

<p><b>Year 6 National Curriculum objectives:</b> Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. It will branch into areas of RE, English and assembly themes whilst also being taught in isolation in order to provide specific and focussed objectives.</p>	
<p><b>Year 6 Areas of study:</b></p> <ul style="list-style-type: none"> <li>Citizenship</li> <li>Economic Wellbeing</li> <li>Families and Relationships</li> <li>Health and Wellbeing</li> <li>Safety and the Changing Body</li> <li>Identity</li> <li>Transition</li> </ul>	<p><b>Families and Relationships Friendships. Skills</b> – Identifying ways to resolve conflict through negotiation and compromise. <b>Knowledge</b> - To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.</p> <p><b>Respectful Relationships. Skills</b> – Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. <b>Knowledge</b> - To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.</p> <p><b>Change and Loss – Skills</b> - Exploring the process of grief and understanding that it is different for different people. <b>Knowledge</b> - To understand that loss and change can cause a range of emotions. To know that grief is a process people go through when someone dies.</p>
<p><b>Health and Wellbeing Health and Prevention. Skills</b> – Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. <b>Knowledge</b> - To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.</p> <p><b>Physical Health and Wellbeing. Skills</b> – Identifying a range of relaxation strategies and s they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. <b>Knowledge</b> - To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p><b>Mental Wellbeing. Skills</b> - Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations. <b>Knowledge</b> - To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.</p>	<p><b>Safety and the Changing Body</b></p> <p><b>Being Safe (including online) Skills</b> - Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. <b>Knowledge</b> - To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.</p> <p><b>Drugs. Skills</b> - Discussing the reasons why adults may or may not drink alcohol. To understand the risks associated with drinking alcohol.</p> <p><b>Basic First Aid. Skills</b> – Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position. <b>Knowledge</b> - To know how to conduct a primary survey (using DRSABC).</p> <p><b>The Changing Adolescent Body – Skills</b> Discussing problems which might be encountered during puberty and using knowledge to help. <b>Knowledge</b> - To understand how a baby is conceived and develops.</p>
<p><b>Citizenship. Skills</b> - Learning about environmental issues relating to food. Discuss how education and other human rights protect us. Identifying causes which are important to us. Discuss how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas. <b>Knowledge</b> - To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone. To know that discrimination is treating someone differently due to certain factors.</p> <p><b>Identity. Skills</b> - Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity. <b>Knowledge</b> - To know that identity is the way we see ourselves and also how other people see us. To understand that gender and sexual orientation form part of a person's identity</p>	<p><b>Economic Wellbeing. Skills</b> - Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them. <b>Knowledge</b> - To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p> <p><b>Transition Skills</b> - Exploring a greater range of strategies to deal with feelings associated with change. <b>Knowledge</b> - To know that a big change can bring opportunities but also worries.</p>

