

Year 6 Medium Term Planning



Topic	NC Objectives	Key Skills and Knowledge	Vocabulary	Cross Curricular Links
<p>RSE Relationships and rights of the child</p>	<p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;</p> <p>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;</p>	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <p>that people who love each other can be of any gender ethnicity or faith</p> <p>the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>about the qualities of healthy relationships that help individuals flourish</p> <p>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>that people have the right to choose whom they marry or whether to get married</p> <p>that to force anyone into marriage is illegal</p> <p>how and where to report forced marriage or ask for help if they are worried</p> <p>to know that everyone has human rights and children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p>	<p>Relationship attraction healthy commitment love marriage</p> <p>rights United Nations Respect</p>	

<p>Risk Keeping Safe</p>	<p>facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>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);</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>To recognise that we have rules for a reason that need to be followed.</p> <p>To understand that people may try to persuade us to do things and we have the right to say no.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>to recognise what is meant by a 'drug.' that drugs common to everyday life (e.g. cigarettes, e- cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> <p>about peer influence and how it can make people feel or behave</p> <p>the impact of the need for peer approval in different situations, including online.</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>To know the differences between terms 'risk', 'danger' and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly</p>	<p>Persuasion Assertiveness Anxious Peer Pressure Medicines, drug, cigarettes, habit, e-cigarettes, vaping</p>	<p>Science Healthy Lifestyle Week computing</p>
<p>Money</p>	<p>how to be a discerning consumer of information</p>	<p>about value for money and how to judge if something is value for money</p>	<p>Role value</p>	<p>Enterprise Week Maths</p>

	<p>online, including understanding that information, including that from search engines, is ranked, selected and targeted;</p>	<p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p>	<p>work finances risk gambling</p>	
<p>RSE Puberty and Reproduction</p> <p>Conception and Pregnancy</p>	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>To know about the facts of the human lifecycle, including how babies are made – human reproduction</p> <p>Identify some of the skills and qualities needed to be a parent and carer.</p> <p>recognise that both men and women can take on the roles and responsibilities of looking after a child.</p> <p>To know key facts about puberty and the changing adolescent body, including physical and emotional changes</p>	<p>Conception Reproduction Penis Vagina Pregnancy</p>	<p>Science</p>
<p>Changes</p>	<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>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;</p>	<p>the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>that changes can mean people experience feelings of loss or grief</p> <p>about the process of grieving and how grief can be expressed</p> <p>about strategies that can help someone cope with the</p>	<p>Feelings mental health conflict support changes bereavement</p>	

	<p>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);</p>	<p>feelings associated with change or loss</p> <p>to identify how to ask for help and support with loss, grief or other aspects of change</p>		
<p>KidSafe Programme 2</p>	<p>NC links and Key knowledge</p> <p>During the full programme two children will learn</p> <p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to report concerns or abuse and the vocabulary and confidence needed to do so;</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>the conventions of courtesy and manners;</p> <p>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;</p> <p>the importance of self- respect and how this links to their own happiness;</p> <p>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;</p>			

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);

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

why social media, some computer games and online gaming, for example, are age restricted;

Extra to programme 1

about the process of grieving and how grief can be expressed

the impact of the need for peer approval in different situations, including online.

strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

where and how to report concerns and get support with issues online

that 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 anonymous

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.

that cyberbullying has a negative and often lasting impact on mental wellbeing;

to know how arguments make you feel and have some ideas about how to recognise negative feelings and behaviour.

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

GDS

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

