

Year Six

PSHE

(including RHE)



Curriculum



PORTER CROFT
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

	Identity and diversity		Sustainable Development		Globalisation and interdependence	
Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Community</u> C5a Why is money important? C5b How should I spend my money? C6 What makes us feel like we belong? C7 What does it mean to be British?	<u>Mental health</u> M3 Why do we argue? M4 Who am I?	<u>Friends</u> Fr5 What are stereotypes? Fr6 How do I accept my friends for who they are?	<u>Physical</u> P4 Why do some people take drugs? P5 Where should I get my health information? P6 How do I save a life? <u>Preventing early use</u> Cannabis VSA and getting help, advice and support	<u>Family</u>	<u>Growing Up</u> G1 How will my body change as I get older? G2 How will my feelings change as I get older? G3 How will I stay clean during puberty?

Some of the content learnt in Project EVOLVE may be covered in more than one term

Project EVOLVE	Self-image and identity	Copy right and ownership	online relationships	Online reputation	Online bullying	Privacy and security	Managing online information	Health, wellbeing and life style
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C5a Why is money important?

Objectives

1. Identify the ways that money affects their lives
2. Understand that not everyone has the same access to money and employment across the world

Key vocabulary

Poverty, inequality, privilege

PSHE Links

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L17. about the different ways to pay for things and the choices people have about this

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

C5b How should I spend my money?

Objectives

1. Identify the ways that money affects their lives
2. Appreciate that the infrastructure around us is built and maintained by tax payments
3. Understand that debt results from spending more than you are able to earn

Key vocabulary

Debt, earn, salary, tax

PSHE Links

L18. to recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people, make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

C6 What makes us feel like we belong?

Objectives

1. Understand why some people must leave their countries
2. Appreciate why some people choose to come to the U.K.
3. Know that most refugees stay near their country of origin
4. Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries
5. Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)

Key vocabulary

Rights, refugees, asylum seekers, migration, immigrant

PSHE Links

L2. to recognise there are human rights, that are there to protect everyone

L3.

L6

L7.

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L17.

L19.

L20.

C7 What does it mean to be British?

Objectives

1. Discuss what it means to belong to a country
2. Appreciate that people can have more than one nationality
3. Understand that our country's culture is made up of all of the different immigrants that have come here over thousands of years

Key vocabulary

Culture, religion, language

PSHE Links

L6.

L7.

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

Project Evolve (Online Safety) Unit: Self-image and identity

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

Outcome Criteria

- I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.
- I can identify messages about stereotyped roles and make judgements based on them.
- I can challenge and explain why it is important to reject inappropriate representations online.

I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

Outcome Criteria

- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.
- I know and can give examples of how I might get help, both on and offline.
- I can explain why I should keep asking until I get the help I need.

I can explain the importance of asking until I get the help needed.

Outcome Criteria

- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.
- I know and can give examples of how I might get help, both on and offline.
- I can explain why I should keep asking until I get the help I need

Project Evolve (Online Safety) Unit: Copy right and ownership

I can demonstrate the use of search tools to find and access online content which can be reused by others.

Outcome Criteria

- Demonstrate ways of searching for reusable content.
- Select content that is appropriate for reuse in my own work.
- Understand how to reference online sources in my own work

I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Outcome Criteria

- Demonstrate ways of searching for reusable content.
- Select content that is appropriate for reuse in my own work.
- Understand how to reference online sources in my own work

PSHE Unit: Mental health

M3 Why do we argue?

Objectives

1. Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not
2. Practise strategies for resolving conflict with peers

Key vocabulary

listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control

PSHE links

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transitions to new schools

M4 Who am I?

Objectives

1. Learn to express our sense of identity
2. Understand that our brains can get poorly and can be treated (just like our bodies)
3. Know that mental wellbeing varies and is not constant

Key vocabulary

Identity, emotions

PSHE links

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H15.

H16.

H18. about everyday things that affect feelings and the importance of expressing Feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20.

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Project Evolve (Online Safety) Unit: Online relationships

I can explain how sharing something online may have an impact either positively or negatively

Outcome Criteria

- Understand the concept of consequence online and give examples.
- Understand that reactions to events online can determine the consequences.
- Understand that sharing online can be positive as well as negative and be able to give examples of both

I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

Outcome Criteria

- Understand what 'boundaries' are, including online.
- Understand the concepts of respect and self-respect and give examples of how this can be shown online.
- Understand how to respect others' boundaries online, particularly regarding sharing information about them.

I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

Outcome Criteria

- Understand the concept of consequence online and give examples.
- Understand that reactions to events online can determine the consequences.
- Understand that sharing online can be positive as well as negative and be able to give examples of both

I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this

Outcome Criteria

- Understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people.
- Understand what an 'inappropriate' picture might be and give examples.
- Understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared

Project Evolve (Online Safety) Unit: Online reputation

I can explain the ways in which anyone can develop a positive online reputation.

Outcome Criteria

- I understand what an online reputation is
- I understand that people may do an online search to find out information about me
- I understand that the information that people find about me will allow them to form an opinion about me

I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity

Outcome Criteria

- I can explain what a digital personality is.
- I can explain strategies anyone can use to protect their 'digital personality' and online reputation.
- I can explain how online anonymity can protect online reputation

Fr5 What are stereotypes?

Objectives

1. Understand what stereotypes are
2. Critique media and identify stereotypes in the world around them
3. Learn how to challenge stereotypes when they see them

Key vocabulary

Gender stereotypes, male, female, man, woman, sexism

PSHE links

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32.

R33.

R21. about discrimination: what it means and how to challenge it

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

H35. about the new opportunities and responsibilities that increasing independence may bring

L3. about the relationship between rights and responsibilities

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

Fr6 How do I accept my friends for who they are?

Objectives

1. Accurately use language relating to gender, sexuality and identity
2. Understand that trans and non-binary people may face discrimination
3. Appreciate that we should treat everyone with respect, regardless of their physical appearance

Key vocabulary

Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation

PSHE links

H25.

H26. that for some people gender identity does not correspond with their biological sex

R33.

R21.

L9.

L10.

Project Evolve (Online Safety) Unit: Online Bullying

I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me

Outcome Criteria

- I know there are different ways to gather evidence of bullying behaviour online.
- I know some different ways to use technology to protect myself from bullying behaviour.
- I know it's important to talk to a trusted adult about being bullied online

I can explain how someone would report online bullying in different contexts

Outcome Criteria

- Identify routes for reporting bullying and harmful behaviours they witness or experience online.
- Make decisions about the suitability of different reporting routes based on context.
- Consider strategies for safely and positively intervening

Project Evolve (Online Safety) Unit: Privacy and security

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser)

Outcome Criteria

- Recognise and select effective strategies for managing passwords.
- Suggest methods for managing situations where passwords are lost or stolen.

I can explain what to do if a password is shared, lost or stolen

Outcome Criteria

- Recognise and select effective strategies for managing passwords.
- Suggest methods for managing situations where passwords are lost or stolen

I can describe how and why people should keep their software and apps up to date, e.g. auto updates

Outcome Criteria

- I can describe why people should keep their software and apps up to date.
- I can describe how people can keep their software and apps up to date e.g. auto updates.

I can describe simple ways to increase privacy on apps and services that provide privacy settings

Outcome Criteria

- Recognise that app permissions allow access to our personal information.
- Understand the relationship between the value of data and the ethics of collecting that data.
- Be aware that the data we share is valuable to app developers.

I can describe ways in which some online content targets people to gain money or information illegally;

I can describe strategies to help me identify such content (e.g. scams, phishing).

Outcome Criteria

- Distinguish between genuine and fake content/sites
- Understand some tactics employed by scammers
- Identify the features of scam communications

I know that online services have terms and conditions that govern their use.

Outcome Criteria

- I know that online services have terms and conditions that govern their use.
- I know that terms and conditions say what the company is allowed to do and what a user is allowed to do.
- I know that terms and conditions may include information about how an online service makes money

Spring 2

PSHE Unit:Physical

P4 Why do some people take drugs?

Objectives

1. Understand that some drugs help us and some do not
2. Understand some of the reasons why people take recreational and addictive drugs
3. Understand the risks of taking drugs, alcohol and tobacco
4. Understanding about cannabis

Key vocabulary

Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction

PSHE links

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

Science links:

(Y6) Pupils should be taught to: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

P5 Where should I get my health information?

Objectives

1. Understand that not all information is accurate, even if it appears to be
2. Identify inaccurate health information
3. Know where to find accurate sources of health information

Key vocabulary

Verify, misinformation, fake news, genuine, accurate, vaccination, 'anti-vax'

PSHE links

L11. recognise ways in which the internet and social media can be used both positively and negatively

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

H1. how to make informed decisions about health

P6 How do I save a life?

Objectives

1. Identify common hazards Know basic first aid techniques
2. Understand how to react in emergency situations
3. Understand when and how to make an emergency 999 call

Key vocabulary

Danger, hazard, environment

PSHE links

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H35.

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

H43. about what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

I can explain how search engines work and how results are selected and ranked

Outcome Criteria

- I can use search technologies effectively.
- I can explain how search engines work.
- I can explain how results are selected and ranked

I can explain how to use search technologies effectively

Outcomes Criteria

- I can use search technologies effectively.
- I can explain how search engines work.
- I can explain how results are selected and ranked

I can describe how some online information can be opinion and can offer examples

Outcome Criteria

- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting')

I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal

Outcome Criteria

- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting')

Summer 1

Managing online information

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news)

Outcome Criteria

- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').

I understand the concept of persuasive design and how it can be used to influence people's choices

Outcome Criteria

- Know what is meant by persuasive design.
- Understand that how it may be used to influence behaviour.
- Recognise some examples of persuasive design

I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important

Outcome Criteria

- I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
- I can identify, flag and report inappropriate content

I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

Outcome Criteria

- I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
- I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this

I can describe the difference between online misinformation and dis-information

Outcome Criteria

- Understand what the terms misinformation and disinformation mean.
- Describe the difference between misinformation and disinformation.
- Recognise examples of misinformation and disinformation

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation)

Outcome Criteria

- Understand if something is popular online, it may still be inaccurate or untrue.
- Recognise how this may happen.
- Know the difference between Misinformation and Disinformation

I can identify, flag and report inappropriate content

Outcome Criteria

- I know ways to report illegal content on different platforms
- I understand that there are different types of illegal content online
- I know some of the laws that relate to different types of illegal content
- Understand that "In-app Purchases" spend real money and realise that children can run up large bills by purchasing games and "In-App Purchases" without realising it

Summer 2

PSHE Unit: Growing Up

G1 How will my body change as I get older?

Objective

1. Understand the physical changes that people go through during puberty, particularly ages 9 -11

Key vocabulary

Puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, discharge, menstruation, period, wet dream

PSHE links

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

G2 How will my feelings change as I get older?

Objective

1. Understand the emotional and mental changes that people go through when they reach puberty

Key vocabulary

Hormones, moods, anxiety, insecurity, self-conscious, risk

PSHE links

H20.

H31.

G3 How will I stay clean during puberty?

Objectives

1. Changes and importance during puberty.
2. Hygiene (personal hygiene)

Key vocabulary

Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty

PSHE links

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

Project Evolve (Online Safety) Unit: Health, Wellbeing and lifestyle

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

Outcome Criteria

- Recognise content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc).
- Show some understanding of the purpose and limitations of these systems (e.g. purpose is to inform about the themes present in the content, not all content is age regulated, not all content is covered under the same rating system.)
- Demonstrate an awareness of why some content is age regulated (e.g. affects mood, affects thinking, may result in emulation, could result in harm?)

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

Outcome Criteria

- Recognise the features of a healthy media balance.
- Understand how technology can place pressure on someone
- Know how to positively address peer pressure and can apply this in online situations.

I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

Outcome Criteria

- Identify examples of persuasive design.
- Briefly explain the purpose of features that persuade or nudge users into certain behaviours.
- Consider strategies for mitigating the effects of persuasive design on technology use.

I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

Outcome Criteria

- Demonstrate knowledge of age appropriate strategies that can limit the impact of technology on health.
- Select suitable strategies based on their own personal needs, use and experience of tech and the internet.
- Describe positive outcomes that would show a strategy is successful.