

## Year 6 Curriculum Overview for PSHE

Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>Describe the consequences of reacting to others in a positive or negative way;</li> <li>Suggest ways that people can respond more positively to others.</li> <li>Recognise some of the challenges that arise from friendships;</li> <li>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul> <p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>Explain the difference between a friend and an acquaintance;</li> <li>Describe qualities of a strong, positive friendship;</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carers, relative).</li> <li>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> </ul>	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> <li>Describe and implement the skills needed to do this.</li> <li>Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>List some assertive behaviours;</li> <li>Recognise peer influence and pressure;</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>Describe ways in which people show their commitment to each other;</li> </ul>	<p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>Demonstrate ways of offering support to someone who has been bullied.</li> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul> <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> </ul>

<p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul> <p><u>Growing and changing</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> </ul> <p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> </ul>	<ul style="list-style-type: none"> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand and give examples of conflicting emotions;</li> <li>• Understand and reflect on how independence and responsibility go together.</li> </ul>
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