

Term / Key Question	Themes	Safeguarding themes	Skills/Objectives	In this unit of work, pupils will learn:	Resources/ Plans
<p>Autumn 1</p> <p>How can we keep healthy as we grow?</p> <p>(Drugs covered in Summer term)</p>	<p>Health and wellbeing (1)</p> <p>Mental and physical health, sleep habits, drugs</p>	<p>FGM</p> <p>Mental health</p> <p>Sleep habits</p>	<p>Identify the difference between healthy and unhealthy habits.</p> <p>Identify useful strategies to break unhelpful habits and to start new healthy ones</p> <p>Describe how they are making healthy choices as they grow.</p>	<ul style="list-style-type: none"> • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> - how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - how and why to balance time spent online with other activities - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep - how to manage the influence of friends and family on health choice 	<p>PSHE Association – Mental health and well-being lessons (lessons 1 &2)</p> <p>PSHE Association – Sleep Factor lessons</p> <p>Rise – Social Media lesson</p> <p>PSHE Association – Mental health and well-being lessons (lessons 1 &2)</p>

			<p>Identify early warning signs for poor mental health and ways to seek support for this.</p> <p>Understand that mental health issues can affect anyone at different times in their life.</p>	<ul style="list-style-type: none"> • how to recognise early signs of mental ill-health e.g. poor sleep, sad thoughts, becoming withdrawn and what to do about this, including whom to speak to in and outside school <ul style="list-style-type: none"> - <i>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</i> - <i>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</i> - <i>that mental health difficulties can usually be resolved or managed with the right strategies and support</i> <p><i>Recap PBS</i></p>	
			<p>Describe the benefits of participating in the community and having positive friendships.</p>	<ul style="list-style-type: none"> • how positive friendships and being involved in activities such as clubs and community groups support wellbeing 	

			Explain why FGM is wrong and identify ways to seek support if they are worried.	<ul style="list-style-type: none"> •that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 	
<p>Autumn 2</p> <p>Respect and responsibility</p>	<p>Living in a wider world (1)</p> <p>Knife crime, gangs</p>	<p>Knife crime</p> <p>Gangs</p>	<p>Identify the risks and negative consequences associated with knife crime.</p>	<ul style="list-style-type: none"> •that there are different reasons why someone may choose to carry a knife •that it is illegal to carry a knife •there are a range of possible consequences to carrying a knife •how to seek support if they are worried about knife crime 	<p>Keeping Safe Out and About – 3 lessons</p> <p>Knife Free Lesson Plans – Home Office</p>
<p>Spring 1</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p>Relationships & Anti-bullying (1)</p> <p>Different relationships, changing and growing, adulthood</p>	<p>Forced marriage</p> <p>Different types of relationship</p>	<p>Identify different types of relationship and understand that all healthy relationships are of equal worth.</p> <p>Understand the importance of consent within relationships and where they can get help if they need it.</p>	<p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <ul style="list-style-type: none"> • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership <p>Consent</p> <ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime 	<p>NSPCC: Making Sense of Relationships</p>

Year 6: PSHE/RSE Medium Term Plan



			Identify ways that things in their lives will change as they grow, including their responsibilities and friendships.	<ul style="list-style-type: none"> • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to ask for support or where to seek further information and advice regarding growing up and changing 	
Summer 1 How can the media influence people?	Living in a Wider World (2) Media literacy and digital resilience, making appropriate online decisions	Radicalisation Online safety and digital resilience Inappropriate films/games	Recognise the ways media and online experiences can have an impact on their own thoughts and actions and those of others.	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions including extremist views 	PSHE Association – Addressing Extremism – KS2 (5/6) ‘Extremism’ PSHE Association, National Literacy Trust and Guardian Resources – lessons 3, 5 and 6. BBFC – Lets make choices about what to watch Child Net Trust Me
			Evaluate what they see online to identify reliable and unreliable information.	<ul style="list-style-type: none"> • how text and images can be manipulated or invented; strategies to recognise this 	
				<ul style="list-style-type: none"> • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions 	
			Make sensible choices about what should be shared in the online world.	<ul style="list-style-type: none"> • that not everything should be shared online or social media and that there are rules about this, including the distribution of images 	
Summer 2 Living in a	Wider World (3)	Transition	Identify similarities and differences between	<ul style="list-style-type: none"> • how to manage change, including moving to secondary school; 	Possible resources:

			<p>their primary and secondary school.</p> <p>Identify positive strategies to help them manage that change.</p>		<p>NSPCC: Making Sense of Relationships (Lesson 1)</p> <p>Rise Above</p>
<p>Summer 2 Health and Wellbeing (2)</p>		<p>Drug misuse</p>	<p>Explain the impact of positive and negative lifestyle choices on the body (science link)</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing 	
			<p>Explain the difference between illegal and legal drugs.</p>	<ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • that for some people, drug use can become a habit which is difficult to break 	
			<p>Name ways to seek support if they are worried about drug or alcohol misuse.</p>	<ul style="list-style-type: none"> • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	

Year 6: PSHE/RSE Medium Term Plan



<p>Anti-bullying – to be added in where appropriate to the termly focus</p>	<p>They can make judgements and decisions about bullying and can list some ways of resisting negative peer pressure.</p> <p>They can consider the feelings of both the bully and the victim.</p>	<p>Consider the feelings and views of both the bully and victim when thinking about bullying.</p> <p>Identify ways of resisting negative peer pressure.</p>			
--	--	---	--	--	--