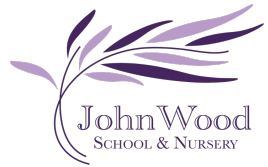




PSHE
Year 6
Me and My Relationships
Autumn 1



Key Vocabulary

sensitive

collaboration

respectful

response

culture

compromise

forced marriage

negotiation

community

bystanders

civil partnership

assertiveness

appropriate

passive

Key Questions

Assertiveness:

- ☐ Wat do bystanders do when someone is being bullied?
- ☐ What is the difference between an active and a passive bystander?
- ☐ Can passive bystanders affect a bullying situation? How?
- ☐ Can active bystanders affect a bullying situation? How?



Co-operation

- ☐ What is compromise?
- ☐ What is negotiation?
- ☐ How can negotiation and compromise skills help someone?

Safe and Unsafe Touches:

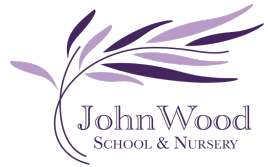
- ☐ What is appropriate touch?
- ☐ What is inappropriate touch?
- ☐ What types of touch are illegal (against the law)?
- ☐ If someone experiences inappropriate or illegal touch, who can they get help?

Learning Objectives. I can:

- I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
- I can give examples of negotiation and compromise.
- I can explain what inappropriate touch is and give examples.



PSHE
Year 6
Valuing Difference
Autumn 2



Key Vocabulary

disrespect	bystander	self-esteem	diversity	
identity	empathy	stereotype	tolerance	assumption
media influence	situation	gender stereotype	community	

Key Questions

Recognising and Reflecting on Prejudiced-Based Behaviour:

- ☐ What is prejudice?
- ☐ Why do some people who prejudiced behaviour?
- ☐ What is empathy?
- ☐ Can empathy help people to be more understanding of those who are different? How?



Understanding Bystander Behaviour:

- ☐ How can a bystander’s behaviour affect a bullying situation?
- ☐ When would it be unsafe to be an active bystander?
- ☐ When would it be safe to be an active bystander?

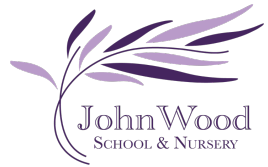
Learning Objectives. I can:

I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.

I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.



PSHE
Year 6
Keeping Safe
Spring 1



Key Vocabulary

online safety	privacy	legal	sharing online
emotional needs	inappropriate	physical needs	age restrictions
parental consent	permission	social media	alcohol
medical		non-medical	personal information

Key Questions

Emotional Needs:

- ☐ Are emotional needs equally important as physical needs? Why?
- ☐ What might happen if someone's emotional needs are not met?



Staying Safe Online:

- ☐ Can having a mobile phone be both negative and positive? How?
- ☐ How can someone keep themselves safe when using a mobile phone?
- ☐ Why is there a law about sharing inappropriate image on mobile phones?

Drugs: Norms and Risks (including the law):

- ☐ Is young people's use of alcohol increasing or decreasing?
- ☐ Will knowing the norms about young people and alcohol, help someone choose not to take part in risky behaviour? Why?

Learning Objectives. I can:

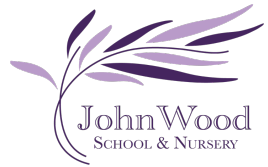
I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).



PSHE
Year 6
Rights and Respect
Spring 2



Key Vocabulary

biased

elections

candidate

image

profile

stereotype

saving

debit card

pressure

public services

sustainable

unbiased

bank account

online safety

social media

Key Questions

Understanding Media Bias, including Social Media:

- ☐ Does someone’s social media profile give a true view of them?
- ☐ Why do people show only certain aspects of themselves?
- ☐ Does social media affect how a person feels about themselves?
- ☐ Does using social media create pressures on people? How?
- ☐ How can someone keep healthy when using social media?



Caring: Communities and the Environment:

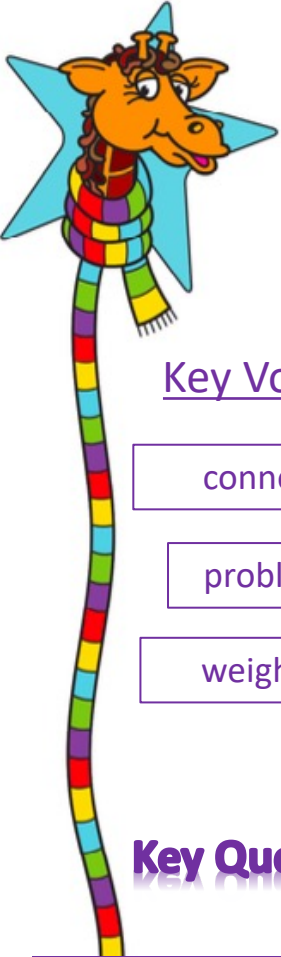
- ☐ What things have an impact on the environment?
- ☐ What is ‘sustainable’ living?
- ☐ How can we change to live more sustainably?
- ☐ What can someone do to help the environment?

Earning and Saving Money:

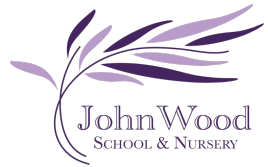
- ☐ What different ways are there to save money?
- ☐ Are there advantages or disadvantages to the different ways to save money, including long-term saving?
- ☐ What is ‘interest’ when money is saved?

Learning Objectives. I can:

- I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.
- I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.
- I can explain the advantages and disadvantages of different ways of saving money.



PSHE
Year 6
Being My Best
Summer 1



Key Vocabulary

connect	influence	be active	assessing risk
problems	aspirations	challenges	achieve
weigh up	keep learning	overcome	practice
take notice	mindful	goal setting	

Key Questions



Aspirations and goal setting:

- ☐ Do goals and aspirations need a plan?
- ☐ Are problems, challenges and barriers part of achieving goals?
- ☐ How can problems, challenges and barriers be overcome?

Managing Risk:

- ☐ Are risks physical or emotional?
- ☐ How can a risk be emotional?
- ☐ What can someone do to reduce or remove risk?

Learning Objectives. I can:

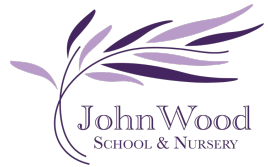
I can tell you how I can overcome problems and challenges on the way to achieving my goals.

I can give examples of an emotional risk and a physical risk.

I can tell you about the things I (and others) can do to reduce or remove risk in different situations.



PSHE
Year 6
Growing and Changing
Summer 2



Key Vocabulary

puberty

confidential

online safety

self esteem

sexual intercourse

right to privacy

peer pressure

stereotype

physical changes

body image

peer pressure

in confidence

age of consent

sharing online

Key Questions

Keeping Safe:

- ☐ What secrets can be kept private? Why?
- ☐ Are there secrets that should be shared? Why?
- ☐ Who should some secrets be shared with?



Body Image:

- ☐ What physical changes happen during puberty?
- ☐ How might someone feel when their body changes?
- ☐ Do emotional changes happen during puberty? Why?
- ☐ How can a person feel better about their body changing?

Self-Esteem:

- ☐ What can affect the way someone feels about themselves?
- ☐ What can someone do or say to feel good about themselves?
- ☐ Do words affect someone as much as actions? How?

Learning Objectives. I can:

I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.

I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).