YEAR 6 — MEDIUM-TERM OVERVIEW

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| **Term** | **Topic** | **In this unit of work, students learn...** | **Lesson overviews/Teacher notes / resources**(See regularly-updated pdf. version for latest Quality Assured resources) |
| **Autumn —** Health and Wellbeing | **Physical health and Mental wellbeing**What affects mental health and ways totake care of it; managing change, lossand bereavement; managing time onlinePoS Refs: H13, H14, H15, H20, H21,H22, H23, H24 | * that mental health is just as important as physical health and that both need looking after
* to recognise that anyone can be affected by mental ill-health and that difficulties

can be resolved with help and support* how negative experiences such as being bullied or feeling lonely can affect mental

wellbeing (Children are taught the importance of empathy and understanding how others feel as a result of an action)* positive strategies for managing feelings
* that there are situations when someone may experience mixed or conflicting

feelings* how feelings can often be helpful, whilst recognising that they sometimes need to

be overcome* to recognise that if someone experiences feelings that are not so good (most or all

of the time) – help and support is available* identify where they and others can ask for help and support with mental wellbeing

in and outside school* the importance of asking for support from a trusted adult
* about the changes that may occur in life including death, and how these can cause

conflicting feelings* that changes can mean people experience feelings of loss or grief
* about the process of grieving and how grief can be expressed
* about strategies that can help someone cope with the feelings associated with change or loss
* to identify how to ask for help and support with loss, grief or other aspects of change
* how balancing time online with other activities helps to maintain their health and wellbeing
* strategies to manage time spent online and foster positive habits e.g. switching phone off at night
* what to do and whom to tell if they are frightened or worried about something they have seen online
* The above points are addressed regularly and sensitively. Our practice is directed by the needs of the pupils’ wellbeing at all times
 | [PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint)[NSPCC Making sense of relationships](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans)[Public Health England Rise Above KS2 Social media](https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources)[Guardian foundation and National Literacy Trust NewsWise- KS2 Lesson 3 Managing feelings about the news](https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources) |
| **Growing and changing**Human reproduction and birth;increasing independence; managing transitions PoS Refs: H24, H33, H35, H36 | * to recognise some of the changes as they grow up e.g. increasing independence
* about what being more independent might be like, including how it may feel
* about the transition to secondary school and how this may affect their feelings (Lots of transition talk is done in Summer 2, high schools come in to meet the children, we discuss common transfer day and their experiences)
* about how relationships may change as they grow up or move to secondary school (Taught in friendships lessons)
* practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

The points below are all taught as part of RSE. RSE is taught in accordance with school policy.* identify the links between love, committed relationships and conception
* what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
* how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles

into the lining of the womb* that pregnancy can be prevented with contraception²
* about the responsibilities of being a parent or carer and how having a baby changes someone’s life
 | [Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made](https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and)[NSPCC Making sense of relationships – Secondary school and Changing friendship](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans)[Public Health England Rise Above KS2-Transition to secondary school](https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources)[FPA – Growing up with Yasmine and Tom (9-11), Making babies (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Keeping safe**Keeping personal information safe; regulations and choices; drug use and the law; drug use and the mediaPoS Refs: H37, H42, H46, H47, H48, H49, H50 | * how to protect personal information online
* to identify potential risks of personal information being misused (E.g passwords for online learning)
* strategies for dealing with requests for personal information or images of themselves
* to identify types of images that are appropriate to share with others and those which might not be appropriate (E.g. do their pictures look over-sexualised?)
* that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be (E.g. impact of ‘group chats’)
* what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
* how to report the misuse of personal information or sharing of upsetting content/ images online
* about the different age rating systems for social media, T.V, films, games and online

gaming* why age restrictions are important and how they help people make safe decisions about what to watch, use or play
* about the risks and effects of different drugs (Taught through drugs education)
* about the laws relating to drugs common to everyday life and illegal drugs
* to recognise why people choose to use or not use drugs, including nicotine, alcohol

and medicines as well as illegal drugs* about the organisations where people can get help and support concerning drug use
* how to ask for help if they have concerns about drug use (E.g. Talk to Frank)
* about mixed messages in the media relating to drug use and how they might influence opinions and decisions (E.g. looking critically at how drug use and alcohol use can be glorified in the media)
 | [NSPCC Share aware](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources)[1 decision – Computer safety £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[BBFC KS2 lessons Let’s watch a film!](https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices)[Making choices about what to watch](https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices)[Childnet Trust me- Y5/6 Lesson 2 Online contact](https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet)[Google and Parent zone Be Internet Legends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety)[Islington Healthy Schools Team – DrugWise £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington)\*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 |
|  | **First Aid** | * Year 5 and 6 to invite outside specialists in to ensure that children are given the appropriate material and input for basic first aid.
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| **Spring —** Living in the wider world | **Belonging to a community**Valuing diversity; challenging discrimination and stereotypesPoS Refs: L8, L9, L10, R21 | * what prejudice means
* to differentiate between prejudice and discrimination
* how to recognise acts of discrimination
* strategies to safely respond to and challenge discrimination
* how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups

how stereotypes are perpetuated and how to challenge this | [Premier League Primary Stars KS2 PSHE Diversity](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes](https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2)  [PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism](https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2)[Premier League Primary Stars KS2 PSHE Inclusion](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars) |
| **Media literacy and Digital resilience**Evaluating media sources; sharing things onlinePoS Refs: H37, L11, L13, L15, L16 | * about the benefits of safe internet use e.g. learning, connecting and communicating
* how and why images online might be manipulated, altered, or faked
* how to recognise when images might have been altered
* why people choose to communicate through social media and some of the risks and challenges of doing so (Links to online bullying and social media disputes)
* that social media sites have age restrictions and regulations for use
* the reasons why some media and online content is not appropriate for children
* how online content can be designed to manipulate people’s emotions and

encourage them to read or share things* about sharing things online, including rules and laws relating to this
* how to recognise what is appropriate to share online

how to report inappropriate online content or contact | [NSPCC Share aware](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources)[Childnet Trust me Y5/6 lesson 1 Online content](https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet)[Google and Parent zone Be Internet Legends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety)[BBFC KS2 lessons Let’s watch a film! Making choices about what to watch](https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices) |
| **Money and Work**Influences and attitudes to money; money and financial risksPoS Refs: L18, L22, L23, L24 | * about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money (Gangs)
* about value for money and how to judge if something is value for money
* how companies encourage customers to buy things and why it is important to be a

critical consumer* how having or not having money can impact on a person’s emotions, health and wellbeing
* about common risks associated with money, including debt, fraud and gambling
* how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
* Why some people choose to steal, but to understand that this is wrong and not acceptable
* how to get help if they are concerned about money, gambling or other financial risks
 | [PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling](https://www.pshe-association.org.uk/content/gambling)[Experian – Values, Money and Me (KS2)](https://www.valuesmoneyandme.co.uk/teachers) |
| **Summer —** Relationships | **Families and friendships**Attraction to others; romantic relationships; civil partnership and marriagePoS Refs: R1, R2, R3, R4, R5, R7 | * what it means to be attracted to someone and different kinds of loving relationships (E.g. children are made aware of different types of relationships and families)
* that people who love each other can be of any gender, ethnicity or faith (E.g. heterosexual, homosexual and LGBT relationships are also explored)
* the difference between gender identity and sexual orientation and everyone’s right to be loved (E.g. children are taught that some people identify as different genders or even consider themselves genderless)
* about the qualities of healthy relationships that help individuals flourish (E.g. taught the difference between healthy and unhealthy relationships. Children are also taught that friendships can change when they move to secondary school)
* ways in which couples show their love and commitment to one another, including those who are not married or who live apart (E.g. Many of our children’s parents won’t be married but they need to be taught that this doesn’t make their parent’s relationship any less important)
* what marriage and civil partnership mean e.g. a legal declaration of commitment

made by two adults* that people have the right to choose whom they marry or whether to get married
* that to force anyone into marriage is illegal
* how and where to report forced marriage or ask for help if they are worried
 | [Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships](https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and) |
| **Safe relationships**Recognising and managing pressure; consent in different situationsPoS Refs: R26, R28, R29 | * to compare the features of a healthy and unhealthy friendship (BBC active resource)
* about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong (E.g. Gang/using weapons. PCSO to deliver session on gangs and grooming?)
* strategies to respond to pressure from friends including online (E.g. taught through online bullying and online safety. We have had issues with children’s use of social media and outside issues that are brought into school are dealt with in a timely manner)
* how to assess the risk of different online ‘challenges’ and ‘dares’
* how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
* how to get advice and report concerns about personal safety, including online
* what consent means and how to seek and give/not give permission in different situations
 | [NSPCC Share Aware](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources)[Thinkuknow Play Like Share](https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share)[FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships)Friendship type issues: BBC Active Growing upFeelings- managing feelings-respecting other people’s feelings |
| **Respecting ourselves and others**Expressing opinions and respecting other points of view, including discussing topical issuesPoS Refs: R30, R34 | * about the link between values and behaviour and how to be a positive role model (promoted regularly as part of regular teaching practice)
* how to discuss issues respectfully (E.g. this is taught and promoted by holding regular debate)
* how to listen to and respect other points of view (promoted regularly as part of regular teaching practice)
* how to constructively challenge points of view they disagree with (E.g. this is taught and promoted by holding regular debate)
* ways to participate effectively in discussions online and manage conflict or disagreements
 | [Premier League Primary Stars- KS2 Behaviour/relationships Do the right thing](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars) |