

**Y6 Medium Term Plan PSHCE**

Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
<p><b>OK to be different</b></p> <p><b>We have more in common than not</b></p> <p><u>Respecting differences</u></p> <p><u>Tolerance and respect for others</u></p> <p><b>Advertising friendships!</b></p> <p><b>Boys will be boys? - challenging gender stereotypes</b></p>	<p><u>Think before you click!</u></p> <p><b>Traffic lights</b></p> <p><b>To share or not to share?</b></p> <p><u>Rat Park</u></p> <p><u>What sort of drug is...?</u></p> <p><u>Drugs: it's the law!</u></p> <p><u>Alcohol: what is normal?</u></p> <p><u>Joe's story</u></p>	<p><u>Two sides to every story</u></p> <p><b>Fakebook friends</b></p> <p><u>What's it worth?</u></p> <p><u>Jobs and taxes</u></p> <p><u>Action stations!</u></p> <p><u>Project Pitch (parts 1 &amp; 2)</u></p> <p><u>Happy shoppers</u></p> <p><u>Democracy in Britain 1&amp;2</u></p>	<p><u>Five Ways to Wellbeing project</u></p> <p><u>This will be your life!</u></p> <p><u>Our recommendations</u></p> <p><u>What's the risk? (1)</u></p> <p><b>What's the risk? (2)</b></p> <p><u>Basic first aid</u></p>	<p><u>Helpful or unhelpful? Managing change</u></p> <p><b>I look great!</b></p> <p><b>Media manipulation</b></p> <p><u>Pressure online</u></p> <p><b>Is this normal?</b></p> <p><u>Dear Ash</u></p> <p><b>Making babies</b></p> <p><b>What is HIV?</b></p>
<p><b>L1</b></p> <ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>Demonstrate ways of offering support to someone who has been bullied .</li> </ul> <p>L3</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>L4</p> <ul style="list-style-type: none"> <li>Understand and explain the term prejudice;</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	<p>L1</p> <ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> </ul> <p><b>L3</b></p> <ul style="list-style-type: none"> <li>Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>Know how to keep their information private online.</li> </ul> <p>L4</p> <ul style="list-style-type: none"> <li>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul> <p>L5</p> <ul style="list-style-type: none"> <li>Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> </ul>	<p>L1</p> <ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>Know the legal age (and reason behind these) for having a social media account;</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul> <p>L3</p> <ul style="list-style-type: none"> <li>Explain some benefits of saving money;</li> <li>Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>Describe the costs that go into producing an item;</li> <li>Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>Explain what is meant by the term <i>interest</i>.</li> </ul> <p>L4</p> <ul style="list-style-type: none"> <li>Recognise and explain that different jobs have different</li> </ul>	<p>L1</p> <ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul> <p>L2</p> <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul> <p>L3</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>L4</p> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving alcohol);</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common</li> </ul>	<p>L1</p> <ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul> <p><b>L3</b></p> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul> <p>L4</p> <ul style="list-style-type: none"> <li>Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>Understand that people can feel pressured to behave in a</li> </ul>

<p><b>L5</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>	<p>L6</p> <ul style="list-style-type: none"> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> </ul>	<p>L5</p> <p>levels of pay and the factors that influence this;</p> <ul style="list-style-type: none"> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> </ul>	<p>L5</p> <p>misperceptions of these.</p> <ul style="list-style-type: none"> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> </ul>	<p>certain way because of the influence of the peer group;</p> <ul style="list-style-type: none"> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
<p><b>L6</b></p> <ul style="list-style-type: none"> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>	<p>L7</p> <ul style="list-style-type: none"> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> </ul>	<p>L5</p> <ul style="list-style-type: none"> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul>	<p>L5</p> <ul style="list-style-type: none"> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> </ul>	<p><b>L5</b></p> <ul style="list-style-type: none"> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
	<p>L8</p> <ul style="list-style-type: none"> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> </ul>	<p>L6</p> <ul style="list-style-type: none"> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>	<p>L5</p> <ul style="list-style-type: none"> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> </ul>	<p>L6</p> <ul style="list-style-type: none"> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul> <p><b>L7</b></p> <ul style="list-style-type: none"> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul> <p><b>L8</b></p> <ul style="list-style-type: none"> <li>• Explain how HIV affects the body's immune system;</li> <li>• Understand that HIV is difficult to transmit;</li> <li>• Know how a person can protect themselves from HIV.</li> </ul>
