



**PSHE & RSHE: Year 6**

*What are the aims and intentions of this curriculum?*

That children will:

- Learn: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief
- Learn about diet, oral hygiene, physical activity and the facts around immunisation. Explore rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals
- Learn about: the reliability of online information, the changes experienced during puberty, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive
- Learn about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy
- Explore: attitudes to money, how to keep money safe, career paths and the variety of different jobs available
- Explore the concept of personal identity and body image
- Prepare for the transition to secondary school, including exploring any worries or anxieties they may have

Term	Topic	Knowledge	Skills	Vocabulary
Autumn	<b>Families and relationships</b>	<ul style="list-style-type: none"> <li>• To understand what we mean by respect and why it is important</li> <li>• To understand that respect is two-way and how we treat others is how we can expect to be treated</li> <li>• Discussing how and why respect is an important part of relationships.</li> <li>• To explore other people's attitudes and ideas and to begin to challenge these</li> <li>• To understand stereotypes and be able to share information on them</li> <li>• Identifying ways to challenge stereotypes.</li> <li>• To identify ways to resolve disputes and conflict through negotiation and compromise.</li> <li>• To begin to understand the process and emotions relating to grief.</li> <li>• Exploring the process of grief and understanding that it is different for different people.</li> </ul>		Respect, earn lose, courtesy, disrespect, demonstrate, peers, online, stereotype, gender, challenge, change, stereotype, message, conflict, argument, disagreement, solve, resolve, apology, feelings, grief, grieving, change, loss, death, emotions,
Autumn/ Spring	<b>Health and well-being</b>	<ul style="list-style-type: none"> <li>• To identify long term goals and how to work towards them</li> <li>• To use mindfulness to manage emotions</li> <li>• Identifying a range of relaxation strategies and situations in which they would be useful.</li> <li>• Exploring ways to maintain good habits.</li> <li>• To understand and plan for a healthy lifestyle</li> </ul>		Future, skills, values, yoga, stress, worry, relaxation, technique, progressive muscle, stretches, visualisation, responsibility, health, physical,



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		<ul style="list-style-type: none"> <li>To understand the potential impact of technology on physical and mental health</li> <li>To reflect on skills they have developed to identify and respond to difficult situations</li> <li>Exploring my personal qualities and how to build on them.</li> <li>Developing strategies for being resilient in challenging situations.</li> <li>To understand how habits can be good or bad for our health</li> <li>Setting achievable goals for a healthy lifestyle.</li> <li>To understand what happens when we are ill and begin to understand when to seek support</li> <li>Considering ways to prevent illness.</li> <li>Identifying some actions to take if I am worried about my health or my friends' health.</li> </ul>	<p>mental, restrictions, pressure, persuasive design, try, resilience, resilient, overcome, immunisation, vaccine, illness, disease, World Health Organisation, NHS, habit, good, bad, positive, negative, consequence, puberty, healthy, well, unwell, illness, doctor, change</p>
Spring	<b>Safety and the Changing Body</b>	<ul style="list-style-type: none"> <li>To understand that online relationships should be treated in the same way as face to face relationships.</li> <li>Exploring online relationships including dealing with problems.</li> <li>To know where to get help with online problems.</li> <li>Developing an understanding about the reliability of online information.</li> <li>To understand the risks associated with drinking alcohol.</li> <li>Discussing the reasons why adults may or may not drink alcohol.</li> <li>To know how to conduct a primary survey (using DRSABC).</li> <li>Learning how to help someone who is choking.</li> <li>Placing an unresponsive patient into the recovery position.</li> <li>Discussing problems which might be encountered during puberty and using knowledge to help.</li> </ul>	<p>Alcohol, Bladder, Cyberbullying, Internet trolling, Menstruation/period, Ovary/ovaries, Penis, hormones, emotions, changes</p>
Spring/ Summer	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>To know that education is an important human right.</li> <li>To know that our food choices can affect the environment.</li> <li>Learning about environmental issues relating to food.</li> <li>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</li> <li>Discussing how people can influence what happens in parliament.</li> <li>To know that prejudice is making assumptions about someone based on certain information.</li> <li>To know that discrimination is treating someone differently because of certain factors.</li> <li>Discussing ways to challenge prejudice and discrimination.</li> <li>Discussing how education and other human rights protect us.</li> <li>Identifying appropriate ways to share views and ideas with others.</li> </ul>	<p>Authority, Conflict, Earn, Expectation, Grief, Grieving, Protected characteristics, Resolve, Respect, Stereotype</p>



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		<ul style="list-style-type: none"> <li>Identifying causes that are important to us.</li> <li></li> </ul>	
Summer	<b>Economic Well-being</b>	<ul style="list-style-type: none"> <li>To understand that there are certain rules to follow to keep money safe in bank accounts.</li> <li>Recognising differences in how people deal with money and the role of emotions in this.</li> <li>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</li> <li>To understand that different jobs have different routes into them.</li> <li>Identifying jobs that might be suitable for them.</li> <li>To understand that people change jobs for a number of reasons.</li> <li>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</li> </ul>	Gambling, Growth mindset, PIN, Qualities Responsibility, Skill
	<b>Identity</b>	<ul style="list-style-type: none"> <li>To know that identity is the way we see ourselves and also how other people see us.</li> <li>Recognising the difference between how we see ourselves and how others see us.</li> <li>Exploring how the media might influence our identity.</li> <li>Discussing the factors that make our 'identity'.</li> <li>To understand that gender and sexual orientation form part of a person's identity.</li> </ul>	Attraction, Change, Continuum/spectrum, Expression, Feminine/femininity, Gender identity, Identity, Images, Manipulation, Masculine/masculinity, Media, Sex, Sexual orientation
	<b>Transition</b>	<ul style="list-style-type: none"> <li>To understand that a big change can bring both opportunities and worries</li> <li>Exploring a greater range of strategies to deal with feelings associated with change.</li> </ul>	Change, Worry, Stress, Anxious, Opportunity



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