

Welbeck Primary School
PSHE & RSHE Curriculum – September 2021



Year 6

Year 6 – Pupils are given the opportunity to learn:	Year 6 – ‘I can’ statements
<p>Families and people who care for me</p> <ul style="list-style-type: none"> that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5) that marriage and civil partnerships must be freely entered into by both people and they know the legal age when someone can make these commitments (RE5) that forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and they know people may get support for themselves or others (RE5) understand the responsibilities of being a parent and the skills needed to parent effectively (RE1, RE2) 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> I can understand fairness in relationships (RE2) I know that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5) I can explain the laws around marriage and civil partnerships (RE5) I know that forcing anyone to marry is a crime; and understand that support is available to protect and prevent people being forced into marriage. (RE5) I can explain what it means to be a parent (RE1, RE2)
<p>Caring friendships</p> <ul style="list-style-type: none"> that relationships may change over time and that new relationships and friendships can develop (RE7) the skills needed to make new friends and manage changing friendships as they transition into secondary (RE10, RE11) how to ensure that others feel included in their friendships (RE9) 	<p>Caring friendships</p> <ul style="list-style-type: none"> I understand that relationships may change over time and that new relationships and friendships can develop (RE7) I can demonstrate the skills needed to make new friends and manage changing friendships (RE10, RE11) I can make others feel included (RE9) I can adjust when things change (RE10, RE11)
<p>Respectful relationships</p> <ul style="list-style-type: none"> identify some strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) explore the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities and how to respond to them and ask for help (RE12, RE16, RE17, RE18) how to recognise and challenge discrimination, teasing, anti-social and aggressive behaviours, such as bullying, cyber-bullying, ‘trolling’ and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) (RE12, RE16, RE17, RE18) the nature, causes and consequences of hate crime (RE12, RE16, RE17, RE18) identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32) 	<p>Respectful relationships</p> <ul style="list-style-type: none"> I can identify some helpful strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) I can solve problems in a rational manner (RE10) I can recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18) I can identify hate crime and know how to report it (RE12, RE16, RE17, RE18) I know some places where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32)
<p>Online relationships</p> <ul style="list-style-type: none"> what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) that the person they think they are communicating with on-line may not be who they say they are and may ask them to do inappropriate activities (RE20, RE23) how to critically consider their online friendships (RE23) 	<p>Online relationships</p> <ul style="list-style-type: none"> what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) I can keep myself safe online (RE22) I can report something I am unsure about (RE22) I can explain the risks around communicating with people online and online ‘friendships’ and know how to keep myself safe (RE20, RE23)

<ul style="list-style-type: none"> • how information and data is shared and used online (RE24) 	<ul style="list-style-type: none"> • I can make decisions about what is ok to share online (RE24) • I understand how information and data is shared and used online (RE24)
<p>Being safe</p> <ul style="list-style-type: none"> • that the letters FGM stand for ‘Female Genital Mutilation’ and that changing or removing female private parts causes harm and is against the law if it happens to someone who lives in this country (RE27) • how to respond to challenges including recognising, managing and assessing risks in different situations and how to manage them responsibly, including judging what kind of physical contact is acceptable or unacceptable (RE19, RE27, RE28, RE29, RE30, RE32) • how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret (RE25, RE26, RE30, RE32) 	<p>Being safe</p> <ul style="list-style-type: none"> • I know what FGM is and who to talk to if I am worried about myself or a friend (RE27) • I can manage and assess risks in different situations, particularly regarding physical contact and adults I don’t know (RE19, RE27, RE28, RE29, RE30, RE32) • I can explain some strategies for resisting pressure in different forms (RE25, RE26, RE30, RE32)
<p>Mental wellbeing</p> <ul style="list-style-type: none"> • how to recognise the signs of mental ill health (HE7, HE9, HE10) • know a range of strategies to maintain and improve mental wellbeing (HE5, HE6) • understand where and how to seek help if they are worried about their own or someone else’s mental health and wellbeing (HE9, HE10) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • I can identify some signs of mental ill health (HE7, HE9, HE10) • I know a range of strategies to maintain and improve mental wellbeing (HE5, HE6) • I can list some people and organisations that can support me or someone I know with their wellbeing and explain how to access them (HE9, HE10)
<p>Internet safety and harms</p> <ul style="list-style-type: none"> • that a mobile phone and/or tablet should be used responsibly; e.g. safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning off at night etc.) (HE12) • the need to use respectful language and know the legal consequences for sending offensive online communications (HE13, RE21) • how to critically examine what is presented to them in social media and why it’s important to do so (HE16) • the importance of being careful in what they forward to others (HE13) • the consequences of sending naked images of themselves online and they are able to resist any pressure to do this (HE13) • how to get help with issues online and how to report concerns (HE17) 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> • I can explain and demonstrate safe use of a mobile phone and/or tablet (HE12) • I understand the need to use respectful language and the legal consequences for sending offensive online communications (HE13, RE21) • I can critically evaluate what is presented online and know why this is important (HE16) • I understand the risks and safety rules around forwarding things online (HE13) • I know the consequences of sending naked images online (HE13) • I know how to get help with issues online and how to report concerns (HE17)
<p>Physical health and fitness</p> <ul style="list-style-type: none"> • how to assess their level of physical activity and manage their time to include regular exercise (HE19) • understand the links between physical activity and mental wellbeing (HE5, HE18) know who can help if they are worried about their health (HE21) 	<p>Physical health and fitness</p> <ul style="list-style-type: none"> • I include regular exercise in my daily and weekly routine (HE19) • I can explain the links between physical activity and mental wellbeing (HE5, HE18) • I know who I can go to for help if I am worried about my health (HE21)

<p>Healthy eating</p> <ul style="list-style-type: none"> • able to plan a healthy meal using the main food groups (HE23) • understand how healthy nutrition supports their growth and development as they move into adolescence (HE22) 	<p>Healthy eating</p> <ul style="list-style-type: none"> • I can plan a healthy meal using the main food groups (HE23) • I understand how healthy nutrition supports my body and mind (HE22)
<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • know some consequences of misusing medicines, alcohol, tobacco, drugs and other substances (HE25) • understand what is meant by the term 'habit' and why habits can be hard to change (HE25) 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • I know the risks and consequences of misusing medicines, alcohol, tobacco, drugs and other substances (HE25) • I understand what is meant by the term 'habit' and why habits can be hard to change (HE25)
<p>Health and prevention</p> <ul style="list-style-type: none"> • awareness of early signs of physical illness (HE26, HE27) • understand about the types of immunisation and vaccination and why they are important (HE31) 	<p>Health and prevention</p> <ul style="list-style-type: none"> • I know some early signs of physical illness (HE26, HE27) • I understand about the types of immunisation and vaccination and why they are important (HE31)
<p>Basic first aid</p> <ul style="list-style-type: none"> • how to deal with common injuries, including head injuries (HE33) 	<p>Basic first aid</p> <ul style="list-style-type: none"> • I can demonstrate some basic first aid for common injuries (HE33)
<p>Changing adolescent body</p> <ul style="list-style-type: none"> • how to maintain hygiene during puberty (HE30, HE35) • how to manage their periods (menstruation) and how to show understanding and respect to others who are menstruating (HE35) • understand the impact that puberty has on feelings and emotions (HE2, HE4, HE35) • information on what to do if they begin periods in school (HE35) 	<p>Changing adolescent body</p> <ul style="list-style-type: none"> • I can explain how to maintain hygiene during puberty (HE30, HE35) • I know some ways that periods can be managed (HE35) • I can show maturity, understanding and respect around menstruation (HE35) • I understand the impact that puberty has on feelings and emotions (HE2, HE4, HE35) • I know what someone needs to do if they begin their first period in school (HE35)
<p>Sex education</p> <ul style="list-style-type: none"> • some facts about human reproduction including conception, pregnancy and birth • that there are lots of things to consider before people choose to have a baby • awareness that pregnancy can be prevented through use of contraception • the age at which a person in the UK is able to consent to sexual activity and understand what consent is • terms relating to sexual orientation (for example heterosexual, gay, lesbian, bisexual, pansexual) • the characteristics of healthy romantic and intimate relationships 	<p>Sex education</p> <ul style="list-style-type: none"> • I can explain how human reproduction occurs, including conception, pregnancy and birth • I understand that there are lots of things to consider before people choose to have a baby • I know that pregnancy can be prevented through use of contraception • I understand what consent is • I know that the legal age for someone to consent to sexual activity in this country is 16 • I understand that some people choose to be in romantic and intimate relationships with people of the opposite gender and some have relationships with people of the same or other genders • I can use some terms to describe different relationships (for example heterosexual, gay, lesbian, bisexual, pansexual) • I can explain the characteristics of healthy romantic and intimate relationships

Year 6 – Pupils are given the opportunity to learn:	Year 6 – ‘I can’ statements
<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • how democracy works in the UK at a local, regional and national scale • that there are other forms of government that are not democratic and can give some examples of these • what being part of a community means and they can take part more fully in school and community activities • how to demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment • that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child • that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment • how to research, discuss and debate topical issues, problems and events • how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation • how the media present information and that the media can be both a positive and negative influence • how to critique how the media present information • how to discuss controversial issues in a mature manner, such as terrorism, migration and racism. 	<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • I understand how democracy works in the UK at a local, regional and national scale • I know that there are other forms of government that are not democratic and can give some examples of these • I understand what being part of a community means and I can take part fully in school and community activities • I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment • I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child • I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment • I can demonstrate how to research, discuss and debate topical issues, problems and events • I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation • I understand how the media present information and that the media can be both a positive and negative influence • I can critique how the media present information • I can discuss controversial issues in a mature manner, such as terrorism, migration and racism
<p>Moving on</p> <ul style="list-style-type: none"> • how to identify positive achievements during their time in Primary School • how to explain what they are worried about and what they are looking forward to in Year 7 • how to identify their strengths, areas for improvement and set themselves some goals for Year 7 • what to expect when they start Year 7 • to take part and reflect on a planned programme of transition to KS3 • how change can interfere with our feelings of belonging 	<p>Moving on</p> <ul style="list-style-type: none"> • I can identify my positive achievements during my time in Primary School • I can explain what I am worried about and what I am looking forward to in Year 7 • I can list my strengths, areas for improvement and goals for Year 7 • I know what to expect when I start Year 7 • I have taken part in a planned programme of transition to KS3 • I have some positive strategies for coping with change
<p>Finance</p> <ul style="list-style-type: none"> • how people’s careers may vary and how they develop in different ways • how to describe a range of local businesses and how they are run and the products and/or services they provide • that they have the same rights and opportunities in learning and work as other people. • that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act • how to recognise and start to demonstrate some of the key qualities and skills that employers are looking for 	<p>Finance</p> <ul style="list-style-type: none"> • I can describe how people’s careers may vary and how they develop in different ways • I can describe a range of local businesses, how they are run and the products and/or services they provide • I understand that I have the same rights and opportunities in learning and work as other people. • I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act • I can demonstrate some of the key qualities and skills that employers are looking for • I can demonstrate enterprise skills

- what does it mean to be enterprising
- that money we earn also supports the community and how this happens

- I understand that the money we earn also supports the community and how this happens