

Year 6 – PSHE Curriculum Map

AUTUMN	Relationships	<p>TEAM</p> <p>This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.</p>
		<p>In this unit, children will:</p> <ul style="list-style-type: none"> • talk about qualities and attributes of teams they identify as successful; • talk about the importance of respectful communication; • explain what it means to compromise and collaborate; • describe ways we can care for people in our team; • list examples of unkind behaviour and talk about what we can do to help; • talk about different responsibilities we have to help the team function well
	Health and Wellbeing	<p>THINK POSITIVE</p> <p>This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>
		<p>In this unit, children will:</p> <ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.
SPRING	Living in the Wider World	<p>MONEY MATTERS</p> <p>This unit aims to encourage children to think about how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Throughout the unit, children will have opportunity to discuss what impact money can have on people’s emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.</p>
		<p>In this unit, children will:</p> <ul style="list-style-type: none"> • talk about what currencies are; • explain the advantages of some payment methods; • talk about how advertisements and offers may influence people’s spending decisions; • discuss how people can make and use a budget; • give examples of ways money can affect people’s emotions; • explain the importance of keeping personal information private; • talk about factors which may influence people’s career choices.

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	Relationships	<p><u>DIGITAL WELLBEING</u> This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of ‘fake news’ will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.</p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> • identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true.
SUMMER	Living in the Wider World	<p><u>AIMING HIGH</u> In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.
	Health and Wellbeing 	<p><u>GROWING UP</u> This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.</p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> • name physical changes young people will experience during puberty; • describe emotional changes young people might experience during puberty; • appreciate that there is no such thing as a perfect body; • list things that all loving relationships have in common; • explain what a sexual relationship is; • understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this; • explain how babies are conceived and how they are born; • identify someone they could talk to about their changing body, should they need to.

Right to withdraw

Parents **do not** have the right to withdraw their child from the statutory components of Relationship Education; however, they do have the right to withdraw their child from the non-statutory/non-science components of Sex Education within PSHE.

Sex education lessons which can be withdrawn from are marked on the curriculum map with a star.

The lessons children can be withdrawn from in Year 6 are as follows:

Growing Up – Let's Talk About Sex.

Growing Up – Human Reproduction.

Before you consider withdrawing your child from any non-statutory PSHE and RSE lessons, please consider speaking to your child's class teacher, the PSHE lead or a member of SLT.

More information on non-statutory lessons can be provided upon request. Thank you.