

Year 6

PSHCE objectives that are being taught cross curricular:

Autumn: Is it right to fight?

- Take a lead role in researching, discussing and debating topical issues, problems and events (Literacy).
- Appreciate and explain the range of national, regional and ethnic identities in the UK and to describe the different beliefs in society (RE).

Spring: Mountains

- Understand and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment (Geog).
- Discuss some of the bodily and emotional changes at puberty and understand how they might affect them (Science-Animals including humans).

Summer: Disasters

- Take a lead role in researching, discussing and debating topical issues, problems and events (Literacy).
- Understand and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment (Geog).
- Change including transitions between key stages.
- Linking with above: To face new challenges, take action and responsibility for those and evaluate/reflect on those goals.

PSHCE objectives to be taught discretely:

These objectives will therefore be taught within discrete PSHCE lessons and/or key calendar events.

Note: Kidsafe and Operation Encompass tick a lot of the relationship and healthy boundaries boxes, so those objectives will not appear on this document.

Year 6

| Autumn Is it right to fight? | Spring Mountains | Summer Disasters |
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| <ul style="list-style-type: none">Wellbeing<ul style="list-style-type: none">-Demonstrate more confidently that they recognise their own worth and support others in recognising theirs-Identify and demonstrate ways to face new challenges-Take action and evaluate/reflect on the challenges/goals set-Knowing what affects mental health and how to make informed choicesBritish values<ul style="list-style-type: none">-Democracy: institutions that support it locally and how it happens locally (Y4/5 cover nationally)-Rule of law: why we impose laws within class and the wider world and the consequences if those rules aren't followed. Discuss 'responsibility'.-Individual liberty - having rules for your rights | <ul style="list-style-type: none">OPERATION ENCOMPASS X 3 LESSONSOnline/media<ul style="list-style-type: none">-Identify what privacy means-Briefly discuss 'digital footprint'.- How to manage tricky situations online e.g. requests etc and who to go to.Friendships/relationships<ul style="list-style-type: none">-How to maintain good relationships-Recognise when a relationship is unhealthy- Focus on risk taking (good and bad), taking responsibility for those risks-Peer pressure and its implications and how it impacts well-being.Bullying<ul style="list-style-type: none">-Recap types of bullying with more of a focus on cyber/internet bullying-Focus on how to respond to bullying, again a heavy focus on online- Focus on the term 'trolling' and what it means-Understand the term 'digital footprint' and | <ul style="list-style-type: none">Kidsafe |

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| <p>-Mutual respect - respecting other religions, views, beliefs etc.</p> | <p>how it can impact their future (jobs) -Refer back to discrimination and stereotypes and how groups/communities of people can be singled out-use the use of newspaper and sensationalist headlines.</p> | |
| <ul style="list-style-type: none"> • Similarities and differences <ul style="list-style-type: none"> -Appreciate and explain the range of national, regional and ethnic identities within the UK and to describe briefly the different beliefs and values in society. - Aware that similarities and differences arise from a number of factors: gender identity • (Sparkle Boy) (Y4/5 focus on sexual orientation). <ul style="list-style-type: none"> -Demonstrate respect and tolerance towards others. -Respond to and challenge negative behaviours such as stereotyping and discrimination on individuals and communities and what impact this can have on well-being. • Environmental/news-based project/discussion | <ul style="list-style-type: none"> • Money <ul style="list-style-type: none"> -Aware of the role money plays in their own and others' lives (spending, saving, budgeting). -Know what is meant by enterprise and develop those skills -Have an initial concept of the terms: interest, loans, debt and tax • Jobs <ul style="list-style-type: none"> -Discuss a wide range of jobs - Explain their interests, how they will develop those skills to work in the future -How they could overcome any potential barriers | <ul style="list-style-type: none"> • First aid <ul style="list-style-type: none"> -Can role play/demonstrate a conversation with the emergency services regarding a range of scenarios -Can identify their postcode with ease -Able to demonstrate the recovery position -Can make attempts at giving CPR (teddies etc) • Transitions <ul style="list-style-type: none"> -Moving up into secondary school -Reflect on their achievements and set realistic future goals |

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| -Discuss a current topical news event. Carry out work surrounding this. | | |
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