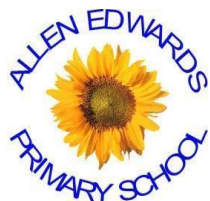


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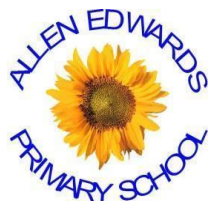
blue = non-statutory sex-ed (parental right to withdraw)

PSHE and RSHE			Year 6		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 Being Me in My World:	 Celebrating Differences:	 Healthy Me:	 Dreams and Goals:	 Relationships:	 Changing Me:
1. LI: To identify my goals for this year, understand my fears and worries about the future and know how to express them. LI: To speak about feelings of being welcomed and valued and to know how to make others feel the same. 2. LI: To know that there are universal rights for all children but for many children these rights are not met. LI: To understand my own wants and needs and to compare these with children in different communities. 3. LI: To identify how my actions affect people locally and globally. 4. LI: To make choices about my own behaviour and how rewards and	1. LI: To understand there are different perceptions of what normal means. LI: To empathise with people who are different from me. 2. LI: To understand how being different could affect someone's life. 3. LI: To explain some of the ways in which one person or a group can have power over another. 4. LI: To evaluate the reasons why people use bullying behaviours. LI: To describe and evaluate a range of strategies for managing feelings and problem solving when in bullying situations. 5. LI: To celebrate people with disabilities who lead amazing lives.	1. LI: To take responsibility for my health and make choices that benefit my health and well-being. LI: To be motivated to care for my physical and emotional health. 2. LI: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. 3. LI: To understand that some people can be exploited and made to do things that are against the law. LI: To suggest ways that someone who is being exploited can help themselves. 4. LI: To know why some people join gangs and the risks this involves. LI: To suggest strategies to avoid being pressured.	1. LI: To know my learning strengths and set challenging but realistic goals for myself. 2. LI: To work out the learning steps needed to reach a goal and understand how to motivate myself to work on these. LI: To set success criteria so that I will know whether I have reached my goal. 3. LI: To identify problems in the world that concern me and talk to other people about them. 4. LI: To describe some ways in which I can work with other people to help make the world a better place. 5. LI: To know what some people in my class like or admire about me and accept their praise.	1. LI: To know that it is important to take care of my mental health. LI: To understand that people can have problems with their mental health and that it is nothing to be ashamed of. 2. LI: To know how to take care of my mental health and help myself and others when I am worried about a mental health problem. 3. LI: To understand that there are different stages of grief and that there are different types of loss that cause people to grieve. LI: To recognise when you are feeling emotions linked to grief and have strategies to manage these emotions. 4. LI: To recognise when people are trying to gain power or	1. LI: To be aware of my own self-image and how my body image fits into that. LI: To know how to develop my own self-esteem. 2. LI: To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. LI: To express how I feel about the changes that will happen to me during puberty 3. (From 9-10 puzzle) LI: To understand that sexual intercourse can lead to conception and that is how babies are usually made. LI: To understand that sometimes people need IVF to help them have a baby. 4. LI: To describe how a baby develops from conception through nine months of pregnancy and how it is born. 5. LI: To understand how being physically attracted to someone changes the nature



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consequences relate to my rights and responsibilities. 5. LI: To understand how an individual's behaviour can impact on a group. 6. LI: To understand how democracy and having a voice benefits the school community.	6. LI: To explain ways in which difference can be a source of conflict or a cause for celebration. LI: To be able to show empathy and vocalise my thoughts and feelings about people experiencing prejudice and discrimination.	5. LI: To understand what it means to be emotionally well and explore people's attitudes towards mental health/ illness. 6. LI: To recognise stress and the triggers that cause this. LI: To use different strategies to manage stress and pressure.	LI: To praise and give genuine compliments to other people.	control and demonstrate ways to stand up for myself. 5. LI: To judge whether something online is safe and helpful for me. LI: To understand how to resist pressure to do something hurtful online to yourself or others. 6. LI: To use technology positively and safely to communicate with my friends and family. LI: To take responsibility for my own safety and well-being.	of the relationship and what that might mean about having a girlfriend/ boyfriend. LI: To understand that respect for one another is essential in a romantic relationship and that pressuring someone to do something they don't want to do is not compatible with respect. 6. LI: To be aware of the importance of positive self-esteem and what I can do to develop it. LI: To express how you are feeling about your self-image and know how to challenge negative 'body talk'. 7. LI: To identify what I am looking forward to and what worries me about the transition to secondary school.
Whole school event links:					
Introductory Rights Respecting Schools afternoon LI: To explore children's rights and how we can support children whose rights are not respected	Anti-Bullying Week LI: To explore what bullying is, its effects and strategies to support myself and others. OutRight Campaign on World Children's Day LI: To explore how I can use my voice to create change	Children's Mental Health Week LI: To explore the links between physical and mental health and strategies that can support my wellbeing	Red Nose Day LI: To explore the consequences of poverty around the world and how charity and fundraising can help Aspirations Week LI: To talk with a range of adults about their jobs and reflect on my own aspirations for the future	Culture Day LI: To celebrate the diverse range of cultures that make up our school community	Refugee Week LI: To explore the changes that refugees go through and how we can support and welcome them
Key vocabulary in each unit (Most were also featured in a previous year group so should not be new, just should be built upon - blue = new for Y6)					



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Collaboration Community Courtesy Empathy(/ise) Hazard Manners Motivation Obstacles Opportunities Participation Proud Resilience Responsibilities Rights Trusted adults	Achievement Accolade Admiration Assumption Banter * Belonging Bullying Celebration Community Conflict Control Direct Disability Discrimination Equality Equity Harassment Imbalance Indirect Misunderstanding Normal Paralympian Perception Perseverance Power Prejudice Racism Rights Stamina Stereotype Protected characteristics	Choice Crime Criminal Drugs Effects Emotional health Exploited Gangs * Illegal Immunisation Stress Mental health Mental illness * Motivation Prevention Prescribed Pressure Reputation Responsibility Restricted Strategies Stress Synthetic highs Symptoms Triggers Unrestricted Vulnerable Anti-social Volatile substances Psychoactive	Achieve Admire Aspirations Awareness Compliment Concern Contribution Cooperate Dream Global Leadership skills Personal Praise Prevention Recognition Realistic Strategy Strengths Success criteria Suffering Unrealistic	Age restriction Anxiety Ashamed Assertive Authority Bullying Communication Consent Control Courtesy Digital Deep fake * Emotions Grief Influences Isolation Loneliness Mental health Personal data Power Pressure Privacy Real / fake Self-care Self-control Signs Stigma Targeting Technology Warning Artificial Intelligence	Adolescent Assertive Attraction Caesarean Celebrity Cervix Challenge Contractions Consent Criticise Embryo Foetus Freedom Identity Independence Journey Labour Love Mental health Midwife Opportunities Placenta Pregnancy Pressure Puberty Relationship Responsibilities Secondary Self-esteem Self-image Sexting * Transition Umbilical cord Values Worries	Non-Stat Sex Ed
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* Important but potentially challenging words to explain / words that might come up in spontaneous questions / child-led conversations