

**Personal, Social, Health, Relationships and Economic Education (PSHRE)**

**Curriculum Overview**

The following document outlines the key objectives that all pupils will be taught during each unit of work for their year group.

Where children are taught in a mixed age class, units are delivered on a rolling-programme so that by the end of Year 2, Year 4 and Year 6, all objectives will have been taught.

**What does PSHRE look like in Year 6?**

By the end of each unit, a child will be able to:

**VIPs (Relationships)**

I can explain the importance of respecting my VIPs (acquaintances, friends, relatives and families).

I can identify different ways to calm down when I am feeling angry or upset.

I understand that people have different opinions that should be respected.

I can identify negative influences on my behaviour and suggest ways that I can resist these influences.

I can explain when it is right to keep a secret, when it is not and who to talk to about this (linked to healthy relationships).

I can recognise healthy and unhealthy relationships.

**Safety First (Health and Well-Being)**

I can take responsibility for my own safety.

I can assess and manage risks in different situations.

I can confidently identify and manage pressure to get involved in risky situations.

I can act sensibly and responsibly in an emergency.

I can identify hazards and reduce risks to keep myself and others safe at home.

I know how to stay safe in different outdoor environments.

**One World (Living in the Wider World)**

I can talk about and understand how we can be responsible global citizens.

I can describe what global warming is and what we can do to help prevent it from getting worse.

I can explain how our energy use can harm the environment and describe what we can do to help.

I can describe how we can use water responsibly and understand the importance of doing this.

I can understand what biodiversity is and explain the importance of doing all we can to encourage it.

I can make choices which make the world a better place and that help people across the world.

**Digital Well-Being (Relationships)**

I can identify the benefits of the Internet and know how to look after my digital wellbeing.

I know how to stay safe, healthy and happy online and when I use digital technology.

I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.

I know how to use social media responsibly to protect the health, wellbeing and rights of all.

I know what online bullying is and what to do if I see or experience it to help make it stop.

I understand not all information online is true and know how to assess the reliability of both text and images.

**Growing Up (Health and Well-Being)**

I can use scientific terminology when discussing puberty.

I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies.

I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.

I recognise that many things affect the way we feel about ourselves, e.g. on-line and how these may be mis-leading.

I understand that there is no such thing as an ideal kind of body.

I understand what a loving relationship is and that there are many types of relationships.

I understand that some people have a different sexual orientation to myself.

**Money Matters (Living in the Wider World)**

I can explain some financial risks we might encounter and can discuss how we can avoid them.

I understand how retailers try to influence our spending.

I can discuss choices we have when we spend our money

I can explain why we need to budget and how to make one.

I can discuss reasons and consequences of borrowing money.

I can explain the impact spending has on our environment.