

# ABBEY HULTON PRIMARY SCHOOL

## PSHE CURRICULUM FRAMEWORK: YEAR 6

Each key theme is colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

**Health and Well Being**

**Relationships** *RSE: Red italics*

**Living in the Wider World** *Life on Line: Blue italics*

**Rights and responsibilities**

**Money**

**Health**

**Feelings and Relationships**

**RSE**

**Safety and risk**

**Life on Line**

**Identity**

Year 6	What makes a healthy and happy relationship?	What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?
	<p>Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction <i>Including relationships and friendships online</i></p> <p><b>*R2.</b> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship. <b>*R4.</b> To recognise different types of relationship, including those between acquaintances, friends, relatives and families. <b>*R3.</b> To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. <b>*R5.</b> To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. <b>R19.</b> To understand 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>	<p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence <i>Including how to recognise, respond to and report abuse online; illegal forms of sharing content and the consequences, how to recognise online hate speech</i></p> <p><b>*R8.</b> To judge what kind of physical contact is acceptable or unacceptable and how to respond. <b>*R9.</b> To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. <b>*R21.</b> To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy. <b>*L2.</b> To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules. <b>L3.</b> To understand that there are basic human rights shared by all peoples and</p>	<p>Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues <i>Including online scams, news, adverts, images and reviews – differences between media manipulation and reality; pressure that online advertising/images may have on feelings and emotions regarding money</i></p> <p><b>H5.</b> For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. <b>(Enterprise)</b> <b>H8.</b> To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. <b>(Transition)</b> <b>R11.</b> To work collaboratively towards shared goals. <b>(Enterprise)</b></p> <p><b>L1.</b> For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p>	<p>What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing <i>Including balancing online and offline lifestyle, healthy habits regarding screen-time, benefits and challenges of online technology</i></p> <p><b>*H1.</b> To understand what positively and negatively affects their physical, mental and emotional health. <b>*H2.</b> To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. <b>*H3.</b> To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet). <b>(Science)</b> <b>*H4.</b> To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. <b>*H6.</b> To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain</p>	<p>Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours <i>Including why and how to set privacy settings, keeping mobile phone or tablet safe, what identity means online, public and private identity, digital footprint, online peer pressure and risky behaviours, how to tell if a website is reliable; where to get help/support if we are worried about ourselves or someone else's online behaviour</i></p> <p><b>H9.</b> To differentiate between the terms, 'risk', 'danger' and 'hazard'. <b>H10.</b> To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. <b>H11.</b> To recognise how their increasing independence brings</p>

<p><b>R6.</b> To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p><b>R20.</b> To understand 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 or others.</p> <p><b>R2</b></p> <p>-how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>-the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>-how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p><b>R4</b></p> <p>-that families are important for children growing up because they can give love, security and stability</p> <p>-the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>-that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p>	<p>all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p><b>L4.</b> To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p><b>L5.</b> To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p><b>L7.</b> To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p><b>L8.</b> To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p><b>R8</b></p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p><b>R9</b></p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p><b>R21</b></p> <p>-the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p><b>L2</b></p> <p>-how to consider the effect of their online actions on others and know how to recognise and display respectful</p>	<p><b>L16.</b> What is meant by enterprise and begin to develop enterprise skills. <b>(Enterprise)</b></p> <p><b>L17.</b> To explore and critique how the media present information.</p> <p><b>*L18.</b> 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 be misrepresented or mislead; the importance of being careful what you forward to other.</p> <p><b>L18</b></p> <p>-how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>-how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>-where and how to report concerns and get support with issues online</p>	<p>both the range and intensity of their feelings to others.</p> <p><b>*H7.</b> To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p><b>*H12. To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.(Science)</b></p> <p><b>*H15.</b> To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p><b>H16.</b> To learn what is meant by the term 'habit' and why habits can be hard to change.</p> <p><b>*H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. (Science)</b></p> <p><b>*R1.</b> To recognise and respond appropriately to a wider range of feelings in others.</p> <p><b>L17.</b> To explore and critique how the media present information.</p> <p><b>*L18.</b> 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 be misrepresented or mislead; the importance of being careful what you forward to other.</p> <p><b>H1</b></p> <p>-That mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>-The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>-simple self-care techniques, including the importance of rest, time spent with friends</p>	<p>increased responsibility to keep themselves and others safe.</p> <p><b>*H13.</b> To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p><b>*H14.</b> To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p><b>*H22.</b> To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p><b>*H25.</b> 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 concerned by such a request.</p> <p><b>*H24.</b> 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 tec.).</p> <p><b>*L6.</b> To realise 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.</p> <p><b>H13</b></p> <p>-How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can</p>
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	<p>-that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p><b>R3</b></p> <p>-how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>-how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>-how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>R5</b></p> <p>-that marriage (including Civil Partnerships) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p><b>R10</b></p> <p>-the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>-practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>-the conventions of courtesy and manners (implicit)</p> <p>-the importance of self-respect and how this links to their own happiness (implicit)</p>	<p>behaviour online and the importance of keeping personal information private</p> <p>-why social media, some computer games and online gaming, for example, are age restricted</p>		<p>and family and the benefits of hobbies and interests</p> <p>-the risks associated with an inactive lifestyle (including obesity)</p> <p>-about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p><b>H2</b></p> <p>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</p> <p>-The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p><b>H3</b></p> <p>-What constitutes a healthy diet (including understanding calories, and other nutritional content)</p> <p>-The principles of planning and preparing a range of healthy meals.</p> <p>-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p><b>H4</b></p> <p>-That people sometimes behave differently online, including by pretending to be someone they are not</p> <p><b>H6</b></p>	<p>take place, which can have a negative impact on mental health</p> <p><b>H14</b></p> <p>-Where to get advice from e.g. family, school and/or other sources</p> <p>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>-It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p> <p><b>H22</b></p> <p>-how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>-How information and data is shared and used online</p> <p>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>H25</b></p> <p>-What sorts of boundaries are appropriate in friendships with</p>
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	<p><b>R12</b></p> <ul style="list-style-type: none"> <li>-that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>-that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> </ul>			<ul style="list-style-type: none"> <li>-That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>-How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul> <p><b>H7</b></p> <ul style="list-style-type: none"> <li>-How to judge whether what they are feeling and how they are</li> </ul> <p><b>H12</b></p> <ul style="list-style-type: none"> <li>-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul> <p><b>H15</b></p> <ul style="list-style-type: none"> <li>-concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul> <p><b>H17</b></p> <ul style="list-style-type: none"> <li>-The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on <b>dR1</b>)</li> <li>-what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul> <p><b>L18</b></p> <ul style="list-style-type: none"> <li>-how to critically consider their online friendships and sources of information</li> </ul>	<ul style="list-style-type: none"> <li>peers and others (including in a digital context)</li> <li>-that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>-how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>-How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul> <p><b>H24</b></p> <ul style="list-style-type: none"> <li>-That for most people the internet is an integral part of life and has many benefits*</li> <li>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> </ul> <p><b>L6</b></p> <ul style="list-style-type: none"> <li>-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul>
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				<p>including awareness of the risks associated with people they have never met</p> <p>-how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>-where and how to report concerns and get support with issues online (et or health)</p>	
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