



Year 6 PSHE Curriculum

	Autumn 1	Autumn 2
Curriculum focus/links	One World	Think Positive
Key vocab	<ul style="list-style-type: none"> • citizen, global, citizenship, responsible, aware, impact, world, human right, respect, shared responsibility, care, compassion. • global warming, effects, help, harm, prevent, persuade, encourage, environment, earth. • global warming, energy, resources, impact, environment, use, responsible, help, protect, pledge, waste, save, renewable, non-renewable, conserve. • waste, save, conserve, water, use, responsibly, drought, responsible, appreciate. • biodiversity, environment, help, protect, encourage, important, future, world. • global citizen, choices, impact, consequences, responsible, responsibility, sustainability, sustainable, manifesto. 	<ul style="list-style-type: none"> • thoughts, feelings, behaviour, cognitive, influence, impact, affect, link, reaction, helpful, unhelpful, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance. • thoughts, positive, negative, helpful, unhelpful, comfortable, uncomfortable, feelings, behaviour. • thoughts, helpful, unhelpful, comfortable, uncomfortable, feelings, emotions, behaviour, coping, strategies, techniques. • choices, decisions, positive, negative, feelings, emotions, behaviour, actions, consequences, impact, independent, responsible, safe, morals, pros, cons. • mindful, mindfulness, present, focus, relaxed, calm, still, positive, thoughts, feelings, experience, techniques. • positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques.
Health and Wellbeing		<p><u>Healthy Lifestyles (Physical Wellbeing)</u> How to make informed decisions about health. About the elements of a balanced, healthy lifestyle. About choices that support a healthy lifestyle, and recognise what might influence these. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p><u>Mental Health</u> That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. About everyday things that affect feelings and the importance of expressing feelings. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>

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		<p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p style="text-align: center;"><u>Ourselves, Growing and Changing</u></p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>
<p style="text-align: center;">Living in the Wider World</p>	<p style="text-align: center;"><u>Shared Responsibilities</u></p> <p>To recognise there are human rights, that are there to protect everyone.</p> <p>About the relationship between rights and responsibilities.</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p style="text-align: center;"><u>Economic Wellbeing: Money</u></p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p>	
<p style="text-align: center;">Relationships</p>		<p style="text-align: center;"><u>Friendships</u></p> <p>The importance of seeking support if feeling lonely or excluded.</p> <p style="text-align: center;"><u>Respecting Ourselves and Others</u></p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>

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	Spring 1	Spring 2
Curriculum focus/links	Safety First	Digital Wellbeing
Key vocab	<ul style="list-style-type: none"> • safe, risk, danger, hazard, harm, responsible, independent, informed, decision, choice, consequence. • safe, risk, danger, hazard, harm, action, responsible, independent, informed, decision, choice, consequence, situation, support, help. • safe, risk, danger, hazard, harm, action, responsible, decision, choice, dare, peer pressure, media, social media, help, advice, smart, brave, mature. • safe, danger, hazard, harm, action, emergency, accident, injury, responsible, sensible, first aid, emergency services, decision, choice, help. • safe, unsafe, hazard, risk, independent, responsibility, fire, harm, injury, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult. • safe, hazard, risk, danger, environment, unfamiliar, road safety, pedestrian crossing, zebra crossing, traffic, cycling, pedestrian, driver, passenger, cyclist, railway, train, platform, danger, electricity, cables, water safety, swim, dive, depth, fireworks, sparklers, burn, responsibility, independence. 	<ul style="list-style-type: none"> • online, digital wellbeing, digital health, digital, Internet, time management, positive, negative, mental health, emotional wellbeing. • regulations, restrictions, personal safety, wellbeing, mental health, emotional wellbeing, social media, online, TV programmes, films, online games, private, privacy, personal, information, data, images, worry, concern, frightened, help, report, appropriate, inappropriate, content, contact, reliable, safe, choices, storage, sharing. • personal, private, privacy, boundaries, respect, safe, online safety, report, help, appropriate, inappropriate, relationship, healthy, friendship, behaviour, risks, harmful, content, contact, concern, comfortable, uncomfortable, pressure, online identity, deceive, impersonate, bullying, false profiles, kindness, trust, digital citizenship, feelings, assess, control, right, consent, online strangers. • positive, negative, social media, data, information ranking, selection, targeting, connected devices, appropriate, inappropriate, share, rules, image distribution, right, respect, shared responsibility, wellbeing, digital footprint, privacy settings, benefit, risk. • bullying, cyberbullying, online, impact, consequences, hurtful behaviour, teasing, name calling, bullying, trolling, harassment, excluding, report, concerns, help, discrimination, kindness, respectful. • information, sources, reliability, online, safe, choices, text, image, manipulation, evaluate, assess, misinformation, wellbeing, misleading, intention, reputable, secure sites, echo chambers, internet cookies.
Health and Wellbeing	<p><u>Healthy Lifestyles (Physical Wellbeing)</u> How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p><u>Ourselves, Growing and Changing</u> About the new opportunities and responsibilities that increasing independence may bring.</p>	<p><u>Healthy Lifestyles (Physical Wellbeing)</u> About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p><u>Keeping Safe</u> Reasons for following and complying with regulations and restrictions</p>

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	<p style="text-align: center;"><u>Keeping Safe</u></p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>How to predict, assess and manage risk in different situations. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>About what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>	<p>(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>
<p style="text-align: center;">Living in the Wider World</p>		<p style="text-align: center;"><u>Media Literacy and Digital Resilience</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>About some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>
<p style="text-align: center;">Relationships</p>	<p style="text-align: center;"><u>Safe Relationships</u></p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p style="text-align: center;"><u>Managing Hurtful Behaviour and Bullying</u></p> <p>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report</p>

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concerns and get support.

About discrimination: what it means and how to challenge it.

Safe Relationships


About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).

About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.

How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

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	Summer 1	Summer 2
Curriculum focus/links	Growing Up	VIP's
Key vocab	<ul style="list-style-type: none"> • reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions. • puberty, male, female, emotions, feelings, hormones, sexual, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, • body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, society. • sex, heterosexual, gay, lesbian, bisexual, sexual orientation, society, race, age, civil partnership, commitment. • sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact. • conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord. 	<ul style="list-style-type: none"> • love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure, single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, time together, support, advice, help. • emotions, anger, upset, frustrated, calming, calm, unkind, kind, actions, consequences. • disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite. • pressure, influence, peer, negative, behaviour, resist, support, help, anxious, dangerous, unhealthy, uncomfortable, wrong. • secrets, shared, kept, confidential, confidence, share, support, unhealthy, healthy, relationship. • healthy, unhealthy, risky, relationships, friendship, relatives, family, support, ending.
Health and Wellbeing	<p><u>Healthy Lifestyles (Physical Wellbeing)</u> That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p><u>Mental Health</u> To recognise that feelings can change over time and range in intensity. About everyday things that affect feelings and the importance of expressing feelings. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>	

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Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

Ourselves, Growing and Changing

About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

That for some people gender identity does not correspond with their biological sex.

To recognise their individuality and personal qualities.

To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).

About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

About where to get more information, help and advice about growing and changing, especially about puberty.

Communities

About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

Media Literacy and Digital Resilience

Recognise ways in which the internet and social media can be used both positively and negatively.
About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

Living in the Wider World

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Relationships

Families and Close Positive Relationships

To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.

About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.

That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

Safe Relationships

Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.

Families and Close Positive Relationships

To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.

To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability.

To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Friendships

What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.

To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

Safe Relationships

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).

About seeking and giving permission (consent) in different situations. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

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Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).