



PSHE

Year 6

Term	Autumn	Spring	Summer
Unit	HEALTH AND WELLBEING How can we keep healthy as we grow?	LIVING IN THE WIDER WORLD How can the media influence people?	RELATIONSHIPS What will change as we become more independent? How do friendships change as we grow?
Outcome	Children know how to look after themselves; understand features and processes of growing up; learn importance of becoming independent; identify how they are taking more responsibility	Children are Media Literate and demonstrate digital resilience; understand influences and good decision-making; know how to stay safe online	Children can confidently talk about different relationships, changing and growing, adulthood, independence and moving to secondary school
Sequence of Learning	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can recognise the range of foods that make up a healthier, balanced diet I can identify food/drinks that should be consumed regularly and those that should be consumed less often or in smaller amounts I can explain the effects different foods can have on bodies I can describe some healthier eating habits I can recognise where to find reliable information about food and drinks I can explain some choices people can make about what to eat and drink I can identify who or what might influence choices about food I can recognise positive and negative influences on food choices I can describe how people can manage less helpful influences when making choices about food I can plan a healthy meal I can explain how to prepare a healthy meal safely within the home I can recognise that adverts are designed to influence food and drink choices I can describe some of the ways that home-cooked food might be healthier than ready-made (takeaway / processed) food I can explain what it means to be physically active and different types of physical activity I can describe the benefits of physical activity on body (physical health) and mind (mental health) I can explain the importance of healthy habits and balancing different types of activities I can identify opportunities to be physically active throughout the day and week I can explain how to seek support and advice in relation to physical activity I can describe what is meant by a healthy, balanced lifestyle I can identify the key factors that contribute to a healthier lifestyle I can explain the benefits of living a balanced lifestyle I can recognise some of the challenges to leading a balanced lifestyle and describe how people can manage these, including seeking support I can describe some benefits of limited sun exposure for physical and mental wellbeing I can describe how the sun can damage skin and health I can explain what appropriate exposure and overexposure is in relation to the sun and how to limit exposure I can evaluate the possible challenges to limiting sun exposure and strategies to overcome these I can explain what is meant by the term 'mental health' I can identify everyday behaviours that can help to support mental (and physical) health I can recognise that we can take care of our mental health (as well as our physical health) I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected I can recognise conflicting emotions and when these might be expected I can explain how feelings and emotions change over time I can identify positive actions to support mental wellbeing during difficult times, including identifying their person support network I can explain why sleep is important for a healthy lifestyle I can identify how sleep patterns might change during puberty I can describe habits, including bedtime routines, that can help to improve sleep I can explore how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them I can describe how medicines, when used responsibly, can support health and wellbeing I can explain how preventative medicines such as vaccinations and immunisation can stop disease from spreading I can explain the safe use of medicines to help manage illness and allergies I can identify where to find further advice and guidance about the correct use of medicines I can explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use I can recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others I can analyse the level of risk in different situations, identifying that drugs can affect people in different ways I can explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns they have I can explain why people may choose to use or not use a drug, and the different factors that might influence them I can analyse what is most likely to influence a person to use or not use a drug I can describe strategies for managing peer influence in situations that might involve drugs I can explain how to ask for help from a trusted adult if they have any worries or concerns about drugs and why this is important I can explain how the decisions someone makes about their money might affect their feelings I can explain how and why money worries can have an impact on emotional wellbeing I can identify sources of information and support 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can discuss and debate what influences people's decisions, taking into consideration different viewpoints I can explain what fake news is and why it is created I can identify what questions to ask and what checks to make to decide whether a news report is fake or real I can infer how a fake news story may affect someone's emotions and behaviour I can give reasons why fake news can be harmful I can identify how to recognise online targeting I can recognise that companies (including news providers) use information about people to target them with content they are more likely to engage with I can explain how someone's online choices (such as their search history and profile) affect the type of information targeted at them I can describe how online targeting can be used to influence someone's beliefs, actions and choices I can explain what online fraud means I can identify some basic examples of online fraud and scams I can recognise ways to stay as safe as possible online and protect against online fraud I can describe the importance of protecting personal information and data online I can identify and analyse examples of online fraud I can explain why age restrictions for online games can help to keep people safe and prevent fraud I can describe how to report concerns about online fraud I can describe what counts as risky or illegal behaviour when using computers and devices I can identify the possible consequences of misusing computers or devices; including not adhering to the law I can recommend positive ways that computer skills can be used now and in the future I can explain what consent is and why it is important, including online I can identify appropriate, inappropriate, and non-consensual behaviour online I can describe the pressures that people might experience when chatting online and strategies for managing this I can explain the impact of teasing ('banter') and bullying online I can identify pressure and manipulative behaviour online, including the use of false identities I can describe ways to respond to requests for information or images online I can explain what it means to be a 'positive bystander', including online I can assess when and how to ask for help for things I, or others, have experienced online, including grooming I can recognise the different symbols related to the age ratings for films I can explain why we have age ratings for films and the role of the British Board of Film Classification I can evaluate which types of films are most suitable for different age groups I can explain how age ratings can help people make decisions about whether to watch a particular film I can describe how film content can evoke a range of feelings and responses in different people I can explain how to manage a situation when not everyone agrees which film to watch I can demonstrate how to handle feeling pressure to watch something I am unsure about I can explain where and how to get help or advice about films and the media I can identify different influences on people's spending and how these can be managed I can describe how companies encourage people to buy products, goods or services I can explain what should be considered before making a decision to buy a product or service I can explain how spending choices can affect others and identify ways to make positive spending decisions I can identify what a stereotype is I can explain the effects of stereotyping, including on someone's behaviour, aspirations and feelings I can suggest positive actions to challenge stereotyping I can describe some of the ways in which people may be influenced by others I can explain what is meant by prejudiced or extremist views I can identify different ways to manage negative influences I can describe where, when and how to seek support for themselves and others because of worries about prejudice or extremism 	<p>Learning sequences:</p> <ul style="list-style-type: none"> I can identify features of committed relationships I can describe ways in which couples might show their commitment to each other, for example through marriage or a civil partnership I can explain why it is important for someone to choose whether to get married and who they get married to I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them I can identify what is important for young people to know about puberty I can explain where to get help and support for puberty issues or worried I can describe some of the changes that happen as someone grows up I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities I can identify different kinds of loving relationships I can describe the qualities that enable these relationships to flourish I can explain the importance of mutual respect in close relationships I can recognise how relationships may change or end and what can help to manage this I can describe some of the features of loving relationships I can explain what is meant by consent in a relationship I can describe how a baby is made I can explain what pregnancy means, how long it lasts, and where it occurs I can describe feelings, worries, opportunities and challenges that young people might experience when leaving year 6 and starting year 7 I can identify ways to positively manage the move to secondary school I can evaluate the usefulness and reliability of different sources of support and information I can identify feelings people might experience when starting a new school/moving to secondary school (KS3) I can recognise common causes of worry, challenges and opportunities that may be part of this transition I can identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them I can identify ways to positively manage the move to secondary school (KS3) I can identify a range of factors that can contribute to a person's identity I can describe ways people may express their identity and individuality I can recognise individuality by identifying personal qualities and interests I can explain how recognising personal qualities can develop a sense of self-worth <p>²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.</p>