

# PSHE Year Planner Year 6

Relationships

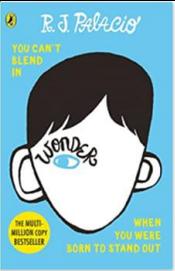
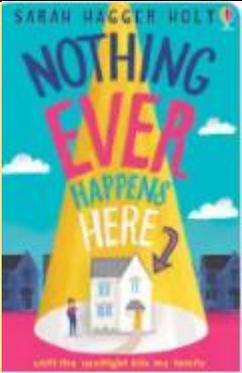
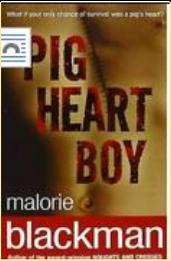
Health/ Wellbeing

Living in the Wider World

Protected Characteristics

British Values

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic or Stand-Alone?</b>	Standalone E-safety	Standalone E-safety	Standalone	Standalone	Standalone	
<b>Cornwall Education lessons</b>	<p>Online Friendships and keeping safe British Values: respect</p> <p>skills for using the internet safely British Values: respect</p>	<p>Social Media British Values: respect</p>	<p>Different types of family British Values: Respect Protected Characteristics: all</p>	<p>Spending Decisions Exploring risk in relation to gambling</p>	<p>keeping your body safe consent- keeping your body safe British Values: respect</p>	<p>Feelings and common anxieties when changing schools changing schools</p>

<p><b>Shared Reading texts:</b></p>		 <p><b>British Values:</b> respect <b>Protected characteristics:</b> Sex, race</p>	 <p><b>British Values:</b> respect <b>Protected characteristics:</b> disability</p>	 <p><b>British Values:</b> respect/ individual liberty <b>Protected characteristics:</b></p>		 <p><b>British Values:</b> respect <b>Protected characteristics:</b> Sex, race</p>
<p><b>Further links to PSHE/ British Values/ Protected Characteristics</b></p>	<p>Daily PE sessions/ Fitness Friday</p> <p>Art: wellbeing with zentangle patterns</p> <p>Writing about the positives and negatives on social media.</p> <p>RE lessons Spanish</p>	<p>Daily PE sessions/ Fitness Friday RE lessons</p> <p>Quick write- guide to the 5 ways to wellbeing Biography of Harriet Tubman <b>(British Values: respect, individual liberty, democracy), protected characteristics: race, sex</b></p>	<p>Daily PE sessions/ Fitness Friday Visit from Bright Smiles (Dentist) RE lessons</p>	<p>Daily PE sessions/ Fitness Friday RE lessons Spanish</p> <p>RNLI Beach and Water Safety lesson</p>	<p>Daily PE sessions/ Fitness Friday London visit to Houses of Parliament <b>(British Values: democracy)</b> RE lessons</p> <p>Visit from PCSO about anti-social behaviour <b>(British Values: Rule of Law, Respect)</b></p>	<p>Daily PE sessions/ Fitness Friday Science: keeping healthy</p> <p>First Aid Lessons</p> <p>Drugs Education</p> <p>Spanish RE lessons</p>

<b>Local Links</b>	Trip to Truro Museum			Lizard Lighthouse Sea Shantis	Goss Moor Project Visit to Wheal Martyn	
<b>Key Questions:</b>	<i><b>What are the dangers of taking personal photographs and sharing them online? What should/ shouldn't we share online?</b></i>	<i><b>What is social media? What are the positives and negatives of using social media? What can you do to look after your wellbeing when using social media?</b></i>	<i>What is a family? What do families do together? What are the different types of relationships?</i>	<i>How can we keep our money safe? How can money affect our wellbeing/ the ways we feel? What is gambling?</i>	<i>What is physical contact? What parts of the body is private? What does comfortable/ uncomfortable and inappropriate/ unacceptable touch mean? What should you do if you feel uncomfortable by what someone does or the way they touch you?</i>	<i><b>How might we feel when starting a new school? What challenges are there when starting a new school? What opportunities are there?</b></i>
<b>Knowledge content (4)</b>	Understand the dangers of taking personal photographs and sharing them online  Understand the dangers of chatting to strangers online	Recognise what wellbeing and social media mean	Identify the shared characteristics of healthy family life <ul style="list-style-type: none"> <li>• Explain different types of romantic relationships</li> <li>• Identify why some people chose to marry or have a civil partnership</li> <li>• Identify different family structures and the similarities</li> </ul>	Identify ways to keep money safe from loss or theft. <ul style="list-style-type: none"> <li>• Explain how money impacts wellbeing</li> <li>• Identify how spending decisions affect others including the environment and supporting charities</li> </ul>	Define safe and unsafe. <ul style="list-style-type: none"> <li>• Identify which parts of the body are private.</li> <li>• Define inappropriate or unwanted touch.</li> <li>• Recognise the right of each individual to decide who can touch their body, where and in what way.</li> </ul>	Identify feelings people might experience when starting a new school / moving to secondary school (KS3) <ul style="list-style-type: none"> <li>• Recognise common causes of worry, challenges and opportunities that may be part of this transition</li> </ul>

			<p>between these families</p> <ul style="list-style-type: none"> <li>• Explain how to get support if a family relationship is making me feel unhappy or unsafe</li> </ul> <p>Identify on/ offline bullying and how to manage this</p> <ul style="list-style-type: none"> <li>• Identify some harmful behaviours in a relationship</li> <li>• Explain what forced marriage is and how to get support</li> <li>• Define stereotype and discrimination and some strategies to challenge this</li> <li>• Understand where to go for help or support with harmful behaviour</li> </ul>	<p>Explain risk in relation to gambling</p> <p>Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk</p> <ul style="list-style-type: none"> <li>• Describe what can influence someone to gamble or feel pressure to do so</li> <li>• Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</li> </ul>	<ul style="list-style-type: none"> <li>• Identify places and people who can offer help if we are feeling unsafe</li> </ul> <p>Recognise the right of each individual to decide who can touch their body, where and in what way.</p> <ul style="list-style-type: none"> <li>• Explain consent</li> <li>• Recognise the importance of permission seeking/ giving behaviour and how this can be communicated.</li> <li>• Identify places and people who can offer help if we are feeling unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them</li> <li>• Identify ways to positively manage the move to secondary school (KS3)</li> </ul> <p>Identify the differences between primary and secondary school</p> <ul style="list-style-type: none"> <li>• Describe how it might feel to move to secondary school</li> <li>• Explain different ways of managing change</li> </ul>
<b>Skills content (2)</b>	Take steps to stay safe online such as not	Describe actions a person can take to look after their wellbeing with a	I can take steps to seek help if needed.		•	I can take steps to help me feel more confident and happy

	contacting strangers.	balance of online and offline activities. Evaluate the positives and negatives of social media				about my move to secondary school.
<b>Sequence of Lessons</b>	<p>allows children to think about appropriate content to share online and understand the importance of being respectful online, just as we should be in the real world.</p> <p>leads on from key messages in lesson 1, reinforcing understanding about keeping personal information private and that there are risks to speaking to people we don't know online.</p>	<p>Following on from Autumn 1 lessons, explores the positives and negatives of social media use, including key strategies to support our emotional wellbeing while being online</p>	<p>extends learning by looking at diversity in both romantic and family relationships. It also explores the idea of marriage or civil partnership and the alternatives. It briefly touches on forced marriage and ensures that pupils know how to get support if they feel unsafe in a relationship.</p> <p>explores how different relationships make us feel including identifying unhealthy and harmful behaviours in a relationship, from friends or family and how to get support. The lesson explores on</p>	<p>continues from the Year 4 lesson 'Money choices', which explores the benefits of saving and how to track money using budgeting skills. During this lesson, children should begin to understand how their spending decisions positively and negatively impact their own and other's health and well-being and the environment.</p> <p>This lesson builds on previous learning about risk and explores the risks involved with gambling and the impact it can have on people's health and wellbeing.</p>	<p>explores physical contact and feeling safe, and understanding how to tell someone when a situation can lead to feelings of being uncomfortable or in danger</p> <p>follows on from 'Keeping your body safe - Lesson 1' and builds on the ideas of how to recognise concerns of feeling bad about an adult or a peer, and how to report any worries about themselves or others.</p>	<p>focuses on the feelings and common anxieties pupils may face when starting key stage 3/ starting secondary school and ways in which they can more positively manage them. It also encourages pupils to carefully consider the best sources of support when seeking help and advice</p> <p>following on from previous session, explores the transition to secondary school and identifies some of the challenges that can arise and where to get support if needed".</p>

			and offline bullying and how to report this. Children will also revisit learning on difference within the community by exploring stereotypes and discrimination.			The lesson also focusses on practical strategies to help with the transition.																								
<b>Vocabulary</b>	Personal information, respectful, online/ real world, risky, harassment	Social media, respect, wellbeing, peer to peer abuse/ harassment	Romantic, civil partnership, LGBT+, Healthy, harmful, forced marriage, online bullying, harassment, stereotype, discrimination.	Mental health, saving, budgeting, risks, gambling, mental health.	Consent, peer on peer abuse/ harassment, permission	Transition, kS3, manage, strategies, challenge, opportunities.																								
<b>Resources</b>	Cornwall Curriculum NSPCC website Think U Know website	Cornwall Curriculum Public Health England website.	Cornwall Curriculum	Cornwall Curriculum PSHE Association	Cornwall Curriculum	Cornwall Curriculum PSHE Association																								
<b>Revisit Learning in:</b>		Discussion text on pros and cons of social media	Watch video on social media and wellbeing kahoot																											
<b>Assemblies</b>	<table border="1"> <tr> <th colspan="2">Autumn Term 1<sup>st</sup> half</th> </tr> <tr> <td>13- 17 September</td> <td>Intro to British Values with a focus on rules</td> </tr> <tr> <td>20- 24 September</td> <td>Intro to British Values</td> </tr> </table>	Autumn Term 1 <sup>st</sup> half		13- 17 September	Intro to British Values with a focus on rules	20- 24 September	Intro to British Values	<table border="1"> <tr> <th colspan="2">Autumn Term 2<sup>nd</sup> half</th> </tr> <tr> <td>1-5 Nov</td> <td>Five ways to wellbeing / Climate Change Cop 26</td> </tr> <tr> <td>8- 12 Nov</td> <td>Remembrance Day (Respect, Individual Liberty)</td> </tr> </table>	Autumn Term 2 <sup>nd</sup> half		1-5 Nov	Five ways to wellbeing / Climate Change Cop 26	8- 12 Nov	Remembrance Day (Respect, Individual Liberty)	<table border="1"> <tr> <th colspan="2">Spring Term 1<sup>st</sup> half</th> </tr> <tr> <td>10- 14 January</td> <td>World Religion Day</td> </tr> <tr> <td>17- 21 January</td> <td>Martin Luther King Day</td> </tr> </table>	Spring Term 1 <sup>st</sup> half		10- 14 January	World Religion Day	17- 21 January	Martin Luther King Day	<table border="1"> <tr> <th colspan="2">Spring 2<sup>nd</sup> half</th> </tr> <tr> <td>28 Feb- 4<sup>th</sup> March</td> <td>St. Piran's Day</td> </tr> <tr> <td>7<sup>th</sup> March- 11<sup>th</sup> March</td> <td>International Women's Day</td> </tr> </table>	Spring 2 <sup>nd</sup> half		28 Feb- 4 <sup>th</sup> March	St. Piran's Day	7 <sup>th</sup> March- 11 <sup>th</sup> March	International Women's Day		
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		with a focus on rules	15-19 Nov	Anti-bullying week		Rosa Parks	14-18 March	Refugees (Ukraine)		
	27 September-1 Oct	British Values-Democracy (linking to School Council)	22-26 Nov	NSPCC- speak out stay safe assembly	24-28 January		21-25 March	Review of British Values		
	4-8 Oct	5 ways to wellbeing	29 Nov - 3 Dec	Individual liberty/ human rights	31 January-4 <sup>th</sup> February	Chinese New Year	28 March-1 <sup>st</sup> April	Anti-bullying (linked to David and Goliath)		
	11 Oct-15 Oct	British Values-Respect (Black History month)	6-10 Dec	Anti-Bullying assembly	7 <sup>th</sup> February-11 <sup>th</sup> February	Children's mental health week-launch of our 5 ways to wellbeing video	4 <sup>th</sup> April-8 <sup>th</sup> April	Autism Awareness		
	18-22 Oct	Harvest Festival-Acts of kindness			14 <sup>th</sup> February-18 <sup>th</sup> February	Random Acts of Kindness				
<b>Community Work/ Acts of Kindness</b>	Collecting Food for the local food bank at our school at Harvest		Santa Fun Run in aid of Children's Hospice				Collection for Ukraine.			Fundraising event for The British Heart Foundation