



**PSHE Statement of Intent**

PSHE is taught as a golden thread which forms part of a whole school ethos aimed at providing children with essential life skills and knowledge to enable them to make informed decisions and choices and become healthy, confident, respectful and responsible citizens both now and in the future. Pupils learn to recognise their own worth, gain an understanding of the personal choices of others, have an awareness of British values, and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community.

RRSA, KIDSAFE, LGBT+, Action for Happiness (Great Dreams) and economic well-being are key elements of this subject which are weaved into the broader school curriculum or taught as discreet lessons both within, and to create, a safe and inclusive learning environment.





**PSHE Implementation**

The Key Concepts of PSHE are taught through the following sequence of topics:

Autumn 1 <b>Relationships</b>	Autumn 2 <b>Living in the Wider World</b>	Spring 1 <b>Health and Wellbeing</b>	Spring 2 <b>Relationships</b>	Summer 1 <b>Health and Wellbeing</b>	Summer 2 <b>Living in the Wider World</b>
<p><b>VIPS</b></p> <p>This unit entitled VIPS (Very Important Persons) will focus on relationships. Children will identify who their VIPS are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.</p>	<p><b>Respecting Rights</b></p> <p>This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions which respect the rights of others. They will also</p>	<p><b>Safety First</b></p> <p>In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.</p>	<p><b>Growing Up</b></p> <p>This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.</p>	<p><b>Think Positive</b></p> <p>This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life</p>	<p><b>One World</b></p> <p>This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth’s natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would</p>



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	<p>learn about human rights activists and how they work to make the world a better place.</p>				<p>like to do to make the world a better place.</p>
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<b>Topic Specific Vocabulary</b>		
<b>Relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>
<p>feelings, empathy, recognising others' feelings            friendships, families, couples, positive relationships            relationships, unhealthy, pressure            committed loving relationships, civil partnerships, marriage            forced marriage            actions, behaviour, consequences            physical contact, touch, acceptable, unacceptable            confidentiality, secrets, surprises, personal safety            listening, viewpoints, opinions, respect            collaborative working, shared goals            disputes, conflict, feedback, support, negotiation, compromise            people, equality, identity, stereotypes, discrimination            bullying, discrimination, aggressive behaviour            dares, challenges            privacy, sharing, personal boundaries</p>	<p>balanced lifestyles, choices, health, wellbeing            balanced diet, choices, food, influences            media, images, reality/fantasy, true/false            achievements, aspirations, goals, strengths target-setting            conflicting emotions, feelings, managing feelings            change, transitions, loss, separation, divorce, bereavement            risk, danger, hazard, responsibility, safety            bacteria, viruses, hygiene routines            pressure, managing pressure, influences, media, peer            emergency aid, help, safety, rules            habits            drugs, alcohol, tobacco, medicines, caffeine            puberty, physical and emotional changes            human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers            FGM, bodies, safety, abuse            safety, roads, cycle, rail, water, fire            safety, online, personal information, passwords, images            advice, support, asking for help            mobile phones, responsibility, safe use</p>	<p>discussion, debate, topical issues, problems, events            rules, laws, making and changing rules            human rights, children's rights,            practices against human rights, FGM,            anti-social behaviour, aggression, bullying, discrimination            rights, duties, home, school, environment            resolving difference, points of view, decisions, choices,            communities, volunteers, pressure groups, health, wellbeing            people, difference, diversity, identity, UK            people, places, values, customs            money, spending, saving, budgeting            money, interest, loan, tax, debt            resources, sustainability, economics, choices, environment            enterprise, enterprise skills, entrepreneurs            media, social media, information, forwarding</p>



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of PSHE at Whinstone. skills listed. These

Autumn Term	
Autumn 1 - VIPS	Autumn 2 – Respecting Rights
<ul style="list-style-type: none"> <li>• To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others.</li> <li>• To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>• To recognise that their actions affect themselves and others. To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary, constructively challenge others’ points of view. To learn to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</li> <li>• To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>• To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>• To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</li> <li>• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</li> <li>• To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see ‘protected characteristics’ in the Equality Act 2010)</li> <li>• To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</li> <li>• To know that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves.</li> <li>• To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</li> <li>• To consider the lives of people living in other places, and people with different values and customs.</li> <li>• To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</li> </ul>



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	<ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help).</li> <li>• . To learn about the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> </ul>
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<b>Spring Term</b>	
<b>Spring 1 – Safety First</b>	<b>Spring 2 – Growing Up</b>
<ul style="list-style-type: none"> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.</li> <li>• To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To identify strategies for keeping physically and emotionally safe.</li> <li>• To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise and manage ‘dares’.</li> <li>• To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To learn about school health and safety rules, basic emergency aid procedures, where and how to get help. To identify strategies for keeping physically and emotionally safe.</li> <li>• To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.) To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords,</li> </ul>	<ul style="list-style-type: none"> <li>• To know how their body will, and their emotions may, change as they approach and move through puberty. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</li> <li>• To know how their body will, and their emotions may, change as they approach and move through puberty.</li> <li>• To recognise and challenge stereotypes. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward.</li> <li>• To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others. To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To know that marriage is a commitment freely entered</li> </ul>



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addresses and the distribution of images of themselves and others. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

- To recognise bullying and abuse in all its forms (including prejudicebased bullying both in person, online and through social media) To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward.

into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.

- To learn about human reproduction.

<b>Summer Term</b>	
<b>Summer 1 – Think Positive</b>	<b>Summer 2 – One World</b>
<ul style="list-style-type: none"> <li>• To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.</li> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To consider what positively and negatively affects their physical, mental and emotional health.</li> <li>• To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to</li> </ul>	<ul style="list-style-type: none"> <li>• To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</li> <li>• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>• To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</li> </ul>



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understand the concept of a 'balanced lifestyle'. To learn that their actions affect themselves and others.

- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To consider what positively and negatively affects their physical, mental and emotional health.

## PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained against expectations.

### VIPS - Relationships

**Skills and Expectations:**

I can recognise healthy and unhealthy relationships.

I can explain when it is right to keep a secret, when it is not and who to talk to about this

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

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

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

I can explain the importance of respecting my VIPs

### Rights Respecting – Living in the Wider World

**Skills and Expectations:**

I can explain the role and importance of human rights activists

I can identify how and why ideas about human rights have changed.

I can explain how I can respect other people's rights and I understand why this is important

I can identify why people's rights are sometimes not met in the UK and in places across the world.

I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.

I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights



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## Safety First – Health and Wellbeing

### Skills and Expectations:

I can understand that everyone has the right to feel safe and happy when using mobile phones and the Internet

I can understand how to use mobile devices and the Internet safely and responsibly

I can act sensibly and responsibly in an emergency.

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

I can assess and manage risks in different situations

I can take responsibility for my own safety

## Growing Up - Relationships

### Skills and Expectations:

I can describe the changes 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 and I understand that there is no such thing as an ideal body.

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

I can describe male and female body parts and explain what these are for.

I can describe the process of human reproduction, from conception to birth.

## Think Positive – Health and Wellbeing

### Skills and Expectations:

I can apply a growth mindset in my everyday life.

I can use mindfulness techniques in my everyday life

I understand the importance of making good choices.

I can recognise and manage uncomfortable feelings.

I understand the concept and impact of positive thinking

I understand the link between thoughts, feelings and behaviours.





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### One World – Living in the Wider World

**Skills and Expectations:**

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.