



# St Mary's Bryanston Square – PSHE Curriculum Overview Year 6

School Value	Links to PSHE curriculum	Links to School Values	Topic 1	Topic 2	Topic 3
<b>Love</b>  <b>HT1</b>	<p>Topic 1</p> <p>g Respectful Relationships g Mental Wellbeing</p> <p>Topic 2</p> <p>g Families and people who care for me g Respectful Relationships</p>	<p>Discuss the word 'love'. What does this mean to you? Emphasise the importance of love for ourselves as well as love for those around us: families, friends and our communities.</p> <p>Explain that we will be learning there are different types of love.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><b><u>CELEBRATION – SUPPORTING EACH OTHER</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the people who are responsible for helping them stay healthy and safe, <sup>sg</sup> ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them.</li> <li>the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to demonstrate how to show care and compassion to others</li> </ul>	<p><b><u>PROTECTED CHARACTERISTICS AND BULLYING</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the 'protected characteristics' within the Equality Act (2010) <sup>sg</sup></li> <li>that our behaviour has an effect on others and ourselves <sup>sg</sup> (including online) and discriminatory behaviours are wrong</li> <li>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <sup>sg</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about bullying and discrimination and the effect of these on others and themselves <sup>sg</sup></li> </ul>	N/A

<b>Forgiveness HT2</b>	<p><b>Topic 1</b></p> <p>g Caring Friendships g Respectful Relationships g Online Relationships g Mental Wellbeing</p> <p><b>Topic 2</b> g Families and people who care for me</p>	<p>Discuss the word 'forgiveness'. What does this mean to you? Put forgiveness in the wider contexts of a range of emotions and talk about different emotions we may experience in different scenarios.</p> <p>Explain that we are going to be discussing different feelings related to our relationships with family and friends.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><b><u>CONFLICT RESOLUTION</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how to deal with conflicts as they arise</li> <li>how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online) <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to suggest strategies for handling conflict <sup>SG</sup></li> <li>be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable <sup>SG</sup></li> <li>be able to recognise how "peer acceptance" may be influential in their actions and behaviours <sup>SG</sup></li> </ul>	<p><b><u>FAMILY DYNAMICS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how families behave</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise <sup>SG</sup></li> </ul>	<p>N/A</p>
<b>Respect HT3</b>	<p><b>Topic 1</b></p> <p>g Health and Prevention g Basic First Aid</p> <p><b>Topic 2</b></p> <p>g Being a responsible citizen</p>	<p>Discuss the word 'respect'. What does this mean? Explain that we will be learning about respect for ourselves in the choices we make. We will also be learning about respect for others.</p> <p>Acknowledge that it is also very important to give other people the respect that we could like to receive (link to 'Love your Neighbour as Yourself' part</p>	<p><b><u>HEALTHY LIFESTYLES</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer <sup>SG</sup></li> <li>the facts and science relating to immunisation and vaccination <sup>SG</sup></li> <li>about what is meant by first aid; basic techniques</li> </ul>	<p><b><u>DEMOCRACY AND DECISIONS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>learn about government and parliament <sup>BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain how our government and parliament function <sup>BV</sup></li> </ul>	<p>N/A</p>

		<p>of our school ethos from Mark 12:30-31.)</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p>for dealing with common injuries, including head injuries (recap on making a 999 call) <sup>SG</sup></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the benefits and risks of sun exposure and know how to keep themselves safe <sup>SG</sup></li> <li>understand some basic facts around immunisations <sup>SG</sup></li> <li>be able to demonstrate some basic first aid techniques and talk through how to make a clear 999 call <sup>SG</sup></li> </ul>		
<p><b>Feeling Safe</b></p> <p><b>HT4</b></p>	<p>Topic 1</p> <p><sup>g</sup> <b>Drug, Alcohol and Tobacco</b></p> <p>Topic 2</p> <p><sup>g</sup> <b>Internet Safety and Harms</b></p> <p><sup>g</sup> <b>Mental Wellbeing</b></p> <p>Topic 3</p> <p><sup>g</sup> <b>Economic Wellbeing</b></p>	<p>What makes us feel safe in school, at home and in our wider community? Gather ideas for how we can be safe. What do children already know?</p> <p>We will be discussing how we can make smart choices to help us to stay safe.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><b><u>DRUG EDUCATION – DRUGS, RISK AND THE MEDIA</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to understand the effects, risks and laws in relation to drugs <sup>SG</sup></li> <li>about the mixed messages in the media about drugs, including alcohol and smoking/vaping <sup>SG</sup></li> <li>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe effects and risks, understand</li> </ul>	<p><b><u>MENTAL HEALTH AND ONLINE SAFETY</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing <sup>SG</sup></li> <li>why social media and some online games are age restricted <sup>SG</sup></li> <li>how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the links between time spent</li> </ul>	<p><b><u>MONEY AND ME</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions</li> <li>about risks associated with money including different ways money can won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations <sup>SG</sup></li> <li>about enterprise and the skills that make someone 'enterprising'</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>develop an initial understanding of the</li> </ul>

			consequences of drug use and know where to go for help <sup>SG</sup>	<p>online and their mental and physical health and wellbeing <sup>SG</sup></p> <ul style="list-style-type: none"> <li>understand the many benefits of the internet as well as how they may be targeted as a consumer <sup>SG</sup></li> </ul>	<p>concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) <sup>SG</sup></p> <ul style="list-style-type: none"> <li>consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline) <sup>SG</sup></li> </ul>
<b>Honesty</b>  <b>HT5</b>	<p>Topic 1  g Respectful Relationships  g Online Relationships  g Mental Wellbeing</p> <p>Topic 2  g Internet Safety and Harms</p> <p>Topic 3</p>	<p>Discuss the word 'honesty'. What does this mean? Is everyone around us always honest? This term we will be looking at reliability of the information we read and how we must be honest about what is right and wrong if we see discriminatory behaviours.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that people may be attracted to someone (of the opposite or same sex) romantically and sexually</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment <sup>SG BV</sup></li> <li>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others <sup>SG BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>appreciate there are different types of love</li> </ul>	<p><b><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information <sup>SG</sup></li> <li>recognise things appropriate to share and things that should not be shared on social media; rules around distributing images <sup>SG</sup></li> <li>about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the law around sharing images <sup>SG</sup></li> <li>Look at current media campaigns including how images can be</li> </ul>	N/A

			<p>e.g. parental love, partner love, friendship love etc. <sup>SG</sup></p> <ul style="list-style-type: none"> <li>be aware that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so <sup>SG BV</sup></li> </ul>	<p>manipulated and content can be targeted <sup>SG</sup></p> <ul style="list-style-type: none"> <li>Design a positive media campaign aimed at children</li> </ul>	
<p><b>Curiosity</b></p> <p><b>HT6</b></p>	<p><b>Topic 1</b> g Online Relationships g Respectful Relationships g Being Safe g Mental Wellbeing</p> <p><b>Topic 2</b> g Mental Wellbeing</p> <p><b>Topic 3</b> g Economic Wellbeing g Careers</p>	<p>Discuss word 'curiosity'. What does this mean to you? Talk about why it is important to be curious and show interest in the world around us.</p> <p>Explain that we are going to be learning about money and our aspirations for ourselves, especially within the context of moving on to secondary school. Take some ideas about what they would like to learn and what they do know already about each topic as you teach this, what makes us 'curious' to learn about this? What do we want to find out?</p>	<p><b><u>PUBERTY AND RELATIONSHIPS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to explore positive and negative ways of communicating in a relationship</li> <li>that there is nothing that they should be afraid to ask about <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know that communication and permission seeking are important <sup>SG</sup></li> <li>know when it is appropriate to share personal/private information in a relationship <sup>SG</sup></li> </ul>	<p><b><u>MOVING ON</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing</li> <li>about taking on more personal responsibility, managing setback and reframe unhelpful thinking</li> <li>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools</li> </ul>	<p><b><u>ASPIRATIONS, WORK AND CAREER</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>to identify the kind of job they might like to do when they are older</li> <li>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have an understanding about a variety of different jobs/careers and the possible routes to these</li> <li>have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.</li> </ul>

				<ul style="list-style-type: none"> <li>recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them <b>SG</b></li> </ul>	
<b>Additional for HT6</b>  <i>(non – statutory)</i>	g <b>Sex Education</b>	<b>SEX EDUCATION</b>  Children will learn: <ul style="list-style-type: none"> <li>about the links between puberty and reproduction <b>SG</b></li> <li>about the different ways people might start a family <b>SG</b></li> </ul> Children should: <ul style="list-style-type: none"> <li>know some basic facts about conception and pregnancy <b>SG</b></li> <li>Describe the decisions that have to made before having children (including age of consent) <b>SG</b></li> </ul> <b>School nurse to support</b>			

**Blue = Relationships Education**

**Purple = Health Education**

**Orange = Other Areas of PSHE**

**SG = contributes to safe guarding**

**BV = contributes to British Values**