



Thomas Harding Year 6 Long Term PSHE Planning

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS2 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y6 learning objectives	PSHE Association KS2 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y6 learning objectives	PSHE Association KS2 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y6 learning objectives
H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	Healthy lifestyles • how images in the media can distort reality • that this can affect how people feel about themselves • about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)	R9. To understand 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'	Feelings and emotions • about confidentiality • about times when it appropriate and necessary to break a confidence	L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L3/L4. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family	Rights and responsibilities • to research, discuss and debate to discuss and debate issues concerning health and wellbeing • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others



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				and community practices L5. To know that there are some cultural practices which are against British law and universal human rights L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L17/L18. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being	• about what it means to be a part of a community • about different groups / individuals
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				careful what you forward to others.	
H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	Growing and changing • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements	R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R5/R19. To understand 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	Healthy relationships • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who willingly agree • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage	L15. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	Environment • about how resources are allocated and the effect this has on individuals, communities and the environment



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		understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R6/R20. To understand that marriage is a commitment freely entered into by both people. To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others;	• about judging whether physical contact is acceptable or unacceptable • how to respond • about the importance of keeping personal boundaries and the right to privacy		
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		and that we all have rights to privacy			
H9/H10/H11. To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13/H14. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when	Keeping safe • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about the right they have to protect their body • that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM • about who is responsible for their health and wellbeing • where to get help advice and support	R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view R13/R16/R17. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the	Valuing difference • to respectfully listen to others but raise concerns and challenge points of view when necessary • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation • about discrimination, teasing, bullying and aggressive behaviour and its effect on others	L16. To learn what is meant by enterprise and begin to develop enterprise skills	Money • what it takes to set up an enterprise • about what enterprise means for work and society



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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 H20. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers H23. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe		difference between, and the terms associated with sex, gender identity and sexual orientation R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)			
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SUMMER TERM 2 - Four CWP RSE lessons to be taught