

PSHE

National Curriculum Programme of Study

‘Good relationships are a core principle at Parkfields and we expect every member of the school to take responsibility for supporting the value of equality, by showing consideration for all.

This principle is at the heart of our PSHE curriculum. Pupils learn about health and wellbeing, careers, living in the wider world and healthy relationships.’

Year 6 - Autumn Term

Key knowledge	Key skills	Vocabulary
Families and friendships Pupils learn: • Different views on what conflict is, identify its positive and negative impacts, and discuss how it arises and affects people; • to understand how conflict evolves, and learn how to use this information to make positive choices about how to respond when in conflict; • to understand how online and offline conflict differ and to learn techniques for diffusing online conflict.	Pupils learn how to: • Explain how and why conflict arises; • Practise key conflict resolution skills to help move things forward when in difficult situations; • Explain what is different about online conflict.	conflict, flight or fight, prefrontal cortex, amygdala, adrenalin, positions, interests, needs, active listening.
Safe relationships Pupils learn: • To compare the features of a healthy and unhealthy friendship; • Shared responsibility if someone is put under pressure to do something dangerous and something goes wrong; • How to assess the risk of different online ‘challenges’ and ‘dares’; • 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.	Pupils learn how to: • Recognise unhealthy relationships and these make them feel; • Explain strategies to respond to pressure from friends including online; • Explain what consent means in different situations.	healthy, unhealthy, friendship, responsibility, pressure, danger, risk, assess, response, advice, concern, consent, permission

Respecting ourselves and others Pupils learn: • The structure of Parliament (including the Houses of Commons, the House of Lords, and the Monarch), the roles of Parliament and how it differs from that of the Government. • The three parts that make up Parliament: the House of Commons, the House of Lords, and the Monarch. • What happens in Parliament and what each of the three parts is responsible for; • How voting works in an election; • The definition of democracy; • The link between values and behaviour and how to be a positive role model.	Pupils learn how to: • Discuss issues respectfully; • listen to and respect other points of view; • Constructively challenge points of view they disagree with; • Participate effectively in discussions online and manage conflict or disagreements.	opinion, point of view, topical, issue, role model, respect, challenge, constructive, agree, disagree, participate, conflict, election, vote, democracy.
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Year 6 - Spring Term

Key knowledge	Key skills	Vocabulary
Belonging to a community Pupils learn: • What prejudice means; • To differentiate between prejudice and discrimination; • How to recognise acts of discrimination; • Strategies to safely respond to and challenge discrimination; • 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. • How people can belong to different places and groups.	Pupils learn how to: • Explain what is meant by the term 'belonging'; • Understand the difficulties people may face when they move to a new place; • Identify ways they can help someone who is new to their school to feel that they belong; • Identify ways they can be sensitive and kind towards someone who is new to their school.	discrimination, prejudice, stereotyping, race, ethnicity, ageism, religion, nationality
Media literacy and Digital resilience Pupils learn: • 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;	Pupils learn how to: • Recognise some of the differences between fact and opinion; • Make decisions on what they trust online using agreed criteria;	communicate, connect, learn, manipulation, fake, alter, social media, rules, laws, restrictions,

• Why people choose to communicate through social media and some of the risks and challenges of doing so; • Social media sites have age restrictions and regulations for use; • Reasons why some media and online content is not appropriate for children; • How online content can be designed to manipulate people's emotions and encourage them to read or share things; • The advantages and disadvantages of 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.	• Identify the benefits of social media; • Identify the risks of social media; • Identify what is appropriate to share on social media and what is not; • Identify how to get help for anything they have seen or experienced on social media that has worried or frightened them.	regulations, (in)appropriate
Money and Work Pupils learn: • The role that money plays in people's lives, attitudes towards it and what influences decisions about money; • What value for money is 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; • Common risks associated with money, including debt, fraud and gambling; • 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.	Pupils learn how to: • Identify how money can affect feelings; • Identify how money can affect choices; • Explain the links between money and work; • Explain the risks of gambling; • Identify where and how to ask for help.	money, finance, decision, attitude, value, consumer, debt, fraud, gambling, scam

Year 6 - Summer Term

Key knowledge	Key skills	Vocabulary
Physical Health and Mental Wellbeing Pupils learn: • 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; • How in some situations you may experience mixed / conflicting feelings; • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome; • The importance of asking for support from a trusted adult; • Changes that occur in life, including death, and how these can cause conflicting feelings; • Changes can mean people experience feelings of loss or grief; • There is a process of grieving and how grief can be expressed; • How balancing time online with other activities helps to maintain their health and wellbeing.	Pupils learn how to: • Identify positive strategies for managing feelings; • Recognise how, if someone experiences feelings that are not so good (most or all of the time), help and support is available; • Identify where you can ask for help and support with mental wellbeing in and outside school; • Identify strategies that help people cope with feelings associated with change or loss; • Identify how to ask for help and support with loss, grief or other aspects of change.	mental, physical, health, change, loss, grief, bereavement, managing, feelings, support, cope, balance
Growing and changing: Pupils learn: • To recognise some of the changes as they grow up e.g. increasing independence • What being more independent might be like, including how it may feel; • The physical changes experienced during puberty; • How relationships may change as they grow up; • The responsibilities of being a parent or carer and how having a baby changes someone's life.	Pupils learn how to: • Identify ways in which they can manage physical and emotional changes; • Explain what is meant by the terms 'independence' and 'responsibility'; • Identify practical strategies to manage times of change and transition.	puberty, menstrual, adolescent, physical, emotional, relationship, independence.
Keeping safe: Pupils learn: • How to protect personal information online; • 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	Pupils can: • Identify potential risks of personal information being misused, strategies for dealing with requests for personal information or images of themselves;	personal, information, images, (in)appropriate, impact, upset, hurt, embarrass,

upset, hurt or embarrass them or others; • The different age rating systems for social media, TV, films, games and online gaming; • How age restrictions are important and how they help people make safe decisions about what to watch, use or play; • The risks and effects of different drugs; • The laws relating to drugs common to everyday life and illegal drugs; • How to ask for help if they have concerns about drug use; • Mixed messages in the media relating to drug use and how they might influence opinions and decisions.	• Identify types of images that are appropriate to share with others and those which might not be appropriate; • Identify how to report the misuse of personal information or sharing of upsetting content/images online; • Recognise why people choose to use or not use drugs including: nicotine, alcohol, medicines and illegal drugs; • Identify organisations where people can get help and support concerning drug use.	misuse, age ratings, drugs, (il)legal, nicotine, alcohol, medicine.
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