**PSHRE Year Group Objectives Overview 2023 2024**

| **Year 6** | **Strands and Objectives** |
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| **Autumn 1**  **Mental Health** *Feelings, Friendships and Healthy Minds* | **Mental Wellbeing**   * *that mental wellbeing is a normal part of daily life, in the same way as physical health.* * *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.* * *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.* * *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.* * *the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.* * *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.* * *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.* * *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).* * 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. |
| **Autumn 2**  **Physical Health and Wellbeing**  *Healthy Bodies and lifestyles* | **Physical health and fitness**   * *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.* * *how and when to seek support including which adults to speak to in school if they are worried about their health.*   **Health and prevention**   * *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*   **Basic first aid**   * *concepts of basic first-aid, for example dealing with common injuries, including head injuries.* |
| **Spring 1**  **Identity, Society and Equality**  *Families, friendships, Rights and Responsibilities* | **Families and people who care for me**   * *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.* * *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.* * *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*   **Caring friendships**   * *how important friendships are in making us feel happy and secure, and how people choose and make friends.* * *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* * *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.* * *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 seek help or advice from others, if needed.*   **Why people move from other places, (including the experience of refugees)**  *• understand what migration means*  *• identify the reasons why people move from one place to another*  *• are able to empathise with the experiences and challenges moving and settling in new place might bring*  **Human rights and the UN Convention on the Rights of the Child**  *• are aware how the rights are relevant to their lives and that rights come with responsibilities*  *• understand that individual human rights can sometimes conflict with the circumstances in a country*  *• identify some of the organisations that represent and support the rights of the child and the difference they make*  **Homelessness**  *• can explain what make a place where someone lives a ʻhomeʼ*  *• to be able to appreciate the difficulties of being homeless or living in temporary accommodation*  *• know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation* |
| **Spring 2**  **Careers, Financial capability and economic wellbeing**  *Saving, Spending and money in the wider world* | **The risks borrowing money**  *• understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information and support*  **Enterprise**  *• can identify skills that make someone enterprising*  *• know what is needed to plan and set up an enterprise*  *• can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise*  **Influencing decisions about careers**  *• understand that money is one factor in choosing a job and that some jobs pay more than others*  *• can debate the extent to which a personʼs salary is more or less important to job satisfaction*  *• understand how people choose what job they do* |
| **Summer 1**  **Keeping safe and managing risk**  *Respectful relationships, online safety and being safe* | **Respectful Relationships**   * *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 contexts to improve or support respectful relationships.* * *the conventions of courtesy and manners* * *the importance of self-respect and how this links to their own happiness.* * *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.* * *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* * *what a stereotype is, and how stereotypes can be unfair, negative or destructive.*   **Online Relationships**   * *that people sometimes behave differently online, including by pretending to be someone they are not.* * *that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.* * *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.* * *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met*   **Internet Safety and harm**   * *that for most people the internet is an integral part of life and has many benefits.* * *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.*   **Being Safe**   * *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).* * *that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.* * *how to report concerns or abuse, and the vocabulary and confidence needed to do so.* * *where to get advice e.g. family, school and/or other sources* |
| **Summer 2**  **Medicines and More**  *Keeping safe, making choices, influences and weighing up risks* | **Feeling safe out and about in the local area with increasing independence**  *• are aware of potential risks when out and about in the local area*  *• describe a range of feelings associated with being out and about*  *• understand that people can make assumptions about others might not reflect reality*  **Recognising and responding to peer pressure**  • can identify risky behaviour in peer groups  • recognise and respond to peer pressure and who they can ask for help  • understand how people feel if they are asked to do something they are unsure about  **Consequences of anti-social behaviour (including gangs and gang related behaviour)**  *• know some of the consequences of anti-social behaviour, including the law*  *• describe ways to resist peer pressure*  *• recognise they have responsibility for their behaviour and actions*  **Importance for girls to be protected against FGM**  *• know that FGM is a form of abuse*  *• understand everyone has a right to be protected against harm to their bodies*  *• know where and how someone can get help and support*  **Risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs Pupils**  • know about some of the possible effects and risks of different drugs  • know that some drugs are restricted or that it is illegal to own, use and supply them to others  • understand why and when people might use drugs  **Assessing the level of risk in different situations involving drug** **use**  *• can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with*  *• can identify risks within a given scenario involving drug use*  *• understand what would need to change to reduce the level of risk*  **Managing risk in situations involving drug** **use**  *• can identify situations where drug use may occur*  *• know some ways of reducing risk in situations involving drug use*   * *• know where to get help, advice and support regarding drug use* |