



### PSHE/Relationships and Health Education: Year 6

| ME AND MY RELATIONSHIPS      | LEARNING OUTCOMES  |
|------------------------------|--|
| Working together             | <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> </ul>  |
| Let's negotiate (optional)   | <ul style="list-style-type: none"> <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> </ul>   |
| Solve the friendship problem | <ul style="list-style-type: none"> <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>   |
| Dan's day                    | <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> </ul>  |
| Behave yourself              | <ul style="list-style-type: none"> <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> </ul> |
| Assertiveness skills         | <ul style="list-style-type: none"> <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> </ul>  |
| Don't force me               | <ul style="list-style-type: none"> <li>• Describe ways in which people show their commitment to each other;</li> <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> </ul>  |

|  |  |
|--|--|
| Acting appropriately                                 | <ul style="list-style-type: none"> <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>   |
| <b>VALUING DIFFERENCES</b>                           | <b>LEARNING OUTCOMES</b>   |
| Ok to be different                                   | <ul style="list-style-type: none"> <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>  |
| We have more in common than not                      | <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> </ul>                                     |
| Respecting differences                               | <ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>  |
| Tolerance and respect for others                     | <ul style="list-style-type: none"> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> |
| Advertising friendships!                             | <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/carer, relative).</li> </ul>   |
| Boys will be boys?<br>Challenging gender stereotypes | <ul style="list-style-type: none"> <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>   |
| <b>KEEPING SAFE</b>                                  | <b>LEARNING OUTCOMES</b>   |
| Thinking before you click!                           | <ul style="list-style-type: none"> <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>   |

|                           |   |
|---------------------------|---|
| It's a puzzle (optional)  | <ul style="list-style-type: none"> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology.</li> </ul>   |
| To share or not to share? | <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> </ul>                            |
| Rat park                  | <ul style="list-style-type: none"> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul>  |
| What sort of drug is..?   | <ul style="list-style-type: none"> <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> </ul> |
| Drugs: it's the law!      | <ul style="list-style-type: none"> <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> </ul>  |
| Alcohol: what is normal?  | <ul style="list-style-type: none"> <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> </ul>  |
| Joe's story (optional)    | <ul style="list-style-type: none"> <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> </ul>                            |
| <b>RIGHTS AND RESPECT</b> | <b>LEARNING OUTCOMES</b>  |
| Two sides to every story  | <ul style="list-style-type: none"> <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> </ul>  |
| Fakebook friends          | <ul style="list-style-type: none"> <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> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>  |
| What's it worth?                                     | <ul style="list-style-type: none"> <li>Explain some benefits of saving money;</li> <li>Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>Describe the costs that go into producing an item;</li> <li>Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>Explain what is meant by the term interest.</li> </ul> |
| Jobs and taxes (optional)                            | <ul style="list-style-type: none"> <li>Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>Evaluate the different public services and compare their value.</li> </ul>   |
| Happy shoppers                                       | <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> </ul>  |
| Action stations (optional)                           | <ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul>  |
| Democracy in Britain 1<br>– Elections                | <ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced,</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>Begin to understand the way in which democracy in Britain works.</li> </ul>   |
| Democracy in Britain 2<br>– How (most) laws are made | <ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>  |
| Community art (optional)                             | <ul style="list-style-type: none"> <li>Define the term 'community';</li> <li>Recognise the benefits to mental health and wellbeing of being part of community groups;</li> <li>Understand the value of community members and how they can be valued for contributing to communities.</li> </ul>   |
| <b>BEING MY BEST</b>                                 | <b>LEARNING OUTCOMES</b>  |
| This will be your life!                              | <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul>   |

|  |   |
|--|---|
| Our recommendations                      | <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>  |
| What's the risk? (1)                     | <ul style="list-style-type: none"> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> </ul>  |
| What's the risk? (2)                     | <ul style="list-style-type: none"> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> </ul>   |
| Basic first aid (including sepsis)       | <ul style="list-style-type: none"> <li>• See link to external resources for further information</li> </ul>  |
| Five Ways to Wellbeing project           | <ul style="list-style-type: none"> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>  |
| <b>GROWING AND CHANGING</b>              | <b>LEARNING OUTCOMES</b>  |
| I look great!                            | <ul style="list-style-type: none"> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> </ul>  |
| Media manipulation                       | <ul style="list-style-type: none"> <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>  |
| Pressure online                          | <ul style="list-style-type: none"> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul> |
| Helpful or unhelpful?<br>Managing change | <ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>  |

Is this normal?

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.