

## PSHE Framework: Year 6

The first 2 bullet points in **Health and safer Lifestyle** Relationship and Sex Education are not compulsory in science or PSHE so parents can withdraw children.

<b>Non statutory</b>	<b>Citizenship</b> Working Together	<b>Ongoing throughout whole year</b> <ul style="list-style-type: none"> <li>What are the conventions of courtesy &amp; manners and how do these vary? RR</li> </ul>
<b>Non statutory</b>	<b>Myself and My Relationships</b> Beginning and Belonging	<b>Ongoing throughout whole year</b> Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.
<b>Non statutory</b>	<b>Citizenship</b> Rights, Rules & Responsibilities	<b>Ongoing throughout whole year</b> Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.
<b>Autumn 1</b>	<b>Healthy and Safer Lifestyles</b> Drug education  Whole School Safety Day	<ul style="list-style-type: none"> <li>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?</li> <li>How does drug use affect the way a body or brain works?</li> <li>How do medicines help people with different illnesses?</li> <li>What immunisations have I had, or may I have in future and how do they keep me healthy?</li> <li>What is drug misuse?</li> <li>What are some of the laws about drugs?</li> <li>When and how should I check information about drugs?</li> </ul>
<b>Autumn 2</b>	<b>Myself and My Relationships</b> Anti-Bullying  Whole School Anti-Bullying week	<ul style="list-style-type: none"> <li>Can I explain the differences between friendship difficulties and bullying?</li> <li>Can I define the characteristics and different forms of bullying?</li> <li>How do people use technology &amp; social media to bully others and how can I help others to prevent and manage this?</li> <li>What do all types of bullying have in common?</li> <li>Might different groups experience bullying in different ways?</li> <li>How can people's personal circumstances affect their experiences?</li> <li>How does prejudice sometimes lead people to bully others?</li> <li>Can I respond assertively to bullying, online and offline?</li> <li>How might bullying affect people's mental wellbeing and behaviour?</li> <li>How and why might peers become colluders or supporters in bullying situations?</li> <li>Can I identify ways of preventing bullying in school and the wider community?</li> </ul>
<b>Spring 1&amp;2</b>	<b>Healthy and Safer Lifestyle</b> Healthy lifestyles	<ul style="list-style-type: none"> <li>How does physical activity help me &amp; what might be the risks of not engaging in it?</li> <li>What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?</li> <li>What are the different aspects of a healthy lifestyle and how could I become healthier?</li> <li>What might be the signs of physical illness and how might I respond?</li> <li>What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?</li> <li>Why are online apps and games age restricted?</li> </ul>

<b>Summer 1</b>	<b>Healthy and Safer Lifestyles</b> Managing safety and risk	<ul style="list-style-type: none"> <li>• When am I responsible for my own safety as I get older and how can I keep others safer?</li> <li>• How can I safely get the attention of a known or unknown adult in an emergency?</li> <li>• Can I carry out basic first aid in common situations, including head injuries?</li> <li>• How can being outside support my wellbeing &amp; how do I keep myself safe in the sun?</li> </ul>
<b>Summer 2</b>	<b>Health and safer Lifestyle</b> Relationship and Sex Education	<ul style="list-style-type: none"> <li>• What are different ways babies are conceived and born? (Sex Education) <b>(non-statutory for PSHE)</b></li> <li>• <b>EXTRA not-statutory</b> – how the sperm meets the egg.</li> <li>• What effect might puberty have on people's feelings and emotions?</li> <li>• How can my words or actions affect how others feel, and what are my responsibilities?</li> <li>• What should adults think about before they have children?</li> <li>• Why might people get married or become civil partners?</li> <li>• What are different families like? FP</li> </ul>
<b>Summer 2 Non-Statutory</b>	<b>Myself and My Relationships</b> Managing Change	Taught during the last 2 weeks of term & transition days into secondary school.
<b>Throughout year specialist teacher</b> Nicola Murphy	<b>Healthy and Safer Lifestyles</b> Digital Lifestyles	<ul style="list-style-type: none"> <li>• What are some examples of how I use the internet, the services it offers, and how do I make decisions?</li> <li>• What are the principles for my contact and conduct online, including when I am anonymous?</li> <li>• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?</li> <li>• How might the media shape my ideas about various issues and how can I challenge or reject these?</li> <li>• Can I explain some ways in which information and data is shared and used online?</li> <li>• What happens when I share inappropriate images and what images are appropriate to share?</li> <li>• How can online content impact on me positively or negatively?</li> <li>• What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?</li> <li>• What are some ways of reporting concerns and why is it important to persist in asking?</li> <li>• Can I identify, flag and report inappropriate content?</li> </ul>