

Year Six: PSHE

Families and Relationships. In this unit, children will:

- Learn ways to resolve conflict, through negotiation and compromise
- Learn about respect, understanding that everyone deserves to be respected
 - Learn about grief

RSE links	Lesson 1	Lesson 2	Lesson 4	Lesson 5	Lesson 6	Key Vocabulary
RR2, RR5, RR7 CR4 FP6 MW2, MW3	Respect Knowledge: <ul style="list-style-type: none"> • I understand that everyone deserves a basic level of respect • I can explain how I can earn respect from my peers and from adults • I can explain when respect might be lost <i>SMSC: Moral, Social British Values: Mutual Respect</i>	Respectful relationships Knowledge: <ul style="list-style-type: none"> • I understand respect is an important part of relationships • I can explain how I want to be respected • I understand that I should treat others how I expect to be treated myself <i>SMSC: Moral, Social British Values: Mutual respect</i>	Challenging stereotypes Knowledge: <ul style="list-style-type: none"> • I understand a range of stereotypes • I can identify key information on a topic • I can effectively share information on a topic <i>SMSC: Moral, Social British Values: Mutual respect</i>	Resolving conflict Knowledge: <ul style="list-style-type: none"> • I can describe situations where conflict may arise. • I can name different strategies to manage conflict. • I can describe what conflict, negotiate and compromise mean. <i>SMSC: Moral, Social British Values: Mutual respect</i>	Change and loss Knowledge: <ul style="list-style-type: none"> • I understand that loss and change can cause a range of emotions. • I can explain what grief means. • I understand that grief is different for different people and in different situations. • I know who I can talk to if I am worried about anything relating to grief. <i>SMSC: Spiritual</i>	Respect, earn, lose, courtesy, demonstrate, peers, online, disrespect, stereotype, message, conflict, argument, disagreement, solve, resolve, apology, feelings, grief, grieving, change, loss, death, emotions

Health and Wellbeing. In this unit, children will:

- Learn about diet, oral hygiene, physical activity and the facts around immunisation.
 - Explore rest and relaxation and how they affect physical and mental health.
- Develop strategies for being resilient in challenging situations and planning for long-term goals

RSE links	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 8	Key Vocabulary
MW1, MW5, MW6, MW9, MW10 ISH2, ISH4 HP1, HP5, HP6 PHF4	Taking responsibility for my health Knowledge: <ul style="list-style-type: none"> • I understand the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity • I take responsibility for my mental and physical health • I can set myself achievable goals <i>SMSC: Social</i>	The impact of technology on health Knowledge: <ul style="list-style-type: none"> • I understand that technology can have an impact on my health both physical and mental • I can explain the pressures the use of technology can bring • I understand that developers design technology to make it as engaging as possible • I can explain strategies to reduce the negative impact of technology on health <i>SMSC: Social</i>	Resilience toolbox Knowledge: <ul style="list-style-type: none"> • I know what resilience is • I can describe a range of resilience strategies • I can describe why resilience is important <i>SMSC: Spiritual, Social</i>	Immunisation Knowledge: <ul style="list-style-type: none"> • I understand ways that I can prevent myself being ill • I can explain some benefits of immunisation • I can explain how vaccination works <i>SMSC: Social</i>	Physical health concerns Knowledge: <ul style="list-style-type: none"> • I understand that changes in my body could be due to illness • I can identify who I can talk to if I am worried about anything • I can explain some things I can do for myself if I am ill 	Responsibility, health, physical, mental, restrictions, pressure, persuasive design, try, resilience, overcome, immunisation, vaccine, illness, disease, world health organisation, NHS, puberty, healthy, well, unwell, illness, change, doctor

Gangs Awareness. In this unit, children will:

- Learn what a gang is and some ways gangs try to recruit young people
- Explore ways in which people try to gain control over someone else

RSE links	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Key Vocabulary
<p>CR1, CR2, CR3, CR4, CR5</p> <p>RR1, RR2, RR3, RR4, RR5, RR6, RR7, RR8</p> <p>BS1, BS4, BS5, BS6, BS7, BS8</p>	<p>What is a gang?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I can describe what a gang is • I know who can join a gang • I know why some people join gangs and the risks this involves • I can suggest strategies someone could use to avoid being pressurised <p><i>SMSC: Social, Moral, Cultural</i> <i>British Values: Individual Liberty, Mutual Respect</i></p>	<p>Positive friendships</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I can identify friendship issues • I know strategies to address friendship issues • I understand the importance of positive friendships <p><i>SMSC: Social, Moral, Cultural</i> <i>British Values: Mutual Respect, Tolerance</i></p>	<p>Bullying</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I can identify different bullying behaviours. • I know some of the reasons why people use bullying behaviours • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one <p><i>SMSC: Social, Moral, Cultural</i> <i>British Values: Individual Liberty, Mutual Respect, Tolerance</i></p>	<p>Gang Recruitment</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I can identify tactics that some gangs will use to recruit young people • I can explain some of the ways in which one person or a group can have power over another • I understand that some people can be exploited and made to do things that are against the law • I can suggest ways that someone who is being exploited can help themselves • I can recognise when people are trying to gain power or control <p><i>SMSC: Social, Moral, Cultural</i> <i>British Values: Individual Liberty, Mutual Respect, Tolerance, Rule of Law</i></p>	<p>Gang, risks, pressure, peer pressure, strategies, friendship, positive friendships, bullying, excluded, problem solving, tactics, recruit, power, influence, position of power, exploited, law, rules, control</p>

Safety and the Changing Body. In this unit, children will:

- Learn about the changes experienced during puberty
- Learn how a baby is conceived and develops
- Identify the risks associated with alcohol
- Learn how to administer first aid to someone who is choking or unresponsive.

RSE links	Lesson 1	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Key Vocabulary
DAT1 CAB1, CAB2 BFA1, BFA2	Alcohol Knowledge: <ul style="list-style-type: none"> • I understand the risks of drinking alcohol. • I can explain why some adults drink alcohol. • I can explain why some adults choose not to drink alcohol. <i>SMSC: Moral, Social</i> <i>British Values: Rule of law</i>	Physical and emotional changes of puberty Knowledge: <ul style="list-style-type: none"> • I understand changes that happen during puberty for boys, girls and both. • I can name the parts of the body. • I can use my knowledge to answer other people's problems. 	Conception <i>Parents have the right to withdraw their child from this lesson</i> Knowledge: <ul style="list-style-type: none"> • I understand the menstrual cycle. • I understand how a baby is conceived. 	Pregnancy and birth <i>Parents have the right to withdraw their child from this lesson</i> Knowledge: <ul style="list-style-type: none"> • I understand how a baby develops in the womb during pregnancy. • I can identify some of the things a baby needs. 	First Aid: Choking Knowledge: <ul style="list-style-type: none"> • I recognise when someone is choking. • I can explain how to administer first aid to a casualty who is choking (including giving back blows and tummy thrusts). • I know how to seek medical help if required for a choking casualty. <i>SMSC: Moral, Social</i>	First Aid – Basic life support Knowledge: <ul style="list-style-type: none"> • I can explain how to conduct a primary survey. • I can place a casualty who is unresponsive and breathing normally into the recovery position. • I understand how to seek medical help. <i>SMSC: Moral, Social</i>	Excessive, alcohol, choice, risk, short term, long term, responsible, puberty, change, cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, vaginal opening, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples, sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, development, commitment, baby, love, care, airway, inhale, breathing, obstruction, trachea, windpipe, epiglottis, stomach, back blows, abdomen, ribcage, exhale, lungs, oesophagus, unresponsive, alert, primary survey, respiratory rate, heart rate, pulse, DRsABC, C.P.R (cardiopulmonary resuscitation), recovery position, monitor, resuscitate, conduct, circulation, compressions, rescue breaths

Citizenship In this unit, children will: <ul style="list-style-type: none"> • Learn about human rights • Recognise discrimination and value diversity • Learn about national democracy 				
RSE links	Lesson 1	Lesson 4	Lesson 6	Key Vocabulary
Non-statutory links to PSHE association recommended unit 'Living in the Wider World'	Human rights Knowledge: <ul style="list-style-type: none"> • I understand human rights are there to protect everyone • I can explain why education is important and is included as a human right • I understand why individuals campaign for causes they believe in <i>SMSC: Moral, Social</i> <i>British Values: Individual Liberty</i>	Prejudice and discrimination Knowledge: <ul style="list-style-type: none"> • I understand what prejudice and discrimination are and why they are wrong • I can explain how I might challenge prejudice and discrimination <i>SMSC: Moral, Social, Cultural</i> <i>British Values: Mutual respect, Tolerance</i>	National democracy Knowledge: <ul style="list-style-type: none"> • I understand how government works • I can identify some roles in government • I can explain some ideas I have for the government <i>SMSC: Moral, Social</i> <i>British Values: Democracy</i>	Education, human rights, prejudice, discrimination, segregation, tackling, overcoming, homosexual/ gay, government, cabinet, Prime minister, Minister, MP, elected, tax

Economic Wellbeing. In this unit, children will: <ul style="list-style-type: none"> • Explore, career paths and the variety of different jobs available 		
RSE links	Lesson 4	Key Vocabulary
Non-statutory links to PSHE association recommended unit 'Living in the Wider World'	What jobs are available? Knowledge: <ul style="list-style-type: none"> • I can explain what I have already learnt about jobs and careers • I understand that there are a range of jobs available • I can explain some key thing about specific jobs 	Job, job seeker, career

Identity. In this unit, children will: <ul style="list-style-type: none"> Explore personal identity and body image 			
RSE links	Lesson 1	Lesson 2	Key Vocabulary
Non-statutory links to PSHE association recommended unit 'Living in the Wider World'	<p>What is identity?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I understand that a range of things make up identity I can explain some factors which make up my identity I know that other people might see me differently to how I see myself I can explain how I might challenge how other people see me <p><i>SMSC: Spiritual, Social, Cultural</i> <i>British Values: Individual Liberty</i></p>	<p>Identity and body image</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I understand that images can be manipulated and are not realistic I can explain why seeing these images all the time might be harmful I can explain what I can do about these images <p><i>SMSC: Social</i> <i>British Values: Individual Liberty</i></p>	Identity, manipulation, media, images, change