

# PSHE

## Long Term Plans

## Year 6

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Health and Wellbeing	Relationships	Living in the Wider World

# AUTUMN Yr 6: Core Theme 1

## Health and Wellbeing

### OVERVIEW

*Pupils will be taught...*

- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

## Autumn Yr 6

*Pupils will have the opportunity to learn...*

- what positively and negatively affects their physical, mental and emotional health (including peer pressure)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
  - to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
  - school rules about health and safety, basic emergency aid procedures, where and how to get help

## SPRING Yr 6: Core Theme 2 Relationships

### OVERVIEW

*Pupils will be taught...*

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

## Spring Yr 6

*Pupils will have the opportunity to learn...*

- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to work collaboratively towards shared goals
- to develop strategies to resolve simple arguments through negotiation
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- the names for the main parts of the body (including external genitalia) - revise
- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction in very simple terms - " that a man and woman's bodies fit together. That the man's has a seed and the woman has an egg. When these join, a baby starts to grow. " To answer any further questions, explain that they will be learning more about this process in Yr 7.
- about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact
- the underwear rule

## SUMMER Yr 6: Core Theme 3

### Living in the Wider World

#### OVERVIEW

*Pupils will be taught...*

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

## Summer Yr 6

*Pupils will have the opportunity to learn...*

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- why and how rules and laws that protect themselves and others are made and enforced,
- to understand that everyone has human rights
- to realise the consequences of anti-social and aggressive behaviours such as bullying
- that other living creatures, no matter how small, should be respected and treated with kindness
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- what being part of a community means
- to think about the lives of people living in other places, and people with different values and customs
- about the role money plays in their own and others' lives, including how to manage their money
- about enterprise and the skills that make someone 'enterprising'