

PSHE CURRICULUM OVERVIEW: Year 6

Term	Sub Theme	Curriculum Content	Vocabulary
Autumn — Relationships	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	<ul style="list-style-type: none"> • marriage • partnership • couple • boyfriend/girlfriend • same-sex relationship • consent • couple • qualities • stereotypes • lesbian • gay • bi-sexual • transgender • homophobic, biphobic, transphobic
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	<ul style="list-style-type: none"> • consent • responsibility • expectations • appropriate • inappropriate • touch • permission • personal boundaries • feelings
	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<ul style="list-style-type: none"> • values • behaviours • respect • disagreements • conflict • views

Belonging to a community
 Valuing diversity; challenging discrimination and stereotypes
 PoS Refs: L8, L9, L10, R21

- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this

- groups
- members
- belong
- challenge
- discriminate
- influence
- prejudice
- outsider
- values

Media literacy and Digital resilience
 Evaluating media sources; sharing things online
 PoS Refs: H37, L11, L13, L15, L16

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

- misleading
- marketing
- consumers
- advertising
- role model
- media
- reality
- manipulate
- communicate

	<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> • about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person’s emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	<ul style="list-style-type: none"> • role • value • work • finances • risk • gambling • harm • loss • gain • win • lose • positive • negative • consequence
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer — Health and wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings 	<ul style="list-style-type: none"> • mental health • mood • emotion • feelings • mind • strategies • stigma • discrimination • images • appropriate • restriction • laws • grief • bereavement

		<p>associated with change or loss</p> <ul style="list-style-type: none"> to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online 	
	<p>Growing and changing Human reproduction and birth; increasing independence; managing transitions</p>	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school 	<ul style="list-style-type: none"> love respect consent commitment female male human reproduction sex sexual intercourse fertilised sperm ovum penis vulva vagina fallopian tubes pregnancy baby foetus uterus womb conception responsibility dependent/independent consent

PoS Refs: H24, H33, H35, H36

- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37, H42, H46, H47, H48, H49, H50

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how

- fraud
- personal information
- hacking
- rating
- geo-tagging
- medicine
- tablets
- capsule
- injection
- vaccination
- legal age restrictions

they might influence opinions and decisions