

# Waterville Primary School Progression of Skills in PSHE

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| <b>Year 6</b>  | <b>Intent</b><br>This curriculum overview provides the importance of Personal, Social and Health Education (PSHE) help given to pupils to attain knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life learning.   |   |
| <b>Key Vocabulary</b><br>Morals, positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, progress, techniques, anxiety, guilt, blame. heterosexual, homosexual, bisexual, sexual orientation, society.   | <b>Key Vocabulary</b><br>Human rights, activists, child labour, duties, responsibilities, universal, protect, cultural declaration, universal, valuable, worthy, accident, injury, responsible, sensible, first aid, emergency services, safe, personal, data, information, privacy, respect, image, password, passcode.   | <b>Key Vocabulary</b><br>Conceived, conception, reproduction, sexual intercourse, contraception, placenta, nutrients, labour, vaginal birth, caesarean section (C-section), sex, society, race, age, civil partnership, commitment, body image, self-esteem, beauty, representative, society.   |
| <b>Relationships</b><br><b>Autumn</b>  | <b>Living in the Wider World</b><br><b>Spring</b>  | <b>Health &amp; Wellbeing</b><br><b>Summer</b>  |
| <b>Families and friendships</b> <ul style="list-style-type: none"> <li>• What it means to be attracted to someone and different kinds of loving relationships.</li> <li>• People who love each other can be of any gender, ethnicity or faith.</li> <li>• The difference between gender identity and sexual orientation and everyone's right to be loved.</li> <li>• The qualities of healthy relationships that help individuals flourish.</li> <li>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</li> <li>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.</li> <li>• People have the right to choose whom they marry or whether to get married.</li> <li>• To force anyone into marriage is illegal.</li> <li>• How and where to report forced marriage or ask for help if they are worried.</li> </ul> <b>Safe Relationships</b> <ul style="list-style-type: none"> <li>• Compare the features of a healthy and unhealthy friendship.</li> <li>• The shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</li> <li>• Strategies to respond to pressure from friends including online.</li> <li>• How to assess the risk of different online 'challenges' and 'dares'.</li> <li>• How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.                             <ul style="list-style-type: none"> <li>• How to get advice and report concerns about personal safety, including online.</li> </ul> </li> <li>• What consent means and how to seek and give/not give permission in different situations.</li> </ul> <b>Respecting ourselves and others</b> <ul style="list-style-type: none"> <li>• The link between values and behaviour and how to be a positive role model.</li> <li>• How to discuss issues respectfully.</li> <li>• How to listen to and respect other points of view.</li> <li>• How to constructively challenge points of view they disagree with.</li> <li>• Ways to participate effectively in discussions online and manage conflict or disagreements.</li> </ul> | <b>Belonging to a community</b> <ul style="list-style-type: none"> <li>• Differentiate between prejudice and discrimination.</li> <li>• Strategies to safely respond to and challenge discrimination.</li> <li>• Understand stereotyping and how to challenge this.</li> </ul> <b>Media literacy and Digital resilience</b> <ul style="list-style-type: none"> <li>• Benefits of safe internet use e.g. learning, connecting and communicating.</li> <li>• How and why images online might be manipulated, altered, or faked.</li> <li>• How to recognise when images might have been altered.</li> <li>• Risks associated with social media.</li> <li>• Social media sites have age restrictions and regulations for use.</li> <li>• Reasons why some media and online content is not appropriate for children.</li> <li>• How online content can be designed to manipulate people's emotions and encourage them to read or share things.</li> <li>• Sharing things online, including rules and laws relating to this.</li> <li>• Recognise what is appropriate to share online.</li> <li>• How to report inappropriate online content or contact.</li> </ul> <b>Money and Work</b> <ul style="list-style-type: none"> <li>• The role that money plays in people's lives, attitudes towards it and what influences decisions about money.</li> <li>• Value for money and how to judge if something is value for money.</li> <li>• How companies encourage customers to buy things and why it is important to be a critical consumer.</li> <li>• How having or not having money can impact on a person's emotions, health and wellbeing.</li> <li>• Common risks associated with money, including debt, fraud and gambling.</li> <li>• How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</li> <li>• How to get help if they are concerned about gambling or other financial risks.</li> </ul> | <b>Physical health and Mental wellbeing</b> <ul style="list-style-type: none"> <li>• Mental health and the many factors that can affect anybody's mental health.</li> <li>• Positive strategies for managing feelings.</li> <li>• Identify where they and others can ask for help and support with mental wellbeing in and outside school.</li> <li>• Changes that may occur in life including death, and how these can cause conflicting feelings.</li> <li>• What grief is, how to cope with feelings of loss and where to seek support.</li> <li>• Strategies to manage time spent online and foster positive habits e.g. switching phone off at night.</li> <li>• What to do and whom to tell if they are frightened or worried about something they have seen online.</li> </ul> <b>Growing and changing</b> <ul style="list-style-type: none"> <li>• What independence is and how this changes as they grow up.</li> <li>• Transition to secondary school and how this may affect their feelings and relationships.</li> <li>• Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.</li> <li>• Discuss love and committed relationships.</li> <li>• What sexual intercourse is, and how pregnancy occurs.</li> <li>• Pregnancy can be prevented with contraception.</li> <li>• The responsibilities of being a parent or carer and how having a baby changes someone's life.</li> </ul> <b>Keeping safe</b> <ul style="list-style-type: none"> <li>• Online safety and protecting personal information.</li> <li>• Sharing of inappropriate images and where to go for help and support.</li> <li>• Age restrictions for social media, T.V, films, games and online gaming and how these keep children safe.</li> <li>• Discuss drug use including nicotine, alcohol and medicines as well as illegal drugs.</li> <li>• How to ask for help if they have concerns about drug use.</li> <li>• About mixed messages in the media relating to drug use and how they might influence opinions and decisions.</li> </ul> |