

YEAR GROUP	6																																																						
SUBJECT	PSHE																																																						
Term 1	<div data-bbox="548 427 918 973"> </div> <div data-bbox="929 438 1904 614"> <h3>PROGRESSION AND GOLDEN THREAD</h3> <p>This Year 6 Drugs and Alcohol Unit builds on knowledge from earlier years. In Year 2, we learned about medicine safety, covering basic medicines like painkillers and cough syrup. In Year 4, we explored specific medications such as paracetamol and antibiotics and introduced legal drugs like alcohol and tobacco. This year, we will focus on both legal and illegal drugs, understanding why some people use them and the consequences of misuse. We will also link to British values by studying the laws around Class A, B, and C drugs, including the penalties for possession, supply, and manufacture.</p> </div> <div data-bbox="929 622 1388 973"> <h3>LEGAL DRUGS AND AGE RESTRICTIONS</h3> <table border="0"> <tr> <td></td> <td>Caffeine</td> <td>No legal age-restriction, but children should avoid consuming caffeinated products.</td> </tr> <tr> <td></td> <td>Alcohol</td> <td>Restricted to over 18s in the UK</td> </tr> <tr> <td></td> <td>Vaping Products</td> <td>Restricted to over 18s in the UK</td> </tr> <tr> <td></td> <td>Tobacco</td> <td>Restricted to over 18s in the UK</td> </tr> </table> <p> Rule of Law</p> </div> <div data-bbox="560 989 1388 1324"> <h3>ILLEGAL DRUGS AND CONSEQUENCES</h3> <table border="0"> <tr> <td></td> <td>Nitrous Oxide Class C Drug</td> <td>In the UK, possession of nitrous oxide can lead to up to 2 years in prison, while supply or manufacture can result in up to 14 years.</td> <td></td> <td>Driving under the influence of drugs is illegal in the UK and can lead to fines, driving bans, and up to 14 years in prison.</td> </tr> <tr> <td></td> <td>Cannabis Class B Drug</td> <td>Possession can result in a £90 fine or up to 5 years in prison, while supplying or producing it can lead to up to 14 years in prison.</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Ecstasy (MDMA) Class A Drug</td> <td>Possession can result in up to 7 years in prison; while supplying or producing it can lead to a life sentence.</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Cocaine Class A Drug</td> <td>Possession can result in up to 7 years in prison; while supplying or producing it can lead to a life sentence.</td> <td></td> <td> Rule of Law</td> </tr> </table> </div> <div data-bbox="1400 622 1904 1324"> <h3>KEY TERMS</h3> <table border="0"> <tr> <td></td> <td>Chemical</td> <td>A substance found in many household products, like cleaning sprays and bleach, that can be harmful if not used safely.</td> </tr> <tr> <td></td> <td>Drug</td> <td>It is a substance that can change how the body works, sometimes used to treat illnesses and sometimes misused in harmful ways.</td> </tr> <tr> <td></td> <td>Medicine</td> <td>A substance used to treat or prevent illness and help people feel better. 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YEAR 6 – AUTUMN 1 HEALTH AND WELLBEING KNOWLEDGE ORGANISER																																																							

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 2

YEAR 6 – AUTUMN 2 RELATIONSHIPS EDUCATION KNOWLEDGE ORGANISER



PERSONAL DATA

Personal data is information that can identify you, like your name, address, or phone number.

Name

Address

School

Phone number

Email address

We need to protect it to stop people from using your details to buy things in your name (fraud) or pretending to be you (identity theft).

AGE RESTRICTIONS

According to OFCOM, around one quarter of 8-11-year-olds are playing online games like Fortnite, despite being below the PEGI 12 legal age limit.

In the UK, the minimum age for using social media platforms like Facebook and WhatsApp is 13, in line with the US law COPPA, which restricts children under this age from accessing online media platforms. The Online Safety Bill also supports these age limits by requiring social media companies to protect children from harmful content and enforce appropriate safety measures.

Rule of Law

KEY TERMS

Respect Treating others with kindness and consideration, recognising their feelings, rights, and opinions.

Bullying Hurting or intimidating someone repeatedly through words, actions, or exclusion, often to gain power or control.

Cyberbullying Using technology, like social media or messaging, to harm, threaten, or embarrass someone repeatedly.

Group chat An online conversation where multiple people can send messages and share information in real time.

Online privacy Keeping personal information safe on the internet by controlling what is shared and who can access it.

Online predator A person who uses the internet to trick, manipulate, or harm others, often by pretending to be someone they're not.

Scam A dishonest trick meant to steal money or personal information from someone.

1. Disagree Respectfully

2. Positive Male Role Models (Optional)

3. Cyberbullying and Harassment

4. Online Gaming Danger

5. Group Chats

6. Online Privacy and Data

Digital Resilience

ONLINE SAFETY TIPS

Always get an adult's permission before accepting a friend request and ensure you know the person in real life.

Avoid using the same login details for multiple accounts. Create unique passwords for each and keep them private.

Create strong passwords using a mixture of letters, numbers and special characters.

Manage who can see your posts, photos, and personal information. Turn off voice chat in online games, or if necessary, set it to "friends only."

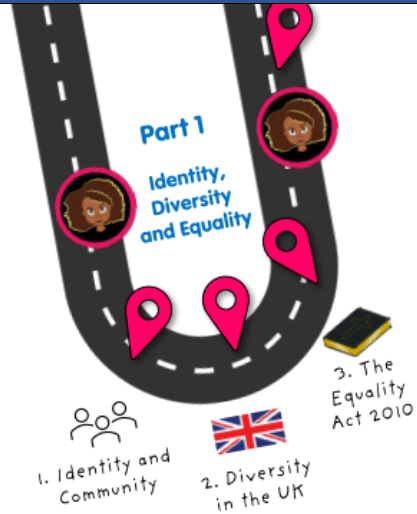
Always install Windows updates and keep your antivirus software current.

PROGRESSION AND GOLDEN THREAD

This Year 6 Digital Resilience Unit builds on previous years' learning. In EYFS, we learned to stop and think before sharing information online. Year 1 introduced online deception through Chicken Clicking, while Year 2 focused on pop-ups and SafeSearch. In Year 4, we explored respectful communication and protecting ourselves from harmful content. Year 5 taught us about the dangers of online strangers. This year, we expand on these topics, focusing on respect, online bullying in group chats and gaming, and the risks of scams and identity theft, alongside safety measures for voice chat in online games.

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 3a



PROGRESSION AND GOLDEN THREAD

This Year 6 mini-unit on Identity, Diversity, and Equality builds on prior learning. In Year 2, we explored how people are the same and different (through the story, *The Same But Different Too*). In Year 3, we celebrated our identities and identified our strengths. In Year 4, we focused on respect, diverse communities, and introduced stereotypes, prejudice, and discrimination. This year, we'll explore diversity in the UK, what it means to be 'British,' and how we can have multiple identities. We'll also study the Equality Act, protected characteristics, and concepts like direct and indirect discrimination, as well as equity versus equality.

NATIONALITIES IN THE UK

GB - Great Britain
Northern Ireland

Scotland (GB)

Wales (GB)

England (GB)

UK - The United Kingdom

1. British (Citizen of the UK)
2. Irish
3. Polish
4. Indian
5. Pakistani
6. Bangladeshi

PROTECTED CHARACTERISTICS

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

DIRECT DISCRIMINATION

Direct discrimination is when someone is treated unfairly because of a specific characteristic, like their race or gender.

INDIRECT DISCRIMINATION

Indirect discrimination is when a rule or policy seems fair but actually puts people with a certain characteristic at a disadvantage.

REASONABLE ADJUSTMENT

A reasonable adjustment is a change made to accommodate someone's needs to ensure they are not disadvantaged because of a protected characteristic, such as disability, religion, or gender.

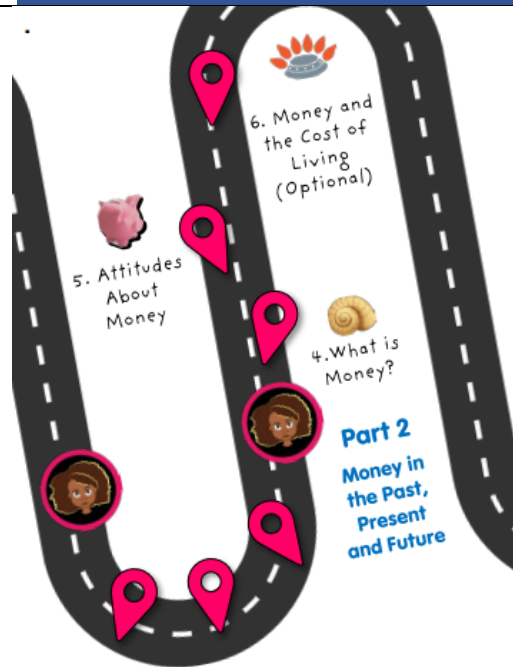
KEY TERMS

- Identity**: What makes you, you.
- Community**: A community is a group of people who live or work together or share common interests and goals.
- Citizen**: A person who belongs to a country and has rights and responsibilities there.
- Nationality**: The country a person is legally associated with, often based on where they were born or their citizenship.
- Equity**: Equity means fairness, making sure everyone gets what they need to have the same opportunity.
- Equality**: Treating everyone the same and giving them the same resources or opportunities.
- Discrimination**: Treating someone unfairly or differently because of things like their race, gender, or age.
- Protected Characteristics**: Personal traits, like age, race, gender, or disability, that are legally protected from discrimination.

YEAR 6 – SPRING 1 WIDER WORLD KNOWLEDGE ORGANISER – PART 1

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 3b



MONEY IN THE FUTURE

Will we move to one global currency?

Will AI run our banks in the future?

Will our prices continue to rise? (Inflation)

Will banknotes and coins still be around in the future?

PROGRESSION AND GOLDEN THREAD

In this Year 6 Wider World mini-unit, we will explore money in the past, present, and future. In EYFS, we identified coins and their values. In KS1, we learned about the barter system, the origins of money, and different ways to pay. In KS2, we explored money management and responsible spending. Now, we will revisit the history of money and its development over time, examine different attitudes to spending, saving, and investing, and then look to the future by learning about inflation, the rising cost of living, and imagining what money might be like in years to come.

EVOLUTION OF MONEY

Barter System: People exchanged goods directly, but it was difficult to find someone who wanted what you had to offer in exchange for what you needed.

Early Currency: Items like shells and cheese were used as money, but they were hard to carry and food-based currency didn't last long.

Gold Coins: Gold coins were used because they held value, but they were heavy to carry and easy to steal.

Bank Notes: Paper money made transactions easier because it was lighter and more convenient, but it still relied on trust in banks.

Digital Payments: Using cards or online transfers made paying faster and easier without needing physical money, but it required access to technology.

Mobile Pay: Now, people can pay using their phones or watches, making transactions even more convenient and secure without needing cash or cards.

KEY TERMS

Goods	Physical items people buy and use, like food, clothes, and toys.
Services	Actions people or companies do for others, like teaching, cleaning, fixing things, or providing internet
Currency	Money used in a country, like coins, banknotes, or digital payments.
Barter System	Trading goods or services directly without using money.
Wants	Wants are things we desire or wish for, but they aren't necessary for survival, like a new phone or a holiday.
Needs	Things that are necessary for survival and to maintain basic health and safety, like food, water, shelter, and clothing.
Saving	Setting aside money or resources for future use, instead of spending it immediately.
Investing	The act of putting money into something, like stocks, property, or a business, with the expectation that it will grow in value over time.

Term 4

Conception and Puberty



Please check Spring 2, Lesson 4 against your policy to determine whether the right to withdraw should be allowed.



6. Mental Health Symptoms



1. Puberty and Our Genes



2. Boy's Puberty



3. Periods and the Human Life Cycle



4. Human Reproduction



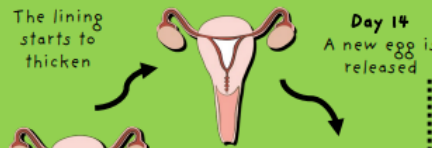
5. Hormones and Emotions

PROGRESSION AND GOLDEN THREAD

This Year 6 Puberty Unit builds on knowledge from previous years. In Year 4, we learned about some of the physical changes our bodies undergo during puberty, including the importance of good personal hygiene. In Year 5, we explored these changes in more detail while also learning about emotions, self-esteem, and the importance of a positive body image. This year, we will focus on the reasons behind these physical changes, linking them to our genes, sexual reproduction (excluding sexual intercourse), and the role puberty plays in the human life cycle. We will also explore mental health and how hormones can lead to new feelings, such as attraction.

CONCEPTION AND THE MENSTRUAL CYCLE

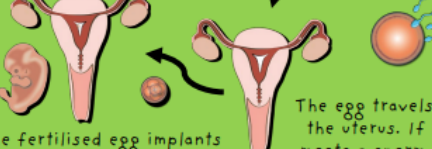
The lining starts to thicken



Day 14
A new egg is released



Day 1
The first day of a new period



The fertilised egg implants in the uterus lining, and pregnancy begins.

The egg travels to the uterus. If it meets a sperm, it will be fertilised.

MAKING BABIES AND BIOLOGICAL SEX



XX

Females have XX Chromosomes



XY

Males have XY Chromosomes

The sex of a baby is determined by the father. If he passes on an X chromosome, the baby will be a girl (XX). If he passes on a Y chromosome, the baby will be a boy (XY)



Puberty



Genes



Chromosomes



Menstruation



Gamete



Conception

KEY TERMS

When a child's body changes into an adult body, including physical and emotional changes, usually happening between ages 8 and 16.

Genes are like the instruction manual for how our bodies grow and develop, deciding things like our appearance and how we function.

Chromosomes are like a cookery book that stores recipes for different characteristics, with similar genes grouped together to guide how we grow and develop.

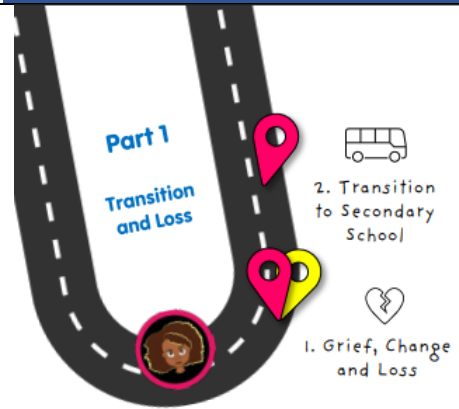
The monthly process where the body sheds tissue from the lining of the womb, resulting in bleeding from the vagina.

A gamete is a reproductive cell, like a sperm cell in males or an egg cell in females.

Conception is the process that marks the beginning of pregnancy. It involves fertilisation (when a sperm cell joins with an egg cell) and implantation (when the fertilised egg attaches to the uterus and begins to grow).

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 5a



PROGRESSION AND GOLDEN THREAD

This Year 6 mini-unit on Transition and Loss builds on prior learning. In KS1, we first explored the theme of loss through *The Heart and the Bottle* by Oliver Jeffers, learning about the emotions we might feel after losing something important. In Year 5, we revisited the topic in our Understanding Emotions lesson, reflecting on how strong emotions from life events (like moving home or parents separating) can change over time. This year, we will dive deeper into grief and loss, identifying strategies for managing unexpected change and exploring the positive opportunities transitions can bring. We will also focus on the transition to secondary school, discussing what to expect, common worries, and ways to access support.

MANAGING FEELINGS

Here are some ways to manage feelings that come with change:

- Talk to a trusted adult like a parent, teacher, or counsellor.
- Write down your feelings in a journal or letter.
- Keep a memory box with comforting photos or items.
- Express emotions through art, music, or crafts.
- Stick to a daily routine for stability.
- Spend time with supportive friends.
- Seek professional help if needed.

ASKING FOR HELP

Ways to Get Help from Teachers and Peers:

- Email your teacher – Politely explain your issue and ask for advice.
- Ask during break or after school
- Join a homework club
- Talk to a buddy or mentor

Key Contacts and Places for Support:

- **Form Tutor** – Your first point of contact for any concerns.
- **Subject Teacher** – Ask for help with classwork or homework.
- **Head of Year** – Supports you with personal or school-related issues.
- **Form Room** – A place to check in daily and get important updates.
- **Lost Property** – Visit if you've misplaced something.

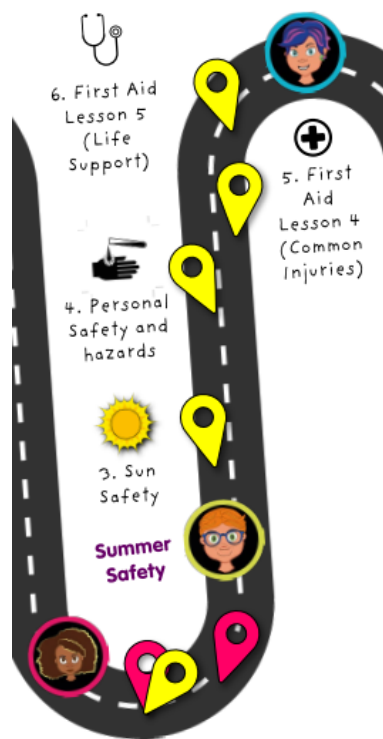
KEY TERMS

- Grief**: Grief is the deep sadness you feel when someone or something important to you is lost.
- Loss**: Loss is when something or someone important to you is no longer there.
- Mixed Emotions**: Mixed emotions are when you feel different or even opposite feelings at the same time about something.
- Coming to terms with something**: "Coming to terms with something" means accepting or adjusting to a difficult situation or change over time.
- Anxiety**: Anxiety is a feeling of worry, nervousness, or fear about something that might happen.
- Transition**: Transition is the process of changing from one stage, place, or situation to another.
- Resilience**: Resilience is the ability to bounce back and cope with challenges or difficult situations.



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 5b



6. First Aid Lesson 5 (Life Support)

4. Personal Safety and hazards

3. Sun Safety

Summer Safety

5. First Aid Lesson 4 (Common Injuries)

PROGRESSION AND GOLDEN THREAD

This Year 6 First Aid and Summer Safety Unit builds on knowledge from previous years. In EYFS, we read Sparkle Kitty Versus the Sun and learned how to keep our bodies safe. In KS1, we learned to "slip, slop, slap" to protect ourselves from the sun. In LKS2, we focused on summer safety, including the Water Safety Code. This year, we will explore sun and summer safety in more detail while continuing our progressive First Aid lessons, culminating in a lesson on treating common injuries and responding to emergencies. In previous years, we have learned about burns and scalds, asthma, and allergies.

COMMON INJURIES



Bleeding occurs when the skin is damaged, like from a cut. First Aid involves cleaning the wound, checking for debris, applying pressure to stop bleeding, and covering it with a sterile dressing.



Sprains and strains occur when muscles, tendons, or ligaments are overstretched or torn. Sprains affect ligaments, while strains affect muscles or tendons. First Aid focuses on reducing pain and swelling using the PRICE method: Protect, Rest, Ice, Compression, and Elevation. Avoid putting weight on the injury and treat it gently.



Head injuries can cause lumps, bruises, or cuts. Sit them down, apply ice, and treat any wounds. Check their response using AVPU—call 999 if unresponsive. Stay with them and seek medical help if symptoms worsen.

KEY TERMS



Hazard



Risk



First Aid

DRSABC

Primary Survey



The Recovery Position



Cardiopulmonary Resuscitation (CPR)

Something that can cause harm, like an object, situation, or action that may lead to injury or danger.

The chance or likelihood of harm or injury occurring from a hazard.

The initial help given to someone who is injured or unwell, before professional medical care is available.

The primary survey is the first step in First Aid, where you quickly assess a person's condition using the DRSABC method: Danger, Response, Shout, Airway, Breathing and Circulation.

A way to place an unconscious but breathing person on their side, with their head tilted back to keep the airway clear and their body supported, to prevent choking.

An emergency procedure used to restore breathing and circulation in someone who has stopped breathing or whose heart has stopped beating. It involves chest compressions and rescue breaths.



SUNSCREEN



Always choose a sunscreen with 5-star UVA protection to shield your skin from long-term damage caused by UVA rays. A high SPF, such as factor 50, helps prevent short-term damage like sunburn.

HAZARD SYMBOLS

Explosive



Harmful to the Environment



Poisonous (Toxic)



Flammable



Corrosive



Health Hazard



YEAR 6 – SUMMER 1 HEALTH AND WELLBEING KNOWLEDGE ORGANISER



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



Term 6

YEAR 6 – SUMMER 2 RELATIONSHIPS EDUCATION KNOWLEDGE ORGANISER

WHEN DO I NEED CONSENT?

- When touching someone, including hugs or high-fives.
- Before sharing personal information or photos.
- To enter someone's personal space or room.
- When making decisions that affect someone else.
- If someone wants to borrow something.
- Couples in intimate relationships should always give consent before any physical contact.

MAKING BABIES

Sexual intercourse: The male and female join their bodies together, and the male's sperm is released into the female's body.

Fertilisation: Millions of sperm travel towards the fallopian tube, where one sperm fertilises the female's egg.

Implantation: The fertilised egg travels to the uterus and attaches to the lining.

Pregnancy: The fertilised egg develops into a baby inside the mother's uterus.

KEY TERMS

	Consent	Giving permission or agreeing to something. It means saying "yes" or allowing someone to do something.
	Bodily Autonomy	The right to make decisions about your own body without others controlling or interfering with it.
	Sexual Harassment	When someone makes unwanted or inappropriate comments, touches, or actions with a sexual element that make another person feel uncomfortable or unsafe.
	Attraction	A feeling of being drawn to someone as a friend, emotionally, or romantically.
	Sexual Intercourse	The process that allows a male's sperm to reach a female's egg, which can lead to pregnancy.
	Natural Conception	When a pregnancy begins after a male's sperm meets a female's egg inside her body following sexual intercourse.
	IVF	A medical process that helps a couple have a baby by fertilising an egg outside the body and then placing it into the mother's uterus to grow.

Sex and Relationships

Parents may withdraw their children from this lesson.

1. Consent
2. Sexual Harassment (Optional)
3. Attraction
4. Sexual Intercourse
5. Family and Commitment
6. Caring for Babies

CARING FOR BABIES

Feeding: Babies need milk, either breast milk or formula, to help them grow.

Sleeping: Newborns sleep a lot and need a safe place to rest, like a crib.

Hygiene: Babies need regular nappy changes and gentle cleaning to stay healthy.

Love & Safety: Holding, comforting, and keeping babies safe helps them feel secure and happy.

PROGRESSION AND GOLDEN THREAD

This Year 6 Sex and Relationships Unit builds on previous learning. In KS1, we learned about private body parts and personal boundaries. In LKS2, we explored permission, boundaries, secrets, and unsafe touch. This year, we will deepen our understanding by discussing consent, as well as unwanted and inappropriate words and contact. We'll also learn about attraction before our Starting a Family lesson, where we'll cover how babies are conceived naturally. This builds on our Spring term fertilisation and conception lessons, approaching the topic within the context of loving relationships.