



Hillcross Primary PSHE Curriculum

Year 6

Introduction and guidance:

PSHE (Personal, Social, Health and Economic Education) is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. This subject impacts on both academic and non-academic outcomes for pupils and is taught explicitly within PSHE lessons, as well as implicitly in all other learning opportunities. As of September 2020, Health Education (HE) and Relationships Education (RE) became compulsory at key stages 1 and 2. Although Sex Education is only compulsory in key stages 3 and 4, the government encourages all primary schools to provide this vitally important area within their school PSHE curriculum. This document outlines when and what we will be teaching within Year 6. The school follows the Christopher Winter Project (CWP) scheme of work for RSE (Relationship and Sex Education). Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation and so, throughout our PSHE curriculum (and also within other subjects), we teach children about equality, British Values and the United Nations Convention on the Rights of the Child (UNCRC). Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future, further highlighting the need to follow a progressive, age appropriate SRE framework (embedded within our PSHE curriculum) such as ours.

The statements **highlighted in yellow** relate specifically to:

- (RSE) Relationship and Sex Education - (The Christopher Winter Project (CWP) scheme of work)
- (SE) refers to the Sex Education aspect of RSE (Relationship and Sex Education which is taught via the Christopher Winter Project - CWP)
- (RE) refers to Relationship Education
- (HE) Health Education

The statements in ***bold and italics*** link to online safety

Year 6												
Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Families and friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe			
Relationships	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues									
Living in the Wider World				Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks						
Health and Wellbeing							What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transitions	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media			



Key Vocabulary	appropriate, inappropriate,	pressure	conflict	prejudice, discrimination perpetuate	restrictions, regulations, manipulated, altered, faked, manipulate	gambling, financial		legal, illegal,	Attracted, gender identity, sexual orientation, commitment, declaration, contraception
Enquiry	<p>First 2 weeks: NPA:</p> <ul style="list-style-type: none"> → What different feelings can you have? → What happens to our bodies when we feel different emotions? → How can feelings affect the way we behave? <p>Class rules:</p> <ul style="list-style-type: none"> → Why are rules important? → How should I protect my personal information online? Identify potential risks of personal information being misused. → What strategies could you use to protect personal information → How can you protect yourself from images being sent online? Identify types of images that are appropriate to share with others and those which might not be appropriate. Understand that images or texts can be quickly shared with others, even when only sent to one person. What impact might this have? → What should you do if you take, share or come across an image which may upset, hurt or embarrass them or others? How do you report the misuse of personal information or sharing of upsetting content/images online? 	<p>How do I stay safe in different situations?</p> <ul style="list-style-type: none"> → What are the similarities and differences between a healthy and unhealthy friendship? What would you do if you or someone else is put under pressure to do something dangerous and/or something goes wrong? Whose responsibility is it to share this with someone? → What could you do if you're feeling pressured to do something which makes you feel uncomfortable or unsafe? What if this is happening online? (Discuss strategies and people/agencies available) → How can I assess the risk of different online 'challenges' and 'dares'? How do I recognise and respond to pressure from others when I feel worried or uncomfortable? → What does consent mean and how do I seek and give/not give permission in different situations? How and where do I get advice and report concerns about personal safety? What about online issues? 	<p>How can I express my opinion and respect others' views respectfully?</p> <ul style="list-style-type: none"> → How do values and behaviour link? How can I be a positive role model for others? → How do you listen to and respectfully challenge people's points of view? Can you disagree with other's point of view and still be respectful and considerate? → How can I participate effectively in discussions online? How can I and manage conflict or disagreements 	<p>How to deal with discrimination and stereotypes and challenge others respectfully?</p> <p>Why do we celebrate LGBT month?</p> <ul style="list-style-type: none"> → What does prejudice mean? What is the difference between prejudice and discrimination? → Can I identify acts of discrimination and talk about strategies to safely respond to and challenge discrimination? → How can I recognise stereotypes in different contexts and how do they influence our attitudes and understanding of different groups → How are stereotypes perpetuated and how can we challenge these? 	<p><i>Covered in Autumn 1-recap</i> What are the benefits of safe internet use? e.g. learning, connecting and communicating</p> <ul style="list-style-type: none"> → How and why might images online be manipulated, altered, or faked? → How can we recognise when images might have been altered? → Why do people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	<p>How can I make sensible choices about money?</p> <ul style="list-style-type: none"> → What influences decisions about the role that money plays in people's lives? How can I judge if something is value for money? → How do companies encourage customers to buy things? Why is it important to be a critical consumer? → How can having or not having money impact on a person's emotions, health and wellbeing? → How can money be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. How to get help if they are concerned about gambling or other financial risks 	<p>Where can you get support for mental illness?</p> <ul style="list-style-type: none"> → Who and why can people be affected by mental health? Understanding mental health is just as important as physical health and that anyone can be affected by mental ill-health. That negative experiences such as being bullied or feeling lonely can affect mental wellbeing → Where can you and others ask for help and support with mental wellbeing in and outside school? → How can you get support for grief? Discuss grief and when you might be grieving? (Death and changes in life) Discuss the changes in behaviour and feelings. What strategies do you think might help? 	<p>How can I make decisions to keep myself safe?</p> <ul style="list-style-type: none"> → What is the difference between legal and illegal drugs? Discuss the effect of different drugs, the laws relating to them (including common everyday drugs - legal and illegal drugs) → Why would someone choose to use or not use drugs? Discuss use of alcohol, nicotine, and medicines as well as illegal drugs. → What organisations can people go to to get help and support concerning drug use? → What mixed messages are there in the media relating to drug use and how they might influence opinions and decisions? → What does it mean to be more independent? How does it feel? What might it be like? How do you feel about moving to high school? Discuss feelings and how relationships might change. → How will you manage the practical aspects of moving to high school? Discuss strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school. 	<p>What changes to occur to our bodies to prepare us for reproduction? How do I keep my identify safe on and off-line?</p> <p>Lesson 1 from CWP How and why do our bodies change during puberty and prepare for reproduction? (HE)</p> <p>Lesson 2 from CWP What emotional and physical behaviours occur to our relationships? (RE) Discuss different types of adult relationships and what forms of touching is appropriate in relationships? → What does it mean to be attracted to someone? Understand that people who love each other can be of any gender, ethnicity or faith. → What are the qualities of a healthy relationship? Discuss everyone's right to be loved, the difference between gender identity and sexual orientation. → How do couples show their love and commitment to one another? Address marriages are a formal and legal commitment of 2 people, forced marriages and how to get help. (RE)</p> <p>Lesson 3 from CWP What does it mean to have an intimate relationship between consenting adults? How does pregnancy occur? (SE)</p>



	<p>→Why are there age restrictions for social media, T.V, films, games and online gaming important? →Discuss the different age restrictions and how they can make safe decisions about what to watch, use or play.</p>								<p>→How can we prevent pregnancy? (SE) Lesson 4 from CWP →What are positive and negative ways of communicating in a relationship? (RE) →When should we share personal or private information in a relationship? (HE) →How and where we will go to get help if an online relationship goes wrong? (HE)</p>
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