - recognise that their behaviour can affect other people. (RE2)	-how to recognise and report feeling unsafe. (RE5) - communicating feelings (PM1)	- healthy lifestyle (PM1, PM2, PM3, PM4, PM6) -house hold products can be harmful (PM5) -keeping yourself and others safe (RE5) -to understand personal boundaries. (RE3)	- healthy lifestyle (PM1, PM2, PM3, PM4, PM6) -house hold products can be harmful (PM5) -keeping yourself and others safe (RE5) -to understand personal boundaries. (RE3)	*re-cap learning from year 5 (physical/emotional/behavioral changes and how to manage them).	*examples of how media portrays males and females. *gender stereotyping in the media. - communicating feelings (PM1) -mental health and wellbeing (PM1).	*using correct names for reproductive organs. *masturbation is a private activity and completely normal and safe. - communicating feelings (PM1) -mental health and wellbeing (PM1).	*making love or having sex is one part of an intimate relationship between consenting adults. *links between love, marriage, stable relationship. - communicating feelings (PM1)	*explain how babies are made, what sexual intercourse is and what conception means. *explain what pregnancy means, how long it lasts and where it occurs. *pregnancy is a choice and can be prevented with contraception. *explain briefly how condoms and the pill works.
PHSE Assoc	Year: 6 Core Theme: 1 Grid: C	Year: 6 Core Theme: 1 Grid: H	Year: 6 Core Theme: 1 Grid: I	Year: 6 Core Theme: 1 Grid: G	Year: 6 Core Theme: 1 Grid: K	Year: 6 Core Theme: 1 Grid: K	Year: 6 Core Theme: 1 Grid: J	Year: 6 Core Theme: 1 Grid: L	Year: 6 Core Theme: 1 Grid: M	Year: 6 Core Theme: 1 Grid: E	Year: 6 Core Theme: 1 Grid: E	Year: 6 Core Theme: 1 Grid: F	Year: 6 Core Theme: 1 Grid: F	Year: 6 Core Theme: 1 Grid: F