



YEAR 6

PSHE CURRICULUM



Year 6 PSHE Curriculum **KNOW IT!**

What I should already know?

Why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.

The differences between direct and indirect types of bullying

A range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

That young people from different cultures can have different dreams or goals to mine.

That people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

A range of strategies to manage my friendships and relationships, including how to stand up for myself, negotiate and to resist peer pressure.

How boys and girls change during puberty and why looking after myself physically and emotionally is important.

VOCABULARY (see over for puberty vocabulary)
 emotions, anxieties, empathy, United Nations, resilience, peer pressure, power, mental health, assertive, compromise, personal, democracy, international, refugee, culture, prejudice, racism, sexism, homophobia, career, aspiration, perseverance, motivation, recovery position, characteristic, self esteem, grooming, trolling, gambling

Key Vocabulary

universal	Having to do with the whole world's population.
collaboration	When people work with each other to complete a task .
perception	The ability to become aware of or know through the senses.
discrimination	when a person is treated in a worse way because of some aspect of their identity.
equality	The state of being equal, especially in rights or opportunities.
diversity	Understanding that each individual is unique, and recognizing our differences.
transgender	A term used to describe people who may act, feel, think, or look different from the sex they were assigned at birth.
imbalance	Lack of balance between two things.
harassment	To deliberately annoy or upset again and again.
illegal	Against the law.
restricted	Limited in some way.
prescribed	Ordered by a doctor.
gang	A group of people acting together, often to do something illegal.
reputation	The level of respect with which a person is thought of by others.
anti-social behaviour	Behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to other people.
mental illness	When people have a mental illness, or disorder, they cannot control certain feelings, thoughts, or actions.
stigma	A negative and often unfair belief that people have about something.
self-harm	Self-harm is when someone hurts or injures their body on purpose.
bereavement	When a person loses someone of importance in their life.

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Puberty Key Vocabulary (from Y5)

Puberty	When a child's body begins to develop and change as they become an adult.
Menstruation/period	The days when blood and tissue leave a girl or woman's body through her vagina.
Sanitary Towel/Pad	A pad of thick soft material which women wear to absorb the blood during menstruation.
Tampon	An absorbent cylinder of material put inside the vagina to absorb the blood before it comes out.
Ovaries	Two oval organs inside a woman's body that produce eggs.
Vagina	The passage inside a woman's body that leads to the uterus.
Penis	An organ used for urinating and sexual reproduction.
Uterus	The part of a woman's body where a baby grows.
Semen	A whitish liquid containing sperm.
Sperm	The sperm is the human male's sex cell.
Testicles	The part of a male's body where sperm are made.
Erection	When a male's penis becomes hard and enlarged.
Growth spurt	A short period of time during puberty when someone experiences quick physical growth in height and weight.
Hormones	Special chemicals your body makes to help it do certain things.

SRE— Key New Vocabulary

Pregnancy	When a female has an unborn baby inside her.
Embryo	An unborn human in the earliest stages of growth.
Foetus	The stage that an unborn human goes through before it is born as a baby, once its structure is formed.
Placenta	The placenta is a temporary organ found in a woman while she is pregnant which provides nutrients to the foetus.
Umbilical cord	The long cord that connects the foetus to its mother and delivers its nutrients.
Labour	Labour is the process by which a female gives birth to her baby.
Contractions	When the muscles of your uterus tighten up like a fist and then relax. Contractions help push your baby out.
Cervix	The vagina connects with the uterus at the cervix.
Midwife	A trained professional who person who assists women before, during and after childbirth.

TEACH IT

BEING ME IN MY WORLD

Identifying goals for the year.

- ✎ Identify my goals for this year.
- ✎ Understand my fears and worries about the future and know how to express them.

Global citizenship.

- ✎ Know that there are universal rights for all children but for many children these rights are not met.

Children's universal right.

- ✎ Understand that my actions affect other people locally and globally.
- ✎ understand my own wants and needs and can compare these with children in different communities.

Democracy, having a voice.

- ✎ Understand how democracy and having a voice benefits the school community.

CELEBRATING DIFFERENCE

Normality.

- ✎ Understand there are different perceptions about what normal means.
- ✎ Empathise with people who are different.

Understanding difference.

- ✎ Understand how being different could affect someone's life.

Power Struggles.

- ✎ Explain some of the ways in which one person or a group can have power over another.
- ✎ Know how it can feel to be excluded or treated badly by being different in some way.

Bullying.

- ✎ know some of the reasons why people use bullying behaviours.
- ✎ tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of.

DREAMS AND GOALS

Setting goals.

- ✎ know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
- ✎ understand why it is important to stretch the boundaries of my current learning.

Steps to Success

- ✎ work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.

My Dream for the World

- ✎ identify problems in the world that concern me and talk to other people about them.

HEALTHY ME

Keeping myself healthy.

- ✎ Take responsibility for my health and make choices that benefit my health and well-being.
- ✎ Be motivated to care for my physical and emotional health.

Drugs

- ✎ Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.

Gangs

- ✎ Know why some people join gangs and the risks this involves
- ✎ Know some strategies I could use to avoid being pressurised.

Emotional Wellbeing

- ✎ Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness .

RELATIONSHIPS

My mental health

- ✎ Know how to take care of my mental health.
- ✎ Understand how to help myself and others when worried about a mental health problem.

Love and loss

- ✎ Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.

Power and Control

- ✎ Recognise when people are trying to gain power or control.
- ✎ Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.

Being online: real or fake?

- ✎ Judge whether something online is safe and helpful for me.

CHANGING ME

Puberty

- ✎ explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.

Conception to birth (parental consent)





- ✎ describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

Real self to ideal self





- ✎ be aware of the importance of a positive self-esteem and what I can do to develop it.
- ✎ express how I feel about my self-image and know how to challenge negative 'body-talk'.

TEACH IT




BEING ME IN MY WORLD

-  **Discuss** the reasons why people are successful and the times when they have enjoyed success. Working in small groups, the children will present their ideas on what it takes to be successful and then use those ideas to create personal goals for the year. (BM:1)
-  **Explore** the idea of stereotyping and that sometimes there is more than one side of a story to think about. Briefly facilitate a class discussion about the children's perceptions of life for many children in Ghana. (BM:2)
-  **Revisit** the life of a child worker on a Ghanaian cocoa plantation, the child (in pairs) should highlight on their Maslow triangles the needs which are not being met. (BM:3)
-  **Debate** the importance for people to have their say and be listened to and the importance of voting and accepting a democratic decision. Explain that in most countries that is how the Government works, and in Law Courts there is a similar process. (BM:6)

CELEBRATING DIFFERENCE





-  **Explain** that sometimes people's perceptions about what is normal can cause them to be prejudiced. **Ask** the children if they know what the terms *prejudice and discrimination* mean? (CD:1)
-  **Emphasise** that a kind community is accepting of all sorts of different people, and that we have shared rights and responsibilities to help that happen. Does the Equality Act help these people? (CD:2)
-  **Establish** with the children that there are different ways that people gain power over others and that they can only use this power if you let them. Working in groups, children have the power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario. (CD:3)
-  **Establish** a list of reasons as to why people may use bullying behaviours. **Discuss** how the person being bullied in the scenario could manage their feelings in that situation and what they could do about it. (CD:4)

DREAMS AND GOALS





-  **Share** an aspiration/s. They maybe a career ambition, or something personal such as learning to swim, or learning to drive. If possible, include potential obstacles and challenges that had to be overcome and how you can succeed in the end. (DG:1)
-  **Show** the children images of totem poles and the totem pole goalsetting template. Explain to the children that we are going to use this template as a planning tool to look at how we might reach our goals. (DG:2)
-  **Invite** the children to write or draw something that represents: 'My dream for the world'. (DG:3)

TEACH IT




HEALTHY ME

-  **Explain** that they are going to act as agony aunts. When they do this, they should include advice about the character needing to take responsibility for the 'problem' and also offer them suggestions to improve the situation. (HM:1)
-  **Explain** that drugs can be split into four groups: restricted, unrestricted, prescribed and illegal and tell the children what each of these means by showing the PowerPoint slide. Ask the children why they think there are four groups of drugs and whether they might want to add another group. Take their feedback and discuss why it is useful to have identified groups. Explain that the illegal drugs and the restricted drugs are known to cause the body damage, so that is why they are illegal or restricted in some way. (HM:2)
-  **Ask** the children to give some examples of anti-social / illegal behaviour that a gang might be involved with. **Explain** that drug and alcohol misuse make gangs riskier to belong to. Can the children think of reasons why that might be? (HM:4)
-  **Explain** that mental illnesses are just as common as physical illnesses and if people are diagnosed with a mental illness it is not something to be ashamed or afraid of. It also very cruel to make fun of somebody with a mental illness, and this should never happen as it can make the person's illness worse. (HM:5)

RELATIONSHIPS

-  **Emphasise** that challenges, stress and anxiety are a NORMAL part of life and alone they don't signify a mental health problem. **Explain** that the things we can do to support our mental health helps counteract the challenges so our mental health stays in balance. **Discuss** the strategies for coping with mental health issues. *Signpost to sources of support you have available in your setting and to other sources of support such as Childline, YoungMinds etc.* (RL:1/2)
-  **Explain** how we can all go through feelings of grief if difficult changes happen in our lives or if we suffer a specific loss and that there are often a range of feelings we experience through a cycle of grief. (RL:3)
-  **Highlight** that somebody trying to gain power or control over someone else might not be doing it on purpose and might not realise they are doing it. In other cases, it may be planned and deliberate. (RL:4)
-  **Discuss** that we all have to take some personal responsibility for how we use the internet, and judge for ourselves whether something is real or fake; true or untrue; safe or unsafe. **Share** the 'SMART' acronym for e-safety (**Safe, Meeting, Accepting, Reliable, Tell**), discuss the importance and relevance of each principle. (RL:5)

CHANGING ME

-  Use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all. At the same time all the class should say the word(s) aloud on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.
You may not want to use all the cards at this stage of the lesson and might wish to be selective about those that are appropriate to use with your class. (See vocab list) (CM:2)
-  **(Parental consent)** **Explain** that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother;
Explain for a baby to be made, a sperm from the father and an egg from the mother must meet;
Explain that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (CM:3)
-  **Explain** that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds, especially if we only focus on the outside appearance. (CM:5)