



Year group: Year 6

Term: Autumn 1

Subject – PSHE All About Me

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

Year 4

Children learnt how to celebrate differences between their own characteristics and the characteristics of their peers. They used their knowledge to explore more abstract emotions and started to explore how to express their emotions in a safe and healthy way. The children continued to build their vocabulary and knowledge around different character traits.

What comes next?

Year 7

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Whitney from Wednesbury is the character for this unit.

Key vocabulary

Emotional literacy, character traits, strengths

LOIC

My Mate Fancies You workshop

Substantive Knowledge

- I can name my unique characteristics.
- I can name my own character traits.
- I can give a definition of the key vocabulary

Procedural Knowledge

- I can recognise my unique characteristics to promote self-identity and self-esteem
- I know how my unique characteristics promote self-identity and self-esteem
- I can identify my own character traits.
- I know how to think about my character traits in real-world contexts
- I know how to talk about my emotions in a safe and healthy way

Disciplinary Knowledge

- I know people can express their emotions in a safe and healthy way.
- I know that character elements can be inappropriate at times and how to address this in real-life contexts.

Links to other curriculum areas

Science

End Points

- To identify feelings and emotions in themselves and others..
- To understand the link between a healthy body and healthy mind.
- To have the knowledge and skills to make informed decisions.
- To be considerate, respectful and tolerant members of the community.



Year group: Year 6

Term: Autumn 2

Subject – Resilience and Coping

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

Year 2

Children developed their understanding of mindfulness and being calm. They were introduced to the concept 'worry' and recognised when they might need help from others. The pupils learned what it means to be resilient and understand that being able to help yourself when you are upset means you can 'bounce back.' They were able to identify concrete examples of changes in their lives. The pupils were introduced to choices in their lives and encouraged to consider how healthy/safe these choices can be.

Year 4

Children learnt what it means to be mindful and the benefits of mindfulness.. They began to understand what it means to have a 'kind mind.' They also began to develop their understanding of what it means to be a resilient person and built on the idea of resilience. Pupils learnt that changes in families are normal and understand the emotions linked to such changes. They learnt that it is sometimes okay to change your mind.

What comes next?

Year 7

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Ollie from Oldbury is the character to be used.

Key vocabulary

mindful, relaxation, change, coping

LOIC

Mindfulness activity – outdoor activity to be mindful and calm.

Substantive Knowledge

I can give a definition of a 'kind mind.'

I can give a definition of mindfulness.

I can give a definition of the key vocabulary.

Procedural Knowledge

I know how to use mindfulness,

I know when I might need a kind mind.

I know how to be resilient in stressful situations.

Disciplinary Knowledge

I know that people use different strategies to be 'mindful'.

I know that people use different strategies to help them be calm and enjoy the moment.

I know that change is normal, and it is okay to be worried about the changes for a while.

Links to other curriculum areas

Physical Education

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 6
Term: Spring 1
Subject – Being the Best I Can Be

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

Year 2

Pupils developed their understanding of the character trait 'determination'. They reflected on the achievements they have made and how this relates to being a role model. They were introduced to the character trait 'perseverance'. In addition, pupils reflected on their own character traits; considering how these are shown in the classroom and home

Year 4

Pupils began to reflect on the various 'personal strengths' that they have. They considered role models in the wider community and what character traits they may possess. Pupils reflected on and discussed times in which they have persevered. They were encouraged to reflect on their 'personal strengths' and the various jobs these may relate to in the future. Pupils looked at the various character traits related to helping at home. They reflected on their learning throughout the module and relate this learning to jobs in the community.

What comes next?

Year 7

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Spike from Smethwick is the character to be used.

Key vocabulary

Ideal, responsibility, self-esteem, self-belief

Substantive Knowledge

I can give a definition of the key vocabulary.

I can name my strengths and characteristics.

I can name the ideal characteristics and strengths of a role model.

Links to other curriculum areas

Religious Education

Procedural Knowledge

I know how to use my strengths to be the best I can be at school.

I know how to use my strengths to be the best I can be at home.

I can identify a time when I have persevered.

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that many different features are needed to make a role model.

I know that it is important for people to try their best and that is enough.

I know that different jobs/lessons need different strengths and people use diverse strategies to demonstrate perseverance.



Year group: Year 6

Term: Spring 2

Subject: RHE – Puberty, Relationships and Reproduction

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

Previous year

Children explored the main emotional and physical changes that occur during puberty. They explored male and female puberty changes in more detail, understanding how puberty affects the reproductive organs. The children also explored the impact of puberty on the body and the importance of physical hygiene.

What comes next?

Year 7

Children will be taught strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. They will also learn about different types of relationships, helping children to recognise indicators of positive, healthy relationships and negative, unhealthy relationships – including online.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson 3 in the Christopher Winter scheme will not be taught due to the content about conception and pregnancy.

Key vocabulary

Relationship, communication, consent, intimacy

Substantive Knowledge

I can name features of communication.

I can name changes that happen during puberty.

I can say a definition of the key vocabulary.

Procedural Knowledge

I can discuss puberty and reproduction

I can discuss the importance of communication in relationships

I can discuss the importance of respect in relationships

I can explore positive and negative ways of communicating in a relationship

Disciplinary Knowledge

I know how and why the body changes during puberty in preparation for reproduction.

I know that there are differences between healthy and unhealthy relationships and that communication and permission seeking is important.

I know when it is appropriate to share personal/private information in a relationship and where to get support if an online relationship goes wrong.

Links to other curriculum areas

Science

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 6

Term: Summer 1

Subject: RHE – Preventing Early Use

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships..

Year 1 Children explored and discussed what is meant by a healthy lifestyle. They discussed what unhealthy and healthy means. They explored what things we put into our bodies when we are feeling unwell; looking at how medicines get into our bodies. The children looked at people who help us and discussed if the person may or may not give us medicines or injections.

Year 2 Children explored substances and situations that are safe and unsafe. They learnt about hazardous substances and that some things we put into our bodies can harm us. They considered safety rules at home and at school in order to keep safe.

Year 3 Children learnt about smoking and its effects, they considered the impact of smoking on the body – including passive smoking. They explored why people and considered some strategies to prevent smoking. They learnt about the rules and laws to prevent smoking.

Year 4 Children learned the effects of alcohol on the body, they explored what alcohol is and its affect on the body. They learned that everyone will be affected differently by alcohol. They learned the risks related to drinking alcohol. They explored how society limits the drinking of alcohol and know some of the law about drinking alcohol. They also considered ways of persuading people to drink sensibly.

Year 5 Children explored a range of legal and illegal drugs; discussing their risks and effects. They considered the children's attitudes and beliefs regarding drug use and drug users. They also considered strategies to resist drug use.

What comes next?

Key Stage 3 Children will be taught facts about legal and illegal drugs and their associated risks, including the link to mental health conditions. They will learn about the law regarding illegal drugs. The children will consider the physical and psychological risks associated with alcohol consumption. They will have an awareness of the dangers of drugs which are prescribed but still present serious health risks. They will learn about the facts of smoking tobacco, the benefits of quitting and how to access support to do so.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

St John Ambulance First Aid lesson to be completed during Summer term.

Respect and Equality – one lesson will be taught.

Key vocabulary

Unconscious, Recovery, Emergency, Accident

Substantive Knowledge

I can name an effect of cannabis use.

I can name an organisation that provides help, advice and support.

I can give a definition of the key vocabulary.

Procedural Knowledge

I can discuss the effects and risks related to cannabis.

I can discuss the law related to cannabis..

I can discuss the risks of volatile substance abuse.

Disciplinary Knowledge

I know that cannabis can have an effect on a person's health and life.

I know that there are legal consequences of using cannabis.

I know that people may need help with drug use and that there are different options for getting help, advice and support.

Links to other curriculum areas

Science

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.