



PSHE Long Term Plan Hadrian Y6






Y6 PSHE	
National Curriculum Objectives KS2	Key Links
Relationships and Health Education Framework End of Primary Objectives	<p>Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk) KS2 Y6 Lesson 3 Positive and healthy relationships</p> <p>www.pshe-association.org.uk NSPCC Share Aware</p> <p>Play Like Share www.pshe-association.org.uk Thinkuknow Play Like Share</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2</p> <p>Behaviour/relationships Do the right Thing</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2 PSHE Diversity</p> <p>Inclusion, belonging & addressing extremism — KS1-2 www.pshe-association.org.uk KS2 Lesson 3 Stereotypes</p> <p>Inclusion, belonging & addressing extremism — KS1-2 www.pshe-association.org.uk KS2 Lesson 4 Extremism</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2 PSHE Inclusion</p> <p>resources and curriculum (pshe-association.org.uk) Childnet Trust me Y5/6 lesson 1</p> <p>Online content</p> <p>Google and Parent Zone KS2 internet safety resource www.pshe-association.org.uk Be Internet Legends</p> <p>BBFC KS2 lessons: 'Let's watch a film! Making choices about what to watch (pshe-association.org.uk) BBFC KS2 lessons Let's watch a film! Making choices about what to watch</p> <p>Gambling www.pshe-association.org.uk Lesson 2 Chancing it! Exploring risk in</p>




relation to gambling
[Mental health and emotional wellbeing PowerPoint lesson plans \(pshe-association.org.uk\)](http://www.pshe-association.org.uk)
 PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)
www.pshe-association.org.uk NSPCC Making sense of relationships
[Every Mind Matters teaching resources | www.pshe-association.org.uk](http://www.pshe-association.org.uk) Public Health England Rise Above KS2 Social media
[NewsWise news literacy project and resources | www.pshe-association.org.uk](http://www.pshe-association.org.uk) Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news
[Medway Public Health Directorate relationships and sex education, KS1-3 \(pshe-association.org.uk\)](http://www.pshe-association.org.uk) Medway Public Health Directorate
www.pshe-association.org.uk NSPCC Making sense of relationships - Secondary school and Changing friendship
[Every Mind Matters teaching resources | www.pshe-association.org.uk](http://www.pshe-association.org.uk) Public Health England Rise Above KS2- Transition to secondary school
[BBFC KS2 lessons: 'Let's watch a film! Making choices about what to watch \(pshe-association.org.uk\)](http://www.pshe-association.org.uk) BBFC KS2 lessons Let's watch a film! Making choices about what to watch
[resources and curriculum \(pshe-association.org.uk\)](http://www.pshe-association.org.uk) Childnet Trust me-Y5/6 Lesson 2 Online contact
[Google and Parent Zone KS2 internet safety resource | www.pshe-association.org.uk](http://www.pshe-association.org.uk)
 Google and Parent zone Be Internet Legends


Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Relationships Families and Friendships	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability; that stable, caring relationships, which may be 	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, 	Relationship, attraction, healthy, commitment, love, marriage



		<p>of different types, are at the heart of happy families, and are important for children's security as they grow up;</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care; • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; 	<p>ethnicity or faith</p> <ul style="list-style-type: none"> • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	
Progression	Attraction to others; romantic relationships; civil partnership and marriage			

				
<p>Teacher Subject Knowledge</p> 	<p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.</p>			
<p>Cross Curricular Links</p> 	<p>Computing</p>			
<p>Autumn 2</p>	<p>Relationships Safe relationships Respecting ourselves and others</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure and how people choose and make friends; • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to 	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • • how to assess the risk of 	<p>Friendship, pressure, dares, unsafe, worried, guidance, support Values, behaviours, respect, disagreements, conflict,</p>




		<p>seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous; • the importance of permission-seeking and giving in relationships with friends, peers and adults. • how to recognise and report feelings of being unsafe or feeling bad about any adult; • where and how to report concerns and get support with issues online. • 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; • practical steps they can take in a range of different 	<p>different online 'challenges' and 'dares'</p> <ul style="list-style-type: none"> • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict 	<p>views, listen</p>
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		contexts to improve or support respectful relationships;	or disagreements	
Progression 	Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues			
Teacher Subject Knowledge 	Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Developing an understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.			
Cross Curricular Links 	Computing			
Spring 1	Living in the wider world Belonging to a community	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; 	<ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge 	Prejudice, discrimination, challenge, stereotypes, influence

		<ul style="list-style-type: none"> • what a stereotype is and how stereotypes can be unfair, negative or destructive; • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous; • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; 	<p>discrimination</p> <ul style="list-style-type: none"> • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	
<p>Progression</p> 	<p>Valuing diversity; challenging discrimination and stereotypes</p>			
<p>Teacher Subject Knowledge</p>	<p>Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship</p>			




	<p>and voluntary service to others locally or more widely. building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.</p>			
<p>Cross Curricular Links</p> 	<p>Computing</p>			
<p>Spring 2</p>	<p>Living in the wider world Medial literacy and Digital resilience Money and work</p>	<ul style="list-style-type: none"> • that for most people, the Internet is an integral part of life and has many benefits; • that the Internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; • how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted; 	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use • the reasons why some 	<p>Contacting, communicating, safety, social media, sharing, age restrictions, connecting Role, value, work, finances, risk, gambling</p>

		<ul style="list-style-type: none">• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;• where and how to report concerns and get support with issues online.• why social media, some computer games and online gaming, for example, are age restricted;• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<p>media and online content is not appropriate for children</p> <ul style="list-style-type: none">• how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this• how to recognise what is appropriate to share online• how to report inappropriate online content or contact about the role that money plays in people's lives, attitudes towards it and what influences decisions about money• about value for money and how to judge if something is value for money• how companies encourage customers to buy things and why it is important to be a critical consumer• how having or not having money can impact on a person's emotions, health and wellbeing• about common risks	
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			<p>associated with money, including debt, fraud and gambling</p> <ul style="list-style-type: none"> • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	
<p>Progression</p> 	<p>Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.</p>			
<p>Cross Curricular Links</p> 	<p>Computing Maths</p>			



Summer 1	Health and Wellbeing Physical health and Mental wellbeing	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; • how to recognise and talk about their emotions, including having a varied 	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available 	Feelings, mental health, conflict, support, changes, bereavement, balance, online

		<p>vocabulary of words to use when talking about their own and others' feelings;</p> <ul style="list-style-type: none">● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;● 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;● where and how to report concerns and get support	<ul style="list-style-type: none">● identify where they and others can ask for help and support with mental wellbeing in and outside school● the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings● that changes can mean people experience feelings of loss or grief● about the process of grieving and how grief can be expressed● about strategies that can help someone cope with the feelings associated with change or loss● to identify how to ask for help and support with loss, grief or other aspects of change● how balancing time online with other activities helps to maintain their health and wellbeing● strategies to manage time	
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		with issues online.	<ul style="list-style-type: none"> spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online 	
<p>Progression</p> 	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. A firm foundation in the benefits and characteristics of good health and wellbeing will enable talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.</p>			
<p>Cross Curricular Links</p> 	<p>Computing, PE</p>			
Summer 2	Health and	<ul style="list-style-type: none"> where and how to seek 	<ul style="list-style-type: none"> to recognise some of the 	Independe

	<p>wellbeing Growing and changing Keeping safe</p>	<p>support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);</p> <ul style="list-style-type: none"> ● that the Internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private; ● where and how to report concerns and get support with issues online. ● why social media, some computer games and online gaming, for example, are 	<p>changes as they grow up e.g. increasing independence</p> <ul style="list-style-type: none"> ● about what being more independent might be like, including how it may feel ● about the transition to secondary school and how this may affect their feelings ● about how relationships may change as they grow up or move to secondary school ● practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school ● how to protect personal information online ● to identify potential risks of personal information being misused ● strategies for dealing with requests for personal information or images of themselves ● to identify types of images that are appropriate to share with others and those which might not be 	<p>nce, changes, secondary, routines, intercourse, contracepti on online, images, appropriate , text, share, restrictions, laws, drugs, organisation s, media</p>
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		<p>age restricted;</p> <ul style="list-style-type: none">● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.● how to make a clear and efficient call to emergency services if necessary;● how and when to seek support, including which adults to speak to in school if they are worried about their health.	<p>appropriate</p> <ul style="list-style-type: none">● that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be● what to do if they take, share or come across an image which may upset, hurt or embarrass them or others● how to report the misuse of personal information or sharing of upsetting content/images online● about the different age rating systems for social media, T.V, films, games and online gaming● why age restrictions are important and how they help people make safe decisions about what to watch, use or play● about the risks and effects of different drugs● about the laws relating to drugs common to everyday life and illegal drugs● to recognise why people	
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			<p>choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <ul style="list-style-type: none"> • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions • 	
<p>Progression</p> 	<p>Human reproduction and birth; increasing independence; managing transition Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>			
<p>Teacher Subject Knowledge</p> 	<p>pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. Factual information on drug taking, smoking and alcohol use.</p>			



- I can describe and assess the benefits and the potential risks of sharing information online.
- I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.).
- I can explain how to use search effectively and use examples from my own practice to illustrate this.
- I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).
- Privacy and Security (Y4) – I can describe strategies for keeping my personal information private, depending on context

Online relationships

- I can use the internet with adult support to communicate with people I know. (EY-7)

Managing information online

- I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission can cause problems.
- I can give examples of what those problems might be.
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- I can give some simple examples.
- I can assess and justify when it is acceptable to use the work of others.
- I can give examples of content that is permitted to be reused.

- I can demonstrate the use of search tools to find and access online content which can be reused by others.
- I can demonstrate how to make references to and acknowledge sources I have used from the internet.
- I can explain the principles of fair use and apply this to case studies. (11-14)

Managing information online

- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)
- I can use different search technologies
- I can evaluate digital content and can explain how I make choices from search results

Key texts



Wonder R. J. Palacio

Shackleton's Journey William Grill