

Year 6 Long Term Plan

Autumn Is it right to fight?	Spring Mountains	Summer Disasters
<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 choices British 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 -Mutual respect - respecting other religions, views, beliefs etc. 	<ul style="list-style-type: none"> OPERATION ENCOMPASS X 3 LESSONS Consent <ul style="list-style-type: none"> -link with peer pressure -body parts (Kidsafe link) Online/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 how it can impact their future (jobs) 	<ul style="list-style-type: none"> Kidsafe

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	<p>-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). -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. Extremism and radicalisation linking with: <ul style="list-style-type: none"> -individual liberty: ownership of 	<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 -Enterprise of international life/economic life: global trade and prevention of going out of business -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 Environmental/news-based project/discussion <ul style="list-style-type: none"> -Discuss a current topical news event. Carry out work surrounding this.

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actions -community and the wider world: suffragettes, animal rights. Are extreme views dangerous? -understanding and tolerance: challenging stereotypes and prejudice		
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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 (Geography).
- 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 (Geography).
- 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.