

# Castle View Primary School PSHE Curriculum

## Autumn 1, Year 6 – *Me and My Relationships*

### **Prior Learning:**

- Feelings
- Friendship skills, including compromise

### **SCARF Objectives:**

- To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
- To describe the consequences of reacting to others in a positive or negative way;
- Recognise peer influence and pressure;
- To explain what inappropriate touch is and give examples. Recall PANTS rules.
- To describe ways in which people show their commitment to each other.

### **Assessment Questions:**

- What is a balanced friendship?
- How can you respond more positively to others?
- What strategies could you use for dealing assertively with a situation to overcome pressure?
- How old does someone have to be to get married in the UK?
- Which type of physical contact produces strong negative feelings?

### **Key vocabulary:**

Collaboration, negotiation,  
strategies, assertive, sensitive,  
thoughtful, response,  
assertiveness, resolution, peer  
pressure, marriage, commitment,  
(in)appropriate

# Castle View Primary School PSHE Curriculum

## Autumn 2, Year 6 – *Valuing Difference*

### **Prior Learning:**

- Recognising and celebrating difference, including religions and cultures
- Influence and pressure of social media

### **SCARF Objectives:**

- To understand why some people show prejudiced behaviour and sometimes bully for this reason.
- To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
- To know that all people are unique but that we have far more in common with each other than what is different about us.
- To describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

### **Assessment Questions:**

- What is the difference between an active/passive bystander?
- Give an example of a verbal and non-verbal way you could show respect to others.
- Describe some strategies you could use as a bystander in a bullying situation.
- In what ways can people be influenced by what they see in the media?

### **Key vocabulary:**

Witness, bystander, unique, identity, self esteem, diversity, stereotype, body language, empathy, relationships, friend, acquaintance, assumption

# Castle View Primary School PSHE Curriculum

## Spring 1, Year 6 – *Keeping Safe*

### **Prior Learning:**

- Managing risk, including online safety
- Norms around use of legal drugs

Decision making skills

### **SCARF Objectives:**

- To explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met (relating to addiction).
- To explain some ways of making sure that I keep myself safe when using a mobile phone, including respectful behaviour, safety around sharing personal information or images, and that there are laws relating to this
- To explain how drugs can be categorised into different groups depending on their medical and legal context.

### **Assessment Questions:**

- What strategies could be used to keep personal information safe online?
- What do we mean by addiction? What can people be addicted to?
- Why are there laws relating to drugs in this country – why are some legal and some illegal?
- What are some of the physical and emotional needs we have? How are they met?

### **Key vocabulary:**

Social media, parental consent, trolling, online safety, privacy, secure, permission, illegal, legal, drug, (non)medical, alcohol, needs

# Castle View Primary School PSHE Curriculum

## Spring 2, Year 6 – *Rights and Respect*

### **Prior Learning:**

- Rights, respect and duties relating to my health
- Making a difference

Decisions about lending, borrowing and spending

### **SCARF Objectives:**

- To explain why people might have a biased profile online and how social media can affect how some people feel about themselves.
- To explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.
- To explain the advantages and disadvantages of different ways of saving money.
- To begin to understand the way in which democracy in Britain works -why and how rules and laws that protect them and others are made and enforced.

### **Assessment Questions:**

- Is everything tats posted online what it appears to be? If not, why?
- What are the pros/cons for saving money in a savings account?
- What are good examples of living in an environmentally stable way?
- Who makes the rules that apply to everyone in this country? Describe some of the process.

### **Key vocabulary:**

Fact, opinion, biased, unbiased, profile, saving, bank, value, interest, sustainable, recycling, democracy, elections, voting, proposal, debate, majority

# Castle View Primary School PSHE Curriculum

## Summer 1, Year 6 – *Being my Best*

### **Prior Learning:**

- Growing independence and taking ownership
- Keeping myself healthy

Medicine, science and safety

### **SCARF Objectives:**

- To tell you how I can overcome problems and challenges on the way to achieving my goals.
- To give examples of an emotional risk and a physical risk and be able to identify risk factors in a given situation whilst understanding the outcomes.
- To describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

### **Assessment Questions:**

- What sort of skills will be required to achieve your goals in the future?
- How do people decide whether to take a risk or not?
- What is mental wellbeing and why is it important?
- How could people implement the 5 ways of wellbeing to have a healthy lifestyle?

### **Key vocabulary:**

Aspirations, perseverance,  
goals, growth mindset,  
resilience, assessing, weigh up,  
choice, influence, wellbeing,  
connect, take notice



# Castle View Primary School PSHE Curriculum

## Summer 2, Year 6 – *Changing and Growing*

### Prior Learning:

- Managing difficult feelings
- Managing change

How my feelings help learning and

### SCARF Objectives:

- To give examples of ways in which the way some people feel about themselves can be affected (e.g. images of celebrities) and recognise that people fall into a wide range of what is seen as normal.
- To know some of the emotional changes associated with ‘puberty’ and how people may feel when their bodies change.
- To understand the risks of sharing images online and how these are hard to control, once shared.
- To know a variety of ways in which the sperm can fertilise the egg to create a baby.

### Assessment Questions:

- How might the media influence how somebody feels about themselves?
- What could be the consequences of sharing photographs online?
- What positive strategies could you use to support yourself or others during times of change? Who could support you?
- How does puberty change our bodies to allow us to make babies?

### Key vocabulary:

Change, support, media  
manipulation, gender  
stereotype, puberty, emotional,  
physical, hormones, egg,  
ovaries, sperm, testicles, sexual  
intercourse