



Year 6

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| <p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p>Prevent Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> | <ul style="list-style-type: none"> • Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Assemblies focus on British Values – developing over the year. • Class assemblies support school assemblies and encourage children to discuss global events. • Weekly viewing of Newsround which generate debates around issues. • PSHE links to democracy – how decisions are made and generating parties/policies. • Writing – links to democracy through balanced arguments. • Debates in class within all learning journeys. • Enterprise – how individual children will generate income, including the community. • PSHE – Y6 look at life beyond school and what skills they will need to manage money, debt etc • PSHE – Human rights. How this links to school and the wider world. • DT – Cookery (pizza) looking at costings, visit to local farm shop and where food comes from. <p><i>Specific content- PSHE units:</i></p> <p><i>What jobs would we like?</i></p> <p><i>What are human rights?</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>Black history month assembly</i></p> <p><i>Lincoln Larder community collection.</i></p> <p><i>Choir visit to local care homes.</i></p> <p><i>Text study: George/Melissa (Alex Gino), Pig Heart Boy (Malorie Blackman inc author study), Boy in the Striped Pyjamas (John Boyne)</i></p> <p><i>Commando Joe – Nelly Bly, Nancy Wake and Ernest Shackleton. What impact did they have around the world?</i></p> |
| <p>Health and well-being</p> | <p>PE is focussed on raising fitness levels.</p> <p>DT (cookery) includes balanced diets.</p> <p>Mental health – taught through texts (George) as well as class assemblies. Begin the year focussing on individuals and the importance of recognising personal worth.</p> <p>Feel Good Friday to build self-esteem.</p> <p>I know that mental well-being is part of physical life.</p> <p>ELSA intervention to target specific needs</p> <p>Commando Joe – focus on resilience and self-awareness to identify personal targets.</p> <p><i>Specific content- PSHE units:</i></p> <p><i>How can we stay healthy?</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>Active blast</i></p> <p><i>Mental Health Awareness (May)</i></p> <p><i>Zones of regulation</i></p> <p><i>Additional units on grief and loss, including managing feelings around divorce.</i></p> |



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| <p>Online Safety</p> | <p>Termly teaching through class assembly using Project Evolve Explicitly teaching 'managed' system to teach the children how to manage their own e-safety. Role of media when developing views of sex and relationships Stay Safe Partnership visit during Y6. Strategies for keeping myself safe on line. Internet Matters internet intervention for specific incidents both in and out of school to support. <i>Specific content- PSHE units:</i> <i>What makes a happy and healthy relationship?</i> <i>How can the media influence people?</i> <i>Wider curriculum opportunities:</i> <i>Stay Safe Partnership visit</i> <i>Safer Internet Day (Feb)</i> <i>Online Safety Workshops -LCC</i></p> |
| <p>Sex Relationship Education</p> | <p>Establishing rules for groups – questions and what to answer Through RSHE:</p> <ul style="list-style-type: none">• Revise and develop their understanding of puberty.• To understand that the pressure to conform to gender/body stereotypes comes from the media.• Recognise the difference between healthy and unhealthy relationships and their right to physical boundaries.• Understand the role of the media when developing views on sex and relationships.• Consider why some people get married or have stable relationships and the importance of this on family life.• Consider when an adult might be ready for parenthood.• Know there are ways that adults can prevent pregnancy (and that they will learn more about this when they are older)• Understand that adults need to protect their health during sexual relationships.• Develop awareness of pressure to conform to gender and some strategies on how to deal with gender based stereotypes.• Consider their aspirations for the future• To know that there are some cultural practices which are against British law and universal human rights.• FGM – Understand why it happens, the signs, effects and who is at risk. <p><i>Specific content- PSHE units:</i> <i>What makes a happy and healthy relationship?</i> <i>How do friendships change and grow?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Book focussing on diversity and inclusion read throughout the year linked to assemblies and reading for pleasure. George/Melissa/Pig Heart Boy as class texts.</i> <i>Explicit teaching of the protected characteristics.</i></p> |



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| Drug Education and Staying Safe | PSHE – addiction, different types of drugs (those that help and those that don't), stop smoking campaigns. <i>Specific content- PSHE units:</i> <i>How can we keep healthy as we grow?</i> <i>What makes a healthy and happy relationship?</i> <i>Wider curriculum opportunities:</i> <i>Stranger danger, managing risky situations.</i> <i>Water safety (summer term assembly)</i> <i>Electricity safety (through science curriculum)</i> <i>Firework Safety (class assembly)</i> |
| Bullying (including cyber bullying) | Online safety lessons using Project Evolve. Safer internet day <i>Specific content- PSHE units:</i> <i>How can the media influence people?</i> <i>What makes a healthy and happy relationship?</i> <i>Wider curriculum opportunities:</i> <i>Stay safe partnership</i> <i>Safer Internet Day (Feb)</i> <i>Junior Online Safety Officers work across school to develop awareness of online safety.</i> |
| Other (please specify) | <ul style="list-style-type: none">• Correct logo uniform on trips to identify children quickly• Bespoke support from the pastoral team as required- Service and ELSA support. |