

## PSHE Curriculum Overview Year 6

### Core Theme: Health and Wellbeing

(work to be evidenced in PSHE Book 1- Health and Wellbeing)

Planning Grid	Topic	Learning outcome	Key Vocabulary	Cross curricular links	PSHE Association Planning Reference	Term it is taught in
H1/H2	Healthy Lifestyles	To recognise positive and negative affects on health and wellbeing (including mental and emotional health) To make informed choices that contribute to a balanced lifestyle	Balanced lifestyle, choices, health, wellbeing	PE- Health and Fitness	P242	Autumn 1/Autumn 2
H3	Healthy Lifestyles	To identify the benefits of a balanced diet To learn about different influenced on food and diet To make informed choices about food	Balanced diet, choices, food influences		P243	Autumn 2
H4	Healthy Lifestyles	To know that images in the media can distort reality To identify how this can affect how people feel about themselves	Media, images, reality, fantasy, true, false		P244	Spring 1
H5	Growing and Changing	To know about different ways of achieving and celebrating goals To know how having high aspirations can support personal achievements	Achievements, aspirations, goals, strengths, target setting	Character Curriculum	P245	Autumn 1
H6/H7	Growing and Changing	To know how to describe the range and intensity of their feelings to others To manage complex emotions	Conflicting emotions, feelings, managing feelings, self control		P246	Throughout year (evidenced each term)
H8	Growing and Changing	To know how to cope with change and transition To know how to cope with bereavement	Change, loss, transition, separation, divorce, bereavement		P247	Autumn 1/Summer 2
H9/H10/	Keeping	To know about independence, increased	Risk, danger, hazard,	RSE	P248	Spring 2

H11	Safe	responsibility and keeping safe. To know some strategies for managing risks	responsibility, safety			
H12	Healthy Lifestyles	To know how the spread of infection can be prevented	Bacteria, virus, hygiene routines		P249	Autumn 1
H13/H14	Keeping Safe	To know difference influenced on behaviour including peer pressure and media influence To know how to resist unhelpful pressure and ask for help	Pressure, managing pressure, influences, media, peers	RSE	P250	Spring 2
H15	Keeping Safe	To know the basic skills needed in an emergency To learn basic first aid	Emergency aid, help, safety, rules		P251	Spring 1
H16	Healthy Lifestyles	To learn about different habit (in relation to drugs, alcohol and tobacco)	Habits		P252	Summer 1
H17	Healthy Lifestyles	To know some of the risks and effects of legal and illegal substances	Drugs, alcohol, tobacco, medicines, caffeine		P253	Summer 1
H18	Growing and Changing	To know about the changes that happen during puberty.	Puberty, physical and emotional changes	Science	P254	Summer 2
H19	Growing and Changing	To know about human reproduction in the context of the human lifecycle To know how a baby is made and how it grows To know the roles and responsibilities of parents and carers To know that pregnancy can be prevented	Human reproduction, babies, sexual intercourse, pregnancy, contraception, parents, carers	Science	P255	Summer 2 (possible links Summer 1)
H21	Keeping Safe	To know strategies for managing personal safety (local environment)	Safety, roads, cycle, rail, water, fire		P257	Spring 1
H22/H25	Keeping Safe	To know strategies for managing personal safety (online) To know what to consider before sharing pictures/information about themselves and others.	Safety, online, personal information. Passwords, images		P258	Spring 1

H23	Keeping Safe	To know who is responsible for their health and wellbeing To know where to get help, advice and support	Advice, asking for help, support		P259	Autumn 2
H24	Keeping Safe	To know how to keep safe using a mobile phone.	Mobile phones, responsibility, safe use	Possible links to Anti bullying	P260	Autumn 2

## Core Theme: Relationships

(work to be evidenced in PSHE Book 2- Relationships)

Planning Grid	Topic	Learning outcome	Key Vocabulary	Cross curricular links and	PSHE Association Planning Reference	Term it will be taught
R1	Feelings and Emotions	To know how to respond appropriately to a wider range of feelings	Feelings, empathy, recognising other's feelings	Character curriculum	P262	Throughout year (evidence each half term?)
R2/R4	Healthy Relationships	To identify different types of relationships (friends, couple, families, marriage, civil partnerships). To know what constitutes a positive, healthy relationship. To know what skills you need to maintain a positive relationship.	Friendships, families, couples, positive relationships	RSE	P263	Autumn 2
R3	Healthy Relationships	To recognise when a relationship is unhealthy.	Relationships, unhealthy, pressure	RSE	P264	Autumn 2
R5/R19	Healthy Relationships	To know about committed loving relationships (including marriage and civil partnerships)	Committed loving relationships, civil partnerships, marriage	RSE	P265	Autumn 2
R6/20	Healthy Relationships	To know that marriages, arranged marriages and civil partnerships is	Forced marriage	RSE	P267	Autumn 2

		between two people who willingly agree To know that to force anyone into marriage is illegal				
R7	Healthy Relationships	To know the consequences of their actions on themselves and others	Actions, behaviour, consequences	Character Curriculum	P268	Autumn 1
R8	Healthy Relationships	To know whether physical contact is acceptable or unacceptable and how to respond	Physical contact, touch, acceptable, unacceptable	RSE	P269	Spring 2
R9	Feelings and Emotions	To know what confidentiality mean and when it is appropriate to break a confidence.	Confidentiality, secrets, surprises, personal safety	RSE	P270	Spring 2
R10	Valuing Difference	To be able to respectfully listen to others but raise concerns and challenge view points when necessary	Listening, viewpoints, opinions, respect	Character curriculum	P271	On going
R11	Healthy Relationships	To be able to work collaboratively towards a shared goal	Collaborative working, shared goals		P272	On going (choose 2/3 activities from the year e.g forest school, residential)
R12	Healthy Relationships	To negotiate and compromise strategies to solve disputes and conflict.	Disputes, conflict, identity, stereotypes, discrimination	Character Curriculum	P273	Spring 1
R13/R16 /R17	Valuing Difference	To know the factors that make people the same or different To recognise and challenge stereotypes To know the correct terms for sex, gender, identity and sexual orientation	People, equality, identity, stereotypes, discrimination		P274	
R14/R18	Valuing Difference	To know about discrimination, teasing, bullying and aggressive behaviour To know its effects on others	Bullying, discrimination, affection, behaviour	Anti bullying	P275	Autumn 2
R15	Feelings and	To recognise and manage dares	Dares, challenges		P276	Summer 2

	Emotions					
R21	Healthy Relationships	To know about the importance of keeping personal boundaries and the right to privacy.	Privacy, sharing, personal boundaries	Anti Bullying	P277	Autumn 2

## Core Theme: Living in the Wider World

(work to be evidenced in PSHE Book 3- Living in the Wider World)

Planning Grid	Topic	Learning outcome	Key Vocabulary	Cross curricular links and	PSHE Association Planning Reference	Term it will be taught
L1	Rights and Responsibilities	To research, discuss and debate issues concerning health and wellbeing	Discussion, debate, topical issues, problems, events		P279	
L2	Rights and Responsibilities	To know how and why rules and laws are made To take part in making and changing rules	Rules, laws, making and changing rules		P280	Autumn 1
L3/L4	Rights and Responsibilities	To know the importance of human rights. To know about the UN declaration of Rights of the Child.	Human rights, children's rights		P281	Summer 2
L5	Rights and Responsibilities	To know that harmful practices (forced marriage) are against British Law and in contradiction of human rights. TO know that human rights overrule any beliefs, ideas, practices that harm people.	Practice against human rights (don't discuss FGM)		P282	Summer 2
L6	Rights and Responsibilities	To know how anti social behaviours can affect wellbeing To know how to handle, challenge or respond to anti social behaviour	Anti social behaviour, aggression, bullying, discrimination		P283	Summer 2

L7	Rights and Responsibilities/ Taking care of the environment	To know about the different kinds of responsibilities (home, school and in the environment)	Rights, duties, home, school, environment	Link to roles in school e.g school council, prefects, house captains	P284	Autumn 1
L8	Rights and Responsibilities	To know about solving difference, respecting different viewpoints and making their own decisions.	Resolving difference, points of view, decisions, choices		P285	Ongoing
L9/L10	Rights and Responsibilities	To know what it means to be a oart of the community. To know about different group/individuals that support the community	Communities, volunteers, pressure, groups, health, wellbeing		P286	Autumn 2
L11	Rights and Responsibilities	To appreciate and understand a range of national, regional, religious and ethnic identities of people living in the UK.	People, difference, diversity, identity, UK	RE	P287	Autumn 2, Summer 1/2
L12	Rights and Responsibilities	To know about the lives, values and customs of people living in other places.	People, places, values, customs	RE	P288	Autumn 2, Summer 1/2
L13	Money	To know how finance plays an important part in people lives.	Money, saving, spending, budgeting	Maths	P289	Spring 1
L14	Money	To know what is meant by interest, debt, and loan. To know the importance of looking after money including managing loans and debts To know that people pay tax to contribute to society.	Money, interest, loan, debt, tax	Maths	P290	Spring 1
L15	Money/Taking care of the	To know how resources are allocated and the effect this has on individuals,	Resources, sustainability, economics, choices,		P291	

	environment	communities and the environment.	environment			
L16	Money	To know what it takes to set up an enterprise To know what enterprise means for work and society	Enterprise, enterprise skills, entrepreneurs	Link to Christmas fair enterprise	P292	Autumn 2
L17/L18	Rights and Responsibilities	To be critical of what they see and read in the media. To critically consider information they choose to forward to others.	Media, social media, information, forwarding		P293	Spring 1