



Year 6 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Programme School Values: Year 1	Responsibility	Respect	Happiness	Honesty	Aspiration	Tolerance
Rolling Programme School Values: Year 2	Cooperation	Friendship	Health	Harmony	Fairness	Hope
British Values	Law and Democracy - school council	We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.	We know that we are all special. We try and help other people.	We understand the consequences of our actions. We understand right from wrong.	We treat everybody equally. Courage	We treat everybody equally. Courage
Themes:	VIPs	Safety First	Respecting Rights	Growing Up	Think Positive	One World
H - Health and Wellbeing R - Relationships L - Living in the wider world. C- Citizenship	H13 - To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14 - To know about the ways that pupils can help people who look after them to more easily protect them R1 - To communicate their feelings to others, to recognise how others show feelings and how to	H9 - to differentiate between the terms, 'risk', 'danger' and 'hazard'. H10 - To know the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. H11 - To know that household products including medicines, can be harmful if not used properly. H13 - To know about people who look after	R6 - That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to or are not making this decision freely for themselves R14 - To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling',	H4 - To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. H12 - To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. H18 - To know how their body will, and their emotions may, change as they approach and move	H1 - To know what positively and negatively affects their physical, mental and emotional health. H2 - To know how to make informed choices (including recognising that choices can have a positive, neutral or negative consequence) and to begin to understand the concept of a 'balanced lifestyle'. H6 - To deepen their understanding of good and not so good	L3 - To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the rights of the child. L7 - To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the



	<p>respond</p> <p>R2 - To recognise that their behaviour can affect other people</p> <p>R3 - To recognise ways in which a relationship can be unhealthy and whom they can talk to if they need support</p> <p>R4 - To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R7 - to offer constructive support and feedback to others</p> <p>R9 - The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R10 - To judge what kind of physical contact is acceptable,</p>	<p>them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14 - To know about the ways that pupils can help people who look after them to more easily protect them.</p> <p>H15 - To know school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>H21 - To know strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>H22 - To know strategies for keeping safe online;</p>	<p>how to respond and ask for help)</p> <p>R20 - 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 for them self of others</p> <p>L1 - To know how they can contribute to the life of the classroom and school.</p> <p>L2 - To know how to construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>L3 - To know people and other living things have the rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able</p>	<p>through puberty.</p> <p>H19 - Human reproduction.</p> <p>H20 - To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutation (FGM) constitutes abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>R5 - That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who, love and care for each other and want to spend their</p>	<p>feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>H7 - To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>R7 - to offer constructive support and feedback to others</p> <p>CC - to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>environment; to continue to develop the skills to exercise these responsibilities.</p> <p>L15 - To know 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.</p>
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	<p>comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R12 - To develop strategies to resolve disputes through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves L8 - To know the ways in which they are all unique; understand that there has never been and never will be another 'them'.</p>	<p>the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. H23 - to know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them safe. H24 - To know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.). H25 - To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are</p>	<p>to take turns, share and understand the need to return things that they have borrowed). L4 - To know that they belong to different groups and communities such as family and school. L5 - To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutation (FGM). L6 - To understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. L10 - To recognise</p>	<p>lives together and who are of legal age to make that commitment R6 - That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to or are not making this decision freely for themselves R7 - to offer constructive support and feedback to others R16 - to recognise and challenge stereotypes R17 - About the difference between, and the terms associated with, sex, gender identity and sexual orientation R19 - 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</p>		
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		<p>concerned by such a request.</p> <p>R13 - That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R15 - To recognise and manage 'dares'</p> <p>R18 - How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R21 - To understand personal boundaries; to identify what they are willing to share with their most special people;</p>	<p>the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>L12 - To consider the lives of people living in other places, and people with different values and customs.</p>	<p>L17 - To explore and critique how media present information</p> <p>L18 - 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 misrepresent or mislead; the importance of being careful what they forward to others.</p>		
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		friends; classmates and others; and that we all have rights to privacy				
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