

# Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

## Year 6

<u>Autumn 1</u> <i>Drug, alcohol and tobacco education</i>	<u>Autumn 2</u> <i>Identity, society and equality</i>	<u>Spring 1</u> <i>Relationship and Sex education</i>
<b>Enquiry Questions</b>		
What are the risks associated with drug use?	Why do people migrate?	What values are important to you in relationships? What are the roles and responsibilities of a parent/carer?
<b>Outcomes</b>		
An information leaflet about the risks associated with drug use.	A list of pros and cons about moving from one place to another.	A written paragraph answering the enquiry questions.
<b>Linked Texts</b>		
N/A	Ali's Story - A Journey from Afghanistan Way Home by Libby Hawthorne.	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
<p>In this unit pupils will learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. They will look at some of the possible effects and risks of different drugs, recognising that some drugs are restricted or that it is illegal to own, use and supply them to others. Pupils will explore why and when people might use drugs. They will learn about assessing the level of risk in different situations involving drug use. Pupils will explore why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with. They will then discuss ways to manage these risks, identifying where to get help, advice and support regarding drug use.</p>	<p>In this unit pupils will learn about people who have moved from other places including the experience of refugees. They will explore what migration means and identify the reasons why people move from one place to another. They will then discuss the challenges moving and settling into new place might bring. Pupils will learn about human rights and the UN Convention on the Rights of the Child. They will investigate how the rights are relevant to their lives and that rights come with responsibilities, understanding that individual human rights can sometimes conflict with the circumstances in a country. They will identify some of the organisations that represent and support the rights of the child and the difference they make. Pupils will then learn about homelessness, exploring what makes a place where someone lives a 'home'. They will discuss the difficulties of being homeless or living in temporary accommodation and research about organisations and initiatives including charities that work with the homeless or people living in temporary accommodation.</p>	<p><b>Statutory content:</b> In this unit pupils will learn about the changes that occur during puberty. They will identify the physical, emotional and behavioural changes that occur during puberty for both males and females. They will understand that body changes at puberty are a preparation for sexual maturity. Pupils will learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. They will understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture. Pupils will recognise and challenge gender stereotypes, understanding how media messages affect attitudes, can cause inequality of opportunity and affect behaviour. Pupils will then learn about what values are important to them in relationships and to appreciate the importance of friendship. They will identify positive qualities and expectations from a variety of relationships, describing that there are different types of relationships, including marriage, grandparents, extended families. Pupils will learn about roles and responsibilities of carers and parents, identifying some of skills and qualities needed to be parent and carer. They will understand the variety of ways in which parents and carers meet the needs of babies and children. Pupils learn to answer each other's questions</p>

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		about relationships with confidence, where to find support and advice when they need it.
Knowledge and/or Skills Covered		
<p><u>Social –</u>            Accepting advice:            Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers            Communication:            Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required.            Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to ‘share’ or forward.</p> <p><u>Health –</u>            Self-care:            Be able to articulate the concept of a ‘balanced lifestyle’ - i.e. that many health choices actually have both positive and negative consequences.</p>	<p><u>Personal –</u>            Trustworthiness, honesty, integrity:            Make reasoned judgments on moral dilemmas in and out of context and reassess their own values in the light of this.            Adaptability including Resilience and Perseverance:            Demonstrate persistence and help others do so in a sensitive way.</p> <p><u>Social –</u>            Discernment:            Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations.            Building bonds:            Show a confidence and sensitivity in constructively challenging other people’s behaviours and points of view, where appropriate and/or safe.            Collaboration including Conflict management:            Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support and by adapting behaviour and speech (e.g. facilitating / ‘uniting’ interactions).            Accepting advice:            Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers            Communication:            Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required.            Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to ‘share’ or forward.</p> <p><u>Health –</u>            Risk assessment/management:</p>	<p><u>Personal –</u>            Self-regulation of emotions:            Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them            Trustworthiness, honesty, integrity:            Make reasoned judgments on moral dilemmas in and out of context and reassess their own values in the light of this.            Confidently act according to their own principles in areas that are considered right by some and wrong by others.            Adaptability including Resilience and Perseverance:            Demonstrate persistence and help others do so in a sensitive way.</p> <p><u>Social –</u>            Discernment:            Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations.            Building bonds:            Show a confidence and sensitivity in constructively challenging other people’s behaviours and points of view, where appropriate and/or safe.            Communication:            Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required.            Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to ‘share’ or forward.</p>

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	<p>Explain a range of online safety issues (physical, mental and emotional) including screen time, online courtesies and the sharing of politically incorrect or even illegal opinion and argument.</p>	
<p><b>National Curriculum Attainment Targets</b></p>		
<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (Health Education, Drugs, alcohol and tobacco)</p>	<p>How to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted (Health Education. Internet Safety and harms)</p>	<p>That families are important for children growing up because they can give love, security and stability (Relationship Education, Families and people who care for me)</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends (Relationship Education, Caring friendships)</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties (Relationship Education, Caring friendships)</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (Relationship Education, Respectful relationships)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (Relationship Education, Respectful relationships)</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive (Relationship Education, Respectful relationships)</p> <p>Where to get advice e.g. family, school and/or other sources (Relationship Education, Being safe)</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (Health Education, Internet safety and harms)</p> <p>How to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted (Health Education, Internet safety and harms)</p>

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		Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (Health Education, Changing adolescent body) About menstrual wellbeing including key facts about the menstrual cycle (Health Education, Changing adolescent body)
<b>Important Vocabulary</b>		

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<i>Spring 1 continued</i> <i>Relationship and Sex education</i>	<i>Spring 2</i> <i>Mental health and emotional wellbeing</i>	<i>Summer 1</i> <i>Keeping safe and managing risk</i>
<b>Enquiry Questions</b>		
How is a baby made?	What is mental health?	What is peer pressure?
<b>Outcomes</b>		
Discussions with peers and class teacher about the enquiry question.  Pupils label the male and female sex cells and reproductive organs.	A poster answering the enquiry questions using the content from the 'overview' section.	Pupils are given scenario cards with different activities or situations, for example: X has been asked to steal a bike How does X feel about this? How risky is this behaviour? What could happen if X says yes? What could happen if X says no? What would you advise X to do? Pupils to answer the questions from the scenario cards.
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
<b>Non-statutory content:</b> Pupils will learn about human reproduction in the context of the human lifecycle by naming the male and female sex cells and reproductive organs. They will then learn about how a baby is made and grows. Pupils will name the male and female body parts associated with conception and pregnancy. They will know what pregnancy is, where it occurs and how long it takes.	In this unit pupils will learn what mental health is, understanding that mental health is about emotions, moods and feelings - how we think, feel and behave. They will recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent. Pupils will learn about what can affect mental health and some ways of dealing with this. They will explore some ways of dealing with stress and how people can get help and support. They will understand that anyone can be affected by mental ill health. They will use this knowledge to look at some everyday ways to look after mental health. They will discuss why looking after mental health is as important as looking after physical health. Pupils will then learn about the stigma and discrimination that can surround mental health. They will explore the negative effect that this can have on people.	In this unit pupils will learn about feelings of being out and about in the local area with increasing independence. They will explore potential risks when out and about in the local area, describing a range of feelings associated with being out and about. They will understand that people can make assumptions about others that might not reflect reality. Pupils will then learn about recognising and responding to peer pressure, identifying risky behaviour in peer groups. They will discuss how people feel if they are asked to do something they are unsure about. Using this knowledge, pupils will learn about the consequences of anti-social behaviour including gangs and gang related behaviour. They will describe ways to resist peer pressure, recognising they have responsibility for their behaviour and actions.
<b>Knowledge and/or Skills Covered</b>		
	Personal – Self-awareness:	Personal – Self-awareness:

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	<p>'Read', understand and accurately describe their emotions; if asked, start to help others unpick their own</p> <p>Self-regulation of emotions:          Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them</p> <p>Self-control of behaviour:          Often compensate for other people's (negative) behaviour</p> <p>Self-confidence:          Celebrate and reflect on their achievements, strengths, areas for improvement and aspirations; set high short term and long-term goals for themselves</p> <p>Adaptability including Resilience and Perseverance:          Demonstrate persistence and help others do so in a sensitive way.</p> <p>Appreciation of "human creativity and achievement:          Explain how their own enjoyment might affect that of others</p> <p><u>Social –</u>          Discernment:          Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations.</p> <p>Building bonds:          Show a confidence and sensitivity in constructively challenging other people's behaviours and points of view, where appropriate and/or safe.</p> <p>Accepting advice:          Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers</p> <p>Communication:          Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required.</p> <p>Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to 'share' or forward.</p> <p><u>Health –</u>          Self-care:</p>	<p>'Read', understand and accurately describe their emotions; if asked, start to help others unpick their own</p> <p>Self-regulation of emotions:          Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them</p> <p>Self-control of behaviour:          Often compensate for other people's (negative) behaviour</p> <p>Trustworthiness, honesty, integrity:          Make reasoned judgments on moral dilemmas in and out of context and reassess their own values in the light of this.</p> <p>Confidently act according to their own principles in areas that are considered right by some and wrong by others.</p> <p>Adaptability including Resilience and Perseverance:          Demonstrate persistence and help others do so in a sensitive way.</p> <p><u>Social –</u>          Collaboration including Conflict management:          Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support and by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions.</p> <p>Accepting advice:          Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers</p> <p>Communication:          Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required.</p> <p>Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to 'share' or forward.</p> <p><u>Health –</u>          Risk assessment/management:          Explain a range of online safety issues (physical, mental and emotional) including screen time, online</p>
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	<p>Be able to articulate the concept of a 'balanced lifestyle' - i.e. that many health choices actually have both positive and negative consequences.</p> <p>Risk assessment/management:</p> <p>Explain a range of online safety issues (physical, mental and emotional) including screen time, online courtesies and the sharing of politically incorrect or even illegal opinion and argument.</p>	<p>courtesies and the sharing of politically incorrect or even illegal opinion and argument.</p>
<b>National Curriculum Attainment Targets</b>		
	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health (Health Education, Mental Wellbeing)</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (Health Education, Mental Wellbeing)</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (Health Education, Mental Wellbeing)</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Health Education, Mental Wellbeing)</p>	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults (Relationship Education, Respectful relationships)</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (Relationship Education, Being safe)</p>
<b>Important Vocabulary</b>		

**\*Summer 2 – Transition preparation**