

UKS2 Year B - PSHE Scheme of Work 2023-24

Core themes: **Relationships education** / **Health education**

Autumn term		Spring term		Summer term	
Learning opportunities covered	Topics / Year 6 learning objectives	Learning opportunities covered	Topics / Year 6 learning objectives	Learning opportunities covered	Topics / Year 6 learning objectives
<p>L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L3/L4. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that</p>	<p><u>Rights and responsibilities</u></p> <p>Mental wellbeing</p> <p>Internet safety and harms</p> <ul style="list-style-type: none"> to research, discuss and debate to discuss and debate issues concerning health and wellbeing about the importance of human rights (and the Rights of the Child) about the UN declaration on the Rights of the Child 	<p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some</p>	<p><u>Healthy lifestyles</u></p> <p>Online relationships</p> <p>Healthy eating</p> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> how images in the media can distort reality that this can affect how people feel about themselves about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco 	<p>H9/H10/H11. To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep</p>	<p><u>Keeping safe</u></p> <p>Online relationships</p> <p>Being safe</p> <p>Internet safety and harms</p> <p>Physical health and fitness</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> about independence, increased responsibility and keeping safe strategies for managing risk about different influences on

<p>these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L17/L18. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important</p>	<ul style="list-style-type: none"> • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to be critical of what they see and read in the media • to critically consider information they choose to forward to others 	<p>are illegal to own, use and give to others</p>		<p>themselves and others safe</p> <p>H13/H14. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H20. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they</p>	<p>behaviour, including peer pressure and media influence</p> <ul style="list-style-type: none"> • how to resist unhelpful pressure and ask for help • about the right they have to protect their body • that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM • about who is responsible for their health and wellbeing • where to get help advice and support
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to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others				have fears for themselves or their peers	
<p>R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5/R19. To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made</p>	<p>Healthy relationships</p> <p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Being safe</p> <p>Internet safety and harms</p> <ul style="list-style-type: none"> about different types of relationships (friends, families, couples, marriage, civil partnership). <i>Include family arrangements (single parent, same sex, foster parents etc).</i> about what constitutes a positive, healthy relationship about the skills to maintain positive relationships 	<p>R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view</p> <p>R13/R16/R17. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge</p>	<p>Valuing difference</p> <p>Respectful relationships</p> <p>Online relationships</p> <ul style="list-style-type: none"> to respectfully listen to others but raise concerns and challenge points of view when necessary about the factors that make people the same or different to recognise and challenge 'stereotypes' about the correct use of the terms sex, gender identity and sexual orientation about discrimination, teasing, bullying and aggressive behaviour and its effect on others 	<p>L15. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>Environment</p> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment

<p>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. To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R6/R20. To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R8. To judge what kind of physical contact is acceptable</p>	<ul style="list-style-type: none"> • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who willingly agree • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about judging whether physical contact is acceptable or unacceptable • how to respond • about the importance of keeping personal boundaries and the right to privacy 	<p>stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation</p> <p>R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicebased language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>			
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<p>or unacceptable and how to respond</p> <p>R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p>					
<p>R9. To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p><u>Being safe</u></p> <ul style="list-style-type: none"> • about confidentiality • about times when it appropriate and necessary to break a confidence • <i><u>identify adults they can trust and who they can ask for help when things go wrong</u></i> 	<p>L16. To learn what is meant by enterprise and begin to develop enterprise skills</p>	<p><u>Money</u></p> <ul style="list-style-type: none"> • what it takes to set up an enterprise • about what enterprise means for work and society 	Transition	
<p>H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p><u>Growing and changing</u></p> <p>Online relationships</p> <p>Mental wellbeing</p> <p>Changing adolescent body</p>				

<p>H18. For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. To learn about human reproduction</p>	<ul style="list-style-type: none"> • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty (recap learning from year 4) • about human reproduction in the context of the human lifecycle • about roles and responsibilities of parents and carers 				
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	<ul style="list-style-type: none">• how a baby is made and how it grows• that pregnancy can be prevented• <u>understand that safer sex routines can stop infections</u>				
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