

Year 6 PSHE Curriculum

<p><b>PSHE Year 6 - AUTUMN TERM</b></p> <p><b>Topic Focus</b></p> <p><b>Health and Wellbeing</b></p>	<p><b>Core Value</b></p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p><b>Core Value</b></p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p><b>Core Value</b></p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p><b>Core Value</b></p> <p>how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p><b>Core Value</b></p> <p>to identify different influences on health and wellbeing</p>	<p><b>Core Value</b></p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p><b>Core Value</b></p> <p>how to manage risks to physical and emotional health and wellbeing</p>
	<p><b>Suggested Learning Outcome</b></p> <p>about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute</p>	<p><b>Suggested Learning Outcome</b></p> <p>strategies for keeping physically and emotionally safe including road safety, and safety in the environment (including rail, water and fire safety)</p>	<p><b>Suggested Learning Outcome</b></p> <p>strategies for keeping physically and emotionally safe including road safety, and safety in the environment (including rail, water and fire safety)</p>	<p><b>Suggested Learning Outcome</b></p> <p>strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p><b>Suggested Learning Outcome</b></p> <p>about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p><b>Suggested Learning Outcome</b></p> <p>the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	<p><b>Suggested Learning Outcome</b></p> <p>how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>

	abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers						
<b>Topic Vocabulary -</b>							
<b>New Vocabulary -</b>							

<p><b>PSHE Year 6 - Spring Term 1</b></p> <p><b>Topic Focus</b></p> <p><b>Relationships</b></p>	<p><b>Core Value</b></p> <p>how to respect equality and diversity in relationships</p>	<p><b>Core Value</b></p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p><b>Core Value</b></p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p><b>Core Value</b></p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p><b>Core Value</b></p> <p>how to respond to risky or negative relationships and ask for help</p>	<p><b>Core Value</b></p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p><b>Core Value</b></p>
	<p><b>Suggested Learning Outcome</b></p> <p>about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p>	<p><b>Suggested Learning Outcome</b></p> <p>how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p><b>Suggested Learning Outcome</b></p> <p>how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p><b>Suggested Learning Outcome</b></p> <p>that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p><b>Suggested Learning Outcome</b></p> <p>that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p>	<p><b>Suggested Learning Outcome</b></p> <p>to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p><b>Suggested Learning Outcome</b></p>
<p><b>Topic Vocabulary -</b></p> <p><b>New Vocabulary -</b></p>							

<p><b>PSHE Year 6 - Spring Term 2</b></p> <p><b>Topic Focus</b></p> <p><b>Living in The Wider World</b></p>	<p><b>Core Value</b></p> <p>about the importance of respecting and protecting the environment</p>	<p><b>Core Value</b></p> <p>a basic understanding of enterprise</p>	<p><b>Core Value</b></p> <p>a basic understanding of enterprise</p>	<p><b>Core Value</b></p> <p>about respect for self and others and the importance of responsible behaviours and actions</p>	<p><b>Core Value</b></p> <p>about respect for self and others and the importance of responsible behaviours and actions</p>	<p><b>Core Value</b></p> <p>about respect for self and others and the importance of responsible behaviours and actions</p>	<p><b>Core Value</b></p> <p>about respect for self and others and the importance of responsible behaviours and actions</p>
	<p><b>Suggested Learning Outcome</b></p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p><b>Suggested Learning Outcome</b></p> <p>what is meant by enterprise and begin to develop enterprise skills</p>	<p><b>Suggested Learning Outcome</b></p> <p>what is meant by enterprise and begin to develop enterprise skills</p>	<p><b>Suggested Learning Outcome</b></p> <p>to explore and critique how the media present information</p>	<p><b>Suggested Learning Outcome</b></p> <p>to explore and critique how the media present information</p>	<p><b>Suggested Learning Outcome</b></p> <p>to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead;</p>	<p><b>Suggested Learning Outcome</b></p> <p>to critically examine what is presented to them in social media and why it is important to do so; the importance of being careful what they forward to others</p>
<p><b>Topic Vocabulary -</b></p> <p><b>New Vocabulary -</b></p>							

<b>PSHE Year 6 - Summer 1</b>  <b>Topic Focus</b>  <b>Relationships and Sex Education</b>	<b>Core Value</b>  To consider puberty and reproduction	<b>Core Value</b>  Exploring the importance of communication and respect in relationships	<b>Core Value</b>  To consider different ways people might start a family	<b>Core Value</b>  To explore positive and negative ways of communicating in a relationship	<b>Core Value</b>	<b>Core Value</b>	<b>Core Value</b>
	<b>Suggested Learning Outcome</b>  Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	<b>Suggested Learning Outcome</b>  Explain some differences between a healthy and unhealthy relationship Know that communication and permission seeking are important in relationships	<b>Suggested Learning Outcome</b>  Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	<b>Suggested Learning Outcome</b>  To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	<b>Suggested Learning Outcome</b>	<b>Suggested Learning Outcome</b>	<b>Suggested Learning Outcome</b>
<b>Topic / new Vocabulary - womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal / private information, e-safety</b>							

<p><b>PSHE Year 6 - Summer Term 2</b></p> <p><b>Topic Focus</b></p> <p><b>Mental Health and wellbeing</b></p>	<p><b>Core Value</b></p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p><b>Core Value</b></p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p><b>Core Value</b></p> <p>to recognise and care about other people's feelings</p>	<p><b>Core Value</b></p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p><b>Core Value</b></p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p><b>Core Value</b></p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p><b>Core Value</b></p> <p>strategies for keeping physically and emotionally safe</p>
	<p><b>Suggested Learning Outcome</b></p> <p>I can recognise a range of emotions.</p>	<p><b>Suggested Learning Outcome</b></p> <p>I can explain how we experience and express different feelings.</p>	<p><b>Suggested Learning Outcome</b></p> <p>I can use some simple strategies for making myself and others feel better.</p>	<p><b>Suggested Learning Outcome</b></p> <p>I can recognise how feelings change in different situations</p>	<p><b>Suggested Learning Outcome</b></p> <p>I can describe the different feelings related to different situations</p>	<p><b>Suggested Learning Outcome</b></p> <p>I can explain how we experience and express an increasing range of feelings</p>	<p><b>Suggested Learning Outcome</b></p> <p>I can identify who and what can help me manage and express my feelings</p>
<p><b>Topic Vocabulary -</b></p>							

**New Vocabulary -**