

Year 6 – Curriculum Map - PSHE

Term	Learning Focus		Memorable Experience	Innovative Challenge	Conceptual Development
	Knowledge	Skills			
<p>Autumn 1 <u>Being Me in My World</u></p>	<p>To identify my goals for this year, to understand my fears and worries about the future and know how to express them.</p> <p>To know that there are universal rights for all children but for many children these rights are not met.</p> <p>To understand that my actions affect people locally and globally.</p> <p>To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>To understand how democracy and having a voice benefits the school community.</p>	<p>I can identify my goals for this year.</p> <p>I understand my fears and worries about the future and know how to express them.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I can explain what Maslow’s triangle means.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p> <p>I can role-play with my friends.</p> <p>I can tell you why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>	<p>School Council Elections</p>		<p>Build upon: To increase awareness of planning the forthcoming year; being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating.</p> <p>Prepare for: To increase awareness of identifying goals for the year; global citizenship; children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice, anti-social behaviour; role-modelling.</p>
<p>Autumn 2 <u>Celebrating Differences</u></p>	<p>To understand there are different perceptions about what normal means.</p> <p>To understand how having a disability could affect someone’s life.</p> <p>To explain some of the ways in which one person or a group can have power over another.</p> <p>To know some of the reasons why people use bullying behaviours.</p>	<p>I can empathise with people who are living with disabilities.</p> <p>I can tell you how it can feel to be excluded or treated badly by being different in some way.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I’m part of one.</p> <p>I can problem-solve bullying through role-play.</p> <p>I appreciate people for who they are.</p>	<p>Anti-bullying Week – Amy Goodall singer visit & Workshop</p> <p>Children in Need Day</p>	<p>Creating a short video promoting celebrating differences (share it in the Phase Assembly)</p>	<p>Build upon: To increase awareness of cultural differences and how they can cause conflict; racism; rumours and name-calling; Types of bullying; material wealth and happiness; enjoying and respecting other cultures.</p> <p>Prepare for: To increase awareness of perceptions of normality; understanding</p>

	To explain ways in which difference can be a source of conflict and a cause for celebration.	I can use the internet to research information. I can show empathy with people in either situation.			disability; power struggles; understanding bullying; inclusion/exclusion; differences as a conflict and as celebration; empathy.
Spring 1 Dreams & Goals	To know my learning strengths and set challenging but realistic goals for myself. To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. To identify problems in the world that concern me and talk to other people about them. To work with others to make the world a better place. To know what some people in my class like or admire about me and accept their praise.	I can tell you why it is important to stretch the boundaries of my current learning. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can share ideas with my friends. I can work cooperatively in a group. I can empathise with people who are suffering or who are living in difficult situations. I can describe some ways in which I can work with other people to help make the world a better place. I can give praise and compliments to other people when I recognise their contributions and achievements.	Career / Parent Talk TfL Workshop		Build upon: To increase awareness of future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation. Prepare for: To increase awareness of personal learning goals, in and out of school; success criteria; emotions in success; making a difference in the world; motivation; recognising achievements; compliments.
Spring 2 Healthy Me	To know the impact of food on the body: creating energy, giving comfort and altering mood. To know about different types of drugs and their uses and their effects on the body, particularly the liver and the heart. To evaluate when alcohol is being used responsibly, anti-socially or being	I am motivated to give my body the best combination of food for my physical and emotional health. I can talk about the Eat Well Plate and explain the benefits of each food group. I can tell you about the harmful effects of drugs. I can tell you how I feel about using alcohol when I am older and my reasons for this. I can explain the effects of alcohol through role play. I can tell you how to keep myself safe to	Sports Week A-Life Healthy Living Workshop Drugs & Alcohol Workshop CPR training - St John Ambulance	Creating a Power Point presentation or Class Debate on Alcohol & Drug Awareness or/and on the significance of Comic Relief/Children in Need	Build upon: To increase awareness of smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy choices; motivation and behaviour. Prepare for: To increase awareness of taking personal responsibility; how

	<p>misused.</p> <p>To put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.</p>	<p>avoid emergencies.</p> <p>I can explain how to deal with emergencies if they happen.</p> <p>I can tell you how to help myself feel emotionally healthy.</p> <p>I can recognise when I need help with this.</p> <p>I can use different strategies to manage stress and pressure.</p>	<p>– resources for demonstration (purchase 2 CPR Manikins / one for each class)</p>		<p>substances affect our body; exploitation including ‘county lines ‘and gang culture; emotional and mental health; managing stress.</p>
<p>Summer 1 <u>Relationships</u></p>	<p>To identify the most significant people to be in my life so far.</p> <p>To know some of the feelings we can have when someone dies or leaves.</p> <p>To understand that there are different stages of grief and different types of loss that cause people to grieve.</p> <p>To recognise when people are trying to gain power or control.</p> <p>To use technology positively and safely to communicate with my friends and family.</p>	<p>I can tell you who is special to me and why.</p> <p>I can use some strategies to manage feelings associated with loss and can help other people to do so.</p> <p>I can write about people experiencing the cycle of grief.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can take responsibility for my own safety and well-being.</p> <p>I can recognise cyberbullying.</p> <p>I can suggest various plans to prevent cyberbullying.</p> <p>I can tell you who to ask for help.</p> <p>I can take responsibility for my own safety and well-being.</p> <p>I can complete a quiz about keeping myself safe online.</p>	<p>Junior Citizenship Workshop</p>		<p>Build upon: To increase awareness of self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; smart INTERNET safety rules.</p> <p>Prepare for: To increase awareness of mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use.</p>
<p>Summer 2 <u>Changing Me</u></p>	<p>To be aware of my own self-image and how my body image fits into that.</p> <p>To explain how girls’ and boys’ bodies</p>	<p>I can tell you how to develop my own self esteem.</p> <p>I can express how I feel about the changes that will happen to me during</p>		<p>Transition to Secondary School (group of Year 7 students</p>	<p>Build upon: To increase awareness of self- and body image; influence of online media on body image; puberty for</p>

	<p>change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To ask questions I need answered about changes during puberty.</p> <p>To describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p>	<p>puberty.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I can use the key vocabulary correctly to explain the process of conception to birth.</p> <p>I can express how I feel about the growing independence of becoming a teenager.</p> <p>I can prepare myself emotionally for starting secondary school.</p> <p>I can tell you what I am looking forward to about secondary school.</p>		<p>visiting)</p>	<p>girls; puberty for boys; growing responsibility; coping with change; preparing for transition.</p> <p>Prepare for: To increase awareness of self- and body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting; transition.</p>
--	--	--	--	------------------	--