







PSHE and RSHE			Year 6		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>Being Me in My World:</b></p>	 <p><b>Celebrating Differences:</b></p>	 <p><b>Dreams and Goals:</b></p>	 <p><b>Healthy Me:</b></p>	 <p><b>Relationships:</b></p>	 <p><b>Changing Me:</b></p>
<p>LI: To identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>LI: To know that there are universal rights for all children but for many children these rights are not met.</p> <p>LI: To identify how my actions affect people locally and globally.</p> <p><b>LI: To make choices about my own behaviour and how rewards and consequences relate to my rights and responsibilities.</b></p> <p><b>LI: To understand how an individual's behaviour can impact on a group.</b></p> <p>LI: To understand how democracy and having a voice benefits the school community.</p>	<p>LI: To understand there are different perceptions of what normal means.</p> <p><b>LI: To explain what a stereotype is and how they can be unfair and negative (not Jigsaw-based lesson).</b></p> <p>LI: To understand how having a disability could affect someone's life.</p> <p>LI: To explain some of the ways in which one person or a group can have power over another.</p> <p>LI: To evaluate the reasons why people use bullying behaviours.</p> <p>LI: To celebrate people with disabilities who lead amazing lives.</p> <p>LI: To explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>LI: To know my learning strengths and can set challenging but realistic goals for myself.</p> <p>LI: To work out the learning steps needed to reach a goal and understand how to motivate myself to work on these.</p> <p>LI: To identify problems in the world that concern me and talk to other people about them.</p> <p>LI: To work with other people to make the world a better place.</p> <p>LI: To describe some ways in which I can work with other people to help make the world a better place.</p> <p>LI: To know what some people in my class like or admire about me and can accept their praise.</p>	<p>LI: To take responsibility for my health and make choices that benefit my health and well-being.</p> <p>LI: To be motivated to care for my physical and emotional health.</p> <p><b>LI: To know how allergies affect someone's health (not Jigsaw-based lesson).</b></p> <p><b>LI: To know what immunisations and vaccinations are (not Jigsaw-based lesson).</b></p> <p>LI: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>LI: To understand that some people can be exploited and made to do things that are against the law.</p> <p>LI: To understand how someone who is being exploited can help themselves.</p>	<p>LI: To know that it is important to take care of my mental health.</p> <p>LI: To understand that people can have problems with their mental health and that it is nothing to be ashamed of.</p> <p>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.</p> <p>LI: To understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>LI: To recognise when you are feeling emotions linked to grief and have strategies to manage these emotions.</p> <p>LI: To recognise when people are trying to gain power or control and demonstrate ways to stand up for myself.</p>	<p>LI: To be aware of my own self-image and how my body image fits into that.</p> <p><b>LI: To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</b></p> <p>LI: To understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>LI: To describe how a baby develops from conception through nine months of pregnancy and how it is born.</p> <p>LI: To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>LI: To understand that respect for one another is essential in a</p>



## Individually Strong, Collectively Stronger!

			<p>LI: To know why some people join gangs and the risks this involves.</p> <p>LI: To suggest strategies to avoid being pressurised.</p> <p>LI: To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>LI: To recognise stress and the triggers that cause this.</p> <p>LI: To use different strategies to manage stress and pressure.</p>	<p>LI: To judge whether something online is safe and helpful for me.</p> <p>LI: To understand how to resist pressure to do something hurtful online to yourself or others.</p> <p>LI: To use technology positively and safely to communication with my friends and family.</p> <p><b>LI: To understand why social media, some computer games and online gaming are age-restricted (not Jigsaw-based lesson).</b></p> <p><b>LI: To critically consider their online friendships and recognise that some people act differently online, including pretending to be someone they are not (not Jigsaw-based lesson).</b></p>	<p>boyfriend/ girlfriend relationship and not to feel pressured into doing something you do not want to do.</p> <p>LI: To be aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>LI: To express how you are feeling about your self-image and know how to challenge negative 'body talk'.</p> <p>LI: To identify what I am looking forward to and what worries me about the transition to secondary school.</p>
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