PSHE Curriculum Map – Year 6 - 2023

|  |
| --- |
| **Autumn 1****Family and Relationships****Lesson 1 – Respect -To understand what we mean by respect and why it is important**That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.**Lesson 2 – Respectful Relationships - To understand that respect is two-way and how we treat others is how we can expect to be treated**Pupils should know practical steps they can take in a range of different contexts to improve or support respectful relationships**Lesson 3 – Attitudes - To explore other people’s attitudes and ideas and to begin to challenge these**What a stereotype is, and how stereotypes can be unfair, negative or destructive.**Lesson 4 – Challenging stereotypes - To understand stereotypes and be able to share information on them**What a stereotype is, and how stereotypes can be unfair, negative or destructive**Lesson 5 – Resolving conflict - To resolve disputes and conflict through negotiation and compromise**Pupils should know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.**Lesson 6 – Change and loss - To begin to understand the process and emotions relating to grief**How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. |

|  |
| --- |
| **Autumn 2****IdentityLesson 1 - To understand what factors contribute to identity**H25 about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)**Lesson 2 – Identify and body image – To understand that the media manipulates images**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**Activists -** Sojourner Truth**Scientists -** APJ Abdul Kalam**Explorers -** Matthew Henson**Artists and sports -** Freida Kalo**Local -** J.R.R Tolkin**Ambitious -** Michael Morpurgo |

|  |
| --- |
| **Spring 1****Health and Well-Being*** **Lesson 1 – What can I be - To identify long term goals and how to work towards them** H27. to recognise their individuality and personal qualities and H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth**Lesson 2 – Relaxation – Mindfulness - To use mindfulness to manage emotions**Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.That mental wellbeing is a normal part of daily life, in the same way as physical health*.*
* **Lesson 3 – Taking responsibility for my health - To understand and plan for a healthy lifestyle**That mental wellbeing is a normal part of daily life, in the same way as physical health.
* The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
* Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
* Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
* **Lesson 4 – The impact of technology on health - To understand the potential impact of technology on physical and mental health**About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeingWhy social media, some computer games and online gaming, for example, are age restricted
* **Lesson 5 – Resilience toolbox - To reflect on skills they have developed to identify and respond to difficult situations**H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
* **Lesson 6 – Immunisation - To understand ways that we help prevent ourselves and others becoming ill**The risks associated with an inactive lifestyle (including obesity)
* The characteristics and mental and physical benefits of an active lifestyleCharacteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health.
* **Lesson 7 – Good and bad habits - To understand how habits can be good or bad for our health**The risks associated with an inactive lifestyle (including obesity)
* The characteristics and mental and physical benefits of an active lifestyleCharacteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health.
* **Lesson 8 – Physical health concerns - To understand what happens when we are ill and begin to understand when to seek support**How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. How and when to seek support including which adults to speak to in school if they are worried about their health.
 |

|  |
| --- |
| **Spring 2****Safety and the Changing Body****Lesson 1 – Alcohol - To begin to understand the risks of alcohol**Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.National curriculum > Science > Animals including humans > Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.**Lesson 2 – Critical digital consumers – To start to become a discerning consumer of information online.**How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.**Lesson 3 – Social Media - To understand that online relationships should be treated in the same way as face to face relationships**The importance of permission-seeking and giving in relationships with friends, peers and adultsThat people sometimes behave differently online, including by pretending to be someone they are notThat the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymousHow to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information privateThat the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental healthThat bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing* **Lesson 4 – Physical and emotional changes of puberty – you do not need to teach this as the school nurse covered it however you can revisit any parts that you feel you need to.**Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.

**Lesson 5 – Conception - you do not need to teach this as the school nurse covered it however you can revisit any parts that you feel you need to – if you do, you need parents consent.**About menstrual wellbeing including the key facts about the menstrual cycle* **Lesson 6 – Pregnancy and birth - you do not need to teach this as the school nurse covered it however you can revisit any parts that you feel you need to – if you do, you need parents consentLesson 7 – First Aid: Choking - To understand how to help someone who is choking**how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Lesson 8 – Basic first aid support – To understand how to help someone who is unresponsive**How to make a clear and efficient call to emergency services if necessaryConcepts of basic first-aid, for example dealing with common injuries, including head injuries. |

|  |
| --- |
| **Summer 1****Citizenship****Lesson 1 – Human Rights - To understand human rights, including the right to education.**to recognise there are human rights, that are there to protect everyone‘**Lesson 2 – Food choices and the environment - To understand some environmental issues relating to food and food production**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)‘**Lesson 3 – Caring for others - To understand how to show care and concern for others**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‘**Lesson 4 – Prejudice and discrimination - To recognise prejudice and discrimination and learn how this can be challenged**about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced‘**Lesson 5 – Valuing diversity - To understand diversity and the value different people bring to a community**about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities‘**Lesson 6 – National democracy - To begin to understand how government works**what democracy is, and about the basic institutions that support it locally and nationally;’ |

|  |
| --- |
| **Summer 2****Economic Wellbeing****Lesson 1 – Attitudes to money - To understand attitudes and feelings around money**To understand attitudes and feelings around money**Lesson 2 – Keeping money safe - To understand how to keep money in bank accounts safe**L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe**Lesson 3 – Gambling - To begin to understand the risks associated with gambling**L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations  and L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe**Lesson 4 - What jobs are available - To understand the range of jobs people might do**L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) and L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life**Lesson 5 – Career routes – To understand the different routes available into careers**that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid and L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |

Vocab

|  |  |  |
| --- | --- | --- |
| **Family and Relationships**authorityconflictearnexpectationgriefgrievingresolverespectstereotype | **Health and Wellbeing**antibodiesgrowth mindsethabitqualitiesresponsibilityskillvaccination | **Safety and the changing body** AlcoholBladderBreastsCervixConceptionCyberbullyingEgg or ovaEjaculationErectionFallopian tubeFertilisationGenitalsInternet trollingLabiaMenstruation/periodNipplesOvary/ovariesPenisPregnantPubertyPubic hairScrotumSexual intercourseSpermSperm ductTesticles/testesUrethra |
| **Citizenship**AuthorityConflictEarnExpectationGriefGrievingProtected characteristicsResolveRespectStereotype | **Economic Well-being** GamblingGrowth mindsetPINQualities ResponsibilitySkill |  |