



## PSHE and RSE Planning Year 6 Learning Objectives



**PINK** means it refers to the RSE curriculum

Term 1 Ancient Egyptians	Term 2 World War II Anti-bullying week	Term 3 Going Global (Parliament)	Term 4 Evolution and Inheritance	Term 5 Coasts (SATs week ½ term) Identity Week	Term 6 Lights, Camera, Action!
<p><b>Relationships</b> <b>Solve the friendship problem</b></p> <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> <p><u>Working together</u></p> <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> <p><b>Anti-bullying</b> <b>Assertiveness skills</b></p> <ul style="list-style-type: none"> <li>List some assertive behaviours;</li> </ul>	<p><b>Relationships</b> <b>Advertising friendship</b></p> <ul style="list-style-type: none"> <li>Explain the difference between a friend and an acquaintance;</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul> <p><b>Respecting difference</b></p> <ul style="list-style-type: none"> <li>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul> <p><b>Anti-bullying</b> <b>OK to be different</b></p> <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> </ul> <p><b>Rules</b></p>	<p><b>Well-being</b> <u>Our recommendations</u></p> <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> <p><b>Two sides to every story</b></p> <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> </ul> <p><b>Rules</b> <b>Fakebook friends</b></p> <ul style="list-style-type: none"> <li>Know the legal age (and reason behind</li> </ul>	<p><b>Well-being</b> <b>Dear Ash</b></p> <ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul> <p><b>Relationships</b> <b>Dan's day</b></p> <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> <p><b>Well-being</b> <u>Five ways to well-being project</u></p> <ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing</li> </ul>	<p><b>Rules</b> <u>What sort of drug is ...?</u></p> <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>Explain in simple terms some of the laws that control drugs in this country.</li> </ul> <p><u>Drugs: it's the law!</u></p> <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> <p><b>Well-being</b> <u>Alcohol: what is normal?</u></p> <ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> </ul>	<p><b>Growing and changing</b> <u>This will be your life!</u></p> <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul> <p><b>Helpful or unhelpful?</b> <b>Managing change</b></p> <ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <p><b>Boys will be boys? – challenging gender stereotypes</b></p>

<ul style="list-style-type: none"> <li>Recognise peer influence and pressure.</li> </ul> <p><b>Rules</b> <b>Don't force me</b></p> <ul style="list-style-type: none"> <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> <p><u>Democracy in Britain 1 – Elections</u></p> <ul style="list-style-type: none"> <li>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> </ul> <p><b>Emotions</b> <b>Rat Pack</b></p> <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</li> </ul>	<p><u>Democracy in Britain 2 – How (most) laws are made</u></p> <ul style="list-style-type: none"> <li>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> </ul> <p><b>Well-being</b> <b>Acting appropriately (PANTS)</b></p> <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> <p><b>What's the risk?</b></p> <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> <p><b>Pressure on line</b></p> <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</li> </ul>	<p>these) for having a social media account;</p> <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> <p><b>Well-being</b> <b>It's a puzzle</b></p> <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> <p><b>Think before you click!</b></p> <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> <p><b>Community</b></p>	<p>contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p><b>I look great</b></p> <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> </ul> <p><b>Anti-bullying</b> <b>We have more in common than not</b></p> <ul style="list-style-type: none"> <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> <p><b>Relationships</b> <u>Let's negotiate</u></p> <ul style="list-style-type: none"> <li>Explain what is meant by the terms 'negotiation' and 'compromise';</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the effects and risks of drinking alcohol.</li> </ul> <p><b>Traffic lights</b></p> <ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> </ul> <p><b>Responsibility</b> <b>Joe's story (part 2)</b></p> <ul style="list-style-type: none"> <li>Understand and give examples of conflicting emotions;</li> <li>Understand and reflect on how independence and responsibility go together.</li> </ul> <p><b>Well-being</b> <b>What's the risk? (2)</b></p> <ul style="list-style-type: none"> <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> <p><b>To share or not to share?</b></p> <ul style="list-style-type: none"> <li>Know that it is illegal to create and share sexual images of</li> </ul>	<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul> <p><b>Media manipulation</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Making babies</b></p> <ul style="list-style-type: none"> <li>Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> </ul>
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<p><i>basic emotional needs and explain some of the ways these needs can be met.</i></p> <p><b>Joe's story part 1</b></p> <ul style="list-style-type: none"> <li>• <i>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</i></li> <li>• <i>Suggest positive ways that people can get their emotional need met.</i></li> </ul> <p><b>Anti-bullying</b> <b>Behave yourself</b></p> <ul style="list-style-type: none"> <li>• <i>Recognise and empathise with patterns of behaviour in peer-group dynamics;</i></li> <li>• <i>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</i></li> </ul>	<p><i>a certain way because of the influence of the peer group.</i></p> <p><b>Community</b> <b>Tolerance and respect for others</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</i></li> <li>• <i>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</i></li> </ul>	<p><b>Community art</b></p> <ul style="list-style-type: none"> <li>• <i>About the different groups that make up their community; what living in a community means.</i></li> <li>• <i>To value the different contributions that people and groups make to the community.</i></li> </ul> <p><b>Happy shoppers</b></p> <ul style="list-style-type: none"> <li>• <i>Explain what is meant by living in an environmentally sustainable way;</i></li> <li>• <i>Suggest actions that could be taken to live in a more environmentally sustainable way.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</i></li> </ul>	<p><i>children under 18 years old;</i></p> <ul style="list-style-type: none"> <li>• <i>Explore the risks of sharing photos and films of themselves with other people directly or online.</i></li> </ul> <p><b>Community</b> <b>Action stations</b></p> <ul style="list-style-type: none"> <li>• <i>Explain what we mean by the terms voluntary, community and pressure (action) group;</i></li> <li>• <i>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Know the legal age of consent and what it means.</i></li> </ul> <p><b>Responsibility</b> <b>What's it worth?</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the costs that go into producing an item;</i></li> <li>• <i>Suggest sale prices for a variety of items, taking into account a range of factors;</i></li> <li>• <i>Explain what is meant by the term interest.</i></li> </ul> <p><b>Jobs and taxes</b></p> <ul style="list-style-type: none"> <li>• <i>Recognise and explain that different jobs have different levels of pay and the factors that influence this;</i></li> <li>• <i>Explain the different types of tax (income tax and VAT) which help to fund public services.</i></li> </ul>
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## **Resources for Parents:**

**Zone of Regulation: how to talk about emotions**

<https://drive.google.com/file/d/1fwPE5SMwYqpHv8-5H440pGyUZKQ74SCM/view?usp=sharing>

**Support with mental health:**

<https://www.mindedforfamilies.org.uk/young-people>

**Advice about bullying:**

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

<https://www.bullying.co.uk/advice-for-parents/>

**Talking to children about money:**

<https://www.moneyadvice.service.org.uk/en/categories/talking-to-your-children-about-money>

**Glossary of term for adults/ children:**

<https://drive.google.com/file/d/1eSCbO9P90cya453DcCZquFA78OuqPTGa/view?usp=sharing>

**Growing and Changing – support with talking about puberty:**

<https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf>

<https://www.bodyform.co.uk/myths-and-facts/puberty/puberty-talk-with-daughter/>