

Fellgate Primary School – PSHE Curriculum Overview

	Relationships	Health and Well-being	Living in the Wider World			
Year 1	Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
Year 2	Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
Year 3	Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
Year 4	Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
Year 5	Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
Year 6	Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High

Year 1 Expected

Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
<ul style="list-style-type: none"> • identify their own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross. • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings. 	<ul style="list-style-type: none"> • identify some everyday dangers. • understand some basic rules that help keep people safe. • know what to do if they feel in danger. • identify some dangers in the home. • identify some dangers outside. • identify which information they should never share on the Internet. • know that their private body parts are private. • recall the number to call in an emergency. • list some people who can help them stay safe. 	<ul style="list-style-type: none"> • identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British. 	<ul style="list-style-type: none"> • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care. 	<ul style="list-style-type: none"> • explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies. 	<ul style="list-style-type: none"> • discuss things they can buy in the shops. • talk about different sources that money can come from. • identify things they want. • identify things they need. • talk about ways we can keep track of what we spend. • discuss ways they can keep money safe. • discuss some methods of payment.

Year 1 Challenging

Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
<ul style="list-style-type: none"> • discuss the importance of individuality; • identify and name a wide range of feelings; • explain why their likes make them feel happy; • help others manage any uncomfortable feelings they are experiencing; • reflect on how they can support others going through change and loss; • think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others. 	<ul style="list-style-type: none"> • explain a range of safety rules and how they keep them safe. • identify different strategies to use to stay safe in different situations. • understand that many household substances are poisonous. • identify different people in different settings who can help them. • give details about safe and unsafe places to cross the roads. • understand other risks and dangers we face when we use the Internet. 	<ul style="list-style-type: none"> • talk about the benefits of helping a community; • describe how other people are affected by choices they make; • give more detailed reasons why it is important to help their neighbourhood; • describe how they can make all people feel happy and welcome; • begin to understand the idea of respect; • identify that people have different opinions. 	<ul style="list-style-type: none"> • discuss why they need VIPs in their lives; • encourage others to put positive resolution techniques into practice; • take the lead in demonstrating successful cooperation skills; • discuss the positive impact of showing others that they are cared for. 	<ul style="list-style-type: none"> • explain how exercise helps us feel happy; • explain how getting enough sleep helps us to feel good; • verbalise the difference between small and serious problems; • explain that some foods are more nutritious than others; • know what is not safe to eat or drink; • explain that there are good and bad germs, and that we need to protect against the bad ones. 	<ul style="list-style-type: none"> • identify what influences what we buy. • talk about prioritising what we buy, thinking about things we need before things we want. • discuss advertisements and offers that try to influence what we buy. • talk about the importance of keeping track of what we spend.

Year 2 Expected

Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
<ul style="list-style-type: none"> • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true. 	<ul style="list-style-type: none"> • identify and discuss feelings and emotions, using simple terms. • describe things that make them feel happy and unhappy. • understand that they have a choice about how to react to things that happen. • talk about personal achievements and goals. • describe difficult feelings and what might cause these feelings. • discuss things for which they are thankful. • focus on an activity, remaining calm and still. 	<ul style="list-style-type: none"> • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared. 	<ul style="list-style-type: none"> • show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team; • create a picture by using good listening to follow instructions; • create a chain of kindness by thinking of their own idea of a way to be kind; • draw or write ways to deal with teasing or bullying behaviour; • sort thoughts given into helpful and not-so-helpful thought categories; • draw a picture to show a time they made a good choice and to write what happened next. 	<ul style="list-style-type: none"> • talk about their own likes and dislikes. • understand that different people like different things. • understand that girls and boys can like different things, or the same things. • describe how they have changed since they were a baby. • understand that peoples' needs change as they grow older. • talk about things they would like to do when they are older. • discuss some changes that people might go through in life. • talk about their family and ask others questions about their family. 	<ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.

Year 2 Challenging

Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
<ul style="list-style-type: none"> • understand the importance of using the Internet safely and responsibly; • explain how a range of activities can help create a healthy balance for their body and mind; • explain how Internet-safety rules keep us safe online; • discuss why we need to keep personal information private online; • talk about how to communicate online in a kind and 	<ul style="list-style-type: none"> • identify unhelpful thoughts and understand that our thoughts can affect how we feel. • develop strategies for dealing with unhelpful thoughts and not-so-good feelings. • apply the elements of growth mindset towards learning. • appreciate and explain how being thankful can help make us happier. 	<ul style="list-style-type: none"> • discuss how they can show love and care for others; • identify how people should treat each other in their homes to make sure everyone feels safe and happy; • discuss the importance of going to school; • identify how they can help meet the needs of people at home and abroad. 	<ul style="list-style-type: none"> • take part in a discussion about the feelings of being in a team; • design their own image to then describe to their partner who will use good listening skills to then draw the design; • use scenario cards to discuss ways of showing kindness in difficult scenarios; • complete an activity sorting different behaviour into either teasing, bullying or joking behaviour; 	<ul style="list-style-type: none"> • suggest why some male and female body parts are different. • explain the word 'consent'. • explain what a 'stereotype' is. • explain what the word 'independent' means. • consider skills they will need to acquire and goals they will need to achieve in order to fulfil certain roles. • suggest some things that might help people cope with 	<ul style="list-style-type: none"> • explain why a positive learning attitude is helpful; • explain what steps they can take to achieve future ambitions; • explain why stereotypes need to be challenged; • identify why routines and responsibilities might change as they go through school.

<p>respectful way;</p> <ul style="list-style-type: none"> • suggest ways to find out if something they see online is true or false. 	<ul style="list-style-type: none"> • appreciate and explain how being mindful can help make us happier. 		<ul style="list-style-type: none"> • make posters to show helpful thoughts; • identify the consequences of making good and not-so good choices. 	<p>difficult changes and the feelings that accompany those changes.</p> <ul style="list-style-type: none"> • describe some similarities and differences between families. • identify different family members and different family structures. 	
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Year 3 Expected

Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
<ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow. 	<ul style="list-style-type: none"> • identify and discuss some school rules for staying safe and healthy. • list some of the dangers we face when we are using roads, water or railways. • describe drugs, cigarettes and alcohol in basic terms. • identify some common injuries and know they can be treated with first aid. • recognise hazards and dangers in an emergency situation. • state 999 as the number to call to seek help in an emergency. 	<ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them 	<ul style="list-style-type: none"> • with support, discuss how the impact of our attitudes affects us when trying to make new friendships; • plan out how they will be an anonymous friend over the week; • discuss the dares within a story; • create a role play about positive resolution techniques; • create a poster with ideas to help someone who is being bullied. 	<ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health. 	<ul style="list-style-type: none"> • discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.

Year 3 Challenging

Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
<ul style="list-style-type: none"> • discuss how they could use their strengths and achievements to set aspirational goals; • support others with their internal feelings according to 	<ul style="list-style-type: none"> • appreciate that their own decisions and behaviour can impact on their safety and the safety of others. • appreciate the difference between good risks and dangerous risks. 	<ul style="list-style-type: none"> • show empathy for situations where people are not living in a democracy; • think in detail about what society would be like without rules and laws; 	<ul style="list-style-type: none"> • discuss the need to have a variety of friends with differing personalities; • discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship; 	<ul style="list-style-type: none"> • describe how a bedtime routine improves the chance of a good night's sleep. • explain why muscles tremble when fatigued. • know the signs of serious problems. 	<ul style="list-style-type: none"> • discuss choices people can make about borrowing and saving; • talk about how prioritising can lead to saving money for expenses we might need;

<p>their facial expressions and body language;</p> <ul style="list-style-type: none"> • suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing; • identify if behaviour is aggressive, passive or assertive; • discuss the impact on others of making amends after a mistake has been made. 	<ul style="list-style-type: none"> • consider the impact of accepting a dare. • appreciate that the most courageous thing is to say no. • identify sources of pressure to behave in a certain way, other than peer pressure. • advise others on how to stay safe around roads, water and railways. • appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly. • advise others on how to give first aid. 	<ul style="list-style-type: none"> • explain in detail their own thoughts on human rights; • discuss with confidence why showing respect and being tolerant of others is important; • identify how respect of differing opinions and ideas to their own can be shown. 	<ul style="list-style-type: none"> • discuss how the dares in a story could be resolved; • discuss times when applying positive resolution techniques could be tricky and discuss how this could be overcome; • create a storyline to address why a bully might have started bullying. 	<ul style="list-style-type: none"> • explain why eating a rainbow of food increases minerals and micronutrient intake. • explain what different hazard signs mean. • explain the difference between bacterial and viral infections. 	<ul style="list-style-type: none"> • discuss why advertisements try to influence what we buy; • identify how keeping track of our spending can help us prioritise and save for other spending that we need to do; • explain some ways spending decisions can have an environmental impact.
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Year 4 Expected

Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
<ul style="list-style-type: none"> • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use. 	<ul style="list-style-type: none"> • understand that it is important to look after our mental health. • recognise and describe a range of positive and negative emotions. • discuss changes people may experience in their lives and how they might make them feel. • talk about things that make them happy and help them to stay calm. • identify uncomfortable emotions and what can cause them. • discuss the characteristics of a good learner. 	<ul style="list-style-type: none"> • describe similarities and differences between people's lives. • identify opinions that are different from their own. • express their own opinions. • recognise that their actions impact on people in different countries. • know what climate change is. • know there are organisations working to help people in challenging situations in other communities. 	<ul style="list-style-type: none"> • use pictures to express their thoughts, feelings and worries. • plan and create a role play about a team scenario. • with support, read clues and work as a team to solve a crime. • with support, identify a feeling and how it is being expressed. • show the resolution to a dispute through pictures and with the key words given. • use a word mat to create a list of good deeds they can contribute. 	<ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.

				are born. • identify someone they could talk to about their changing body should they need to.	
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Year 4 Challenging

Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
<ul style="list-style-type: none"> • explain how to report concerns around cyberbullying; • discuss why some people trust a person they have never met and how they can maintain their safety when they are communicating; • create their own manipulated and real messages for other children to assess for reliability and manipulation; • discuss secure passwords and learn about ways of creating safe and secure passwords; • create their own examples of when rules would be useful to apply, both online and offline. 	<ul style="list-style-type: none"> • understand the implications of having negative thoughts and their impact on our actions and behaviour. • describe mindfulness and why it is helpful in supporting good mental health. • understand that puberty and the hormonal changes our bodies go through can be the cause of new and difficult emotions. • understand the need for our thinking brain to gain control over our feelings brain. • understand the implications of having a positive attitude towards learning. 	<ul style="list-style-type: none"> • explain in detail why similarities and differences between people’s lives arise. • reflect on ways in which we can tackle inequality. • make considered decisions based on all opinions. • detail to others what actions can be taken to make the world a fairer place. • describe what can be done to reduce the effects of climate change. 	<ul style="list-style-type: none"> • discuss why we have worries and concerns at times of change. • discuss who would benefit in the team scenarios acted out in role play. • discuss the impact on resolving the crime if one team mate had not read their clue. • recreate a feelings scenario using a freeze frame. • explain how a dispute can be resolved using pictures and words. • analyse how their good deed ideas would benefit the team and beyond. 	<ul style="list-style-type: none"> • use correct scientific vocabulary to discuss male and female body parts and what they are for; • ask mature questions about puberty and the changes people experience; • use a range of technical terms when discussing differences in sex, gender identity and sexual orientation; • use scientific vocabulary to accurately explain how babies are made and how they are born; • consider why this topic is sensitive and difficult for some people to explore. 	<ul style="list-style-type: none"> • discuss the impact that a growth mind-set can have on achieving our goals; • understand that our goals can change and explain why this might happen; • explain the impact of stereotypes and why they need to be challenged; • identify limitations to achieving goals and discuss how challenges can be overcome.

Year 5 Expected

Be Yourself	Safety First	Diverse Britain	VIPs	It’s my Body	Money Matters
<ul style="list-style-type: none"> • discuss scenarios where children are torn between ‘fitting in’ and being true to themselves; • explain how to communicate their feelings in different situations; • create a role play to show different ways to manage uncomfortable feelings; 	<ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; 	<ul style="list-style-type: none"> • talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; 	<ul style="list-style-type: none"> • share ideas for ways we can care for our VIPs; • create a poster to show a calming technique with support; • discuss how a disagreement could be handled with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; 	<ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; 	<ul style="list-style-type: none"> • talk about what financial risk is. • discuss ways advertisers try to influence us. • identify what it means to be a ‘critical consumer’. • describe what ‘value for money’ means. • talk about ethical spending. • describe some examples of fair trade. • explain why people might borrow money.

<ul style="list-style-type: none"> • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends. 	<ul style="list-style-type: none"> • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code. 	<ul style="list-style-type: none"> • talk about the role of charities and voluntary groups in the community. 	<ul style="list-style-type: none"> • identify some aspects of healthy and unhealthy relationships; • identify different types of relationships. 	<ul style="list-style-type: none"> • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health. 	<ul style="list-style-type: none"> • talk about what 'tax' is.
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Year 5 Challenging

Be Yourself	Safety First	Diverse Britain	VIPs	It's my Body	Money Matters
<ul style="list-style-type: none"> • discuss how to deal with being unique in difficult situations; • discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with; • discuss which strategy would work best in each situation and why; • create a role play to show either the fight or flight reaction being applied in a situation; • create a role play to show different strategies to cope with tricky situations; • share all they have learnt with others in school. 	<ul style="list-style-type: none"> • appreciate that their own decisions and behaviour can impact on their safety and the safety of others; • consider the impact of accepting a dare; • appreciate that the most courageous thing is to refuse a dare; • identify sources of pressure to behave in a certain way, other than peer pressure; • discuss a range of emergencies and the different responses that would be most appropriate; • understand some basic first aid; • identify points of action to take responsibility for my own safety at home; • advise others on how to stay safe around roads, water and railways. 	<ul style="list-style-type: none"> • show empathy for different people, including those who might have experience of not being respected; • think in detail about what society would be like without rules and laws; • explain in detail how they can make a positive contribution to their community; • discuss, with confidence, how they could be actively involved in local and national government; • identify how they can make a positive difference to their community and country. 	<ul style="list-style-type: none"> • generate further ways we can care for our VIPs; • identify the best calming technique to use in a particular situation; • give clear examples of how different opinions can be given in a respectful way; • consider different ways to resist behaving under pressure, in a range of situations; • debate whether keeping secrets for other people is OK; • take part in a discussion on how unhealthy relationships could be identified. 	<ul style="list-style-type: none"> • understand that different people have different boundaries; • identify the best bedtime routine for themselves; • use meditation at bedtime to aid a peaceful sleep; • challenge stereotypical notions of 'the perfect body'; • understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing. 	<ul style="list-style-type: none"> • identify ways people can avoid financial risk. • talk about some ways we can ensure we know the actual cost behind advertised products. • discuss the benefits of ethical spending. • explain why fair trade is important. • discuss the advantages of working to a budget. • explain some problems and consequences of borrowing money with regard to interest charged. • discuss some consequences of debt on people's emotional wellbeing. • discuss the importance of paying tax as a contribution to society.

Year 6 Expected

Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
<ul style="list-style-type: none"> • identify the benefits and risks of the Internet; • understand it is important to look after their digital 	<ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours. • identify unhelpful and helpful thoughts. 	<ul style="list-style-type: none"> • explain what a global citizen is; • say what global warming is; 	<ul style="list-style-type: none"> • understand what successful teamwork skills are; • express opinions respectfully; 	<ul style="list-style-type: none"> • name physical changes young people will experience during puberty. 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles;

<p>wellbeing;</p> <ul style="list-style-type: none"> • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true. 	<ul style="list-style-type: none"> • suggest outcomes linked to certain thoughts, feelings and actions. • discuss ways in which positive thinking can be beneficial. • identify and discuss uncomfortable emotions. • identify common choices we have to make in life. • use basic mindfulness techniques, when guided. • describe what makes a good learner. 	<ul style="list-style-type: none"> • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences. 	<ul style="list-style-type: none"> • explain what collaborative working is; • discuss what a compromise is; • discuss different types of unkind behaviour; • identify ways of showing care to others in their team; • list shared responsibilities within the class team. 	<ul style="list-style-type: none"> • describe emotional changes young people might experience during puberty. • appreciate that there is no such thing as a perfect body. • list things that all loving relationships have in common. • explain what a sexual relationship is. • understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. • explain how babies are conceived and how they are born. • identify someone they could talk to about their changing body, should they need to. 	<ul style="list-style-type: none"> • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.
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Year 6 Challenging

Digital Wellbeing	Think Positive	One World	TEAM	Growing Up	Aiming High
<ul style="list-style-type: none"> • support others in looking after their digital wellbeing; • explain how time spent online affects their wellbeing; • describe how responsible social media use helps protect the wellbeing and rights of people; • encourage others to say no to online bullying; • reflect on actions they are going to take to help stop the spread of fake news. 	<ul style="list-style-type: none"> • discuss the impact negative thoughts can have on ourselves and others. • generate their own positive affirmations. • confidently employ strategies for coping with unhelpful thoughts and uncomfortable emotions. • predict the consequences linked to certain choices. • recognise when different mindfulness techniques might be useful. • independently employ mindfulness techniques. 	<ul style="list-style-type: none"> • encourage others to be responsible global citizens; • reflect on how the impact of global warming may affect their future lives; • develop their own thoughts and ideas on sustainability; • reflect on the ways in which water supply and use is affected by global warming; • develop a secure knowledge of what can be done to encourage and sustain biodiversity; • begin to analyse their decisions and choices to a greater depth. 	<ul style="list-style-type: none"> • discuss how the attributes of a good team can ensure that less helpful behaviours within the team can be prevented; • take part in a debate entitled, 'Should we always say what we think?'; • take part in a debate entitled, 'Should people always work collaboratively?'; • create posters to show examples of times the care cards could be used; • suggest different strategies for building networks to support others through unkind behaviour; 	<ul style="list-style-type: none"> • explain why young people experience physical and emotional changes during puberty. • tailor advice to others in specific situations, regarding how to manage changing emotions. • challenge society's perceptions of a perfect body. • discuss the way different types of relationships are viewed in society. • consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse. 	<ul style="list-style-type: none"> • understand how to use the knowledge of their learning style to further their learning; • discuss the impact a growth mind-set can have on achieving our goals; • understand that our goals can change and explain why this might happen; • appreciate the importance of seizing opportunities; • explain the impact of stereotypes and why they need to be challenged; • consider ways in which their interests and skills match a future job interest and how to develop these further;

	<ul style="list-style-type: none">• independently use a range of strategies to overcome difficulties or face challenges.		<ul style="list-style-type: none">• explain why each shared responsibility is required for the team to work at its best.	<ul style="list-style-type: none">• ask mature questions about puberty and the changes people experience.• consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this.	<ul style="list-style-type: none">• apply core skills when working within a team;• identify limitations to achieving goals and discuss how challenges can be overcome.
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