

## Year 6 RSE & PSHE Planning

### Autumn 1 Me and My Relationships

DFE requirements	Lesson title	Coram Scarf Learning outcomes
Wider PSHE curriculum (not covered by DfE requirements)	Working together	<ul style="list-style-type: none"> <li>•Demonstrate a collaborative approach to a task;</li> <li>•Describe and implement the skills needed to do this.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> <li>•Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>•Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>•Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul>
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> <li>•Recognise some of the challenges that arise from friendships;</li> <li>•Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul>
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> <li>•List some assertive behaviours;</li> <li>•Recognise peer influence and pressure;</li> <li>•Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul>
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> <li>•Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>•Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>•Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> </ul>
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	<ul style="list-style-type: none"> <li>•Describe the consequences of reacting to others in a positive or negative way;</li> <li>•Suggest ways that people can respond more positively to others.</li> </ul>
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> <li>•Describe ways in which people show their commitment to each other;</li> <li>•Know the ages at which a person can marry, depending on whether their parents agree.</li> </ul>
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting Appropriately	<ul style="list-style-type: none"> <li>•Recognise that some types of physical contact can produce strong negative feelings;</li> <li>•Know that some inappropriate touch is also illegal.</li> </ul>
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> <li>•Identify strategies for keeping personal information safe online;</li> <li>•Describe safe and respectful behaviours when using communication technology.</li> </ul>

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### Autumn 2 Valuing Difference

DFE requirements	Lesson title	Coram Scarf Learning outcomes
CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> <li>•Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>•Suggest strategies for dealing with bullying, as a bystander;</li> <li>•Describe positive attributes of their peers.</li> </ul>
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> <li>•Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>•Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>•Demonstrate ways of offering support to someone who has been bullied.</li> </ul>
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> <li>•Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> <li>•Understand and explain the term prejudice;</li> <li>•Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>•Describe the benefits of living in a diverse society;</li> <li>•Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> <li>•Explain the difference between a friend and an acquaintance;</li> <li>•Describe qualities of a strong, positive friendship;</li> <li>•Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> <li>•Define what is meant by the term stereotype;</li> <li>•Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>•Recognise that people fall into a wide range of what is seen as normal;</li> <li>•Challenge stereotypical gender portrayals of people.</li> </ul>

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### Spring 1 Keeping yourself safe

DFE requirements	Lesson title	Coram Scarf Learning outcomes
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	<ul style="list-style-type: none"> <li>•Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>•Understand and describe the ease with which something posted online can spread.</li> </ul>
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> <li>•Identify strategies for keeping personal information safe online;</li> <li>•Describe safe behaviours when using communication technology.</li> </ul>
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> <li>•Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>•Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>•Know how to keep their information private online.</li> </ul>
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	<ul style="list-style-type: none"> <li>•Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>•Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul>
HE3, DAT1	What sort of drug is..?	<ul style="list-style-type: none"> <li>•Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>•Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>•Explain in simple terms some of the laws that control drugs in this country.</li> </ul>
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> <li>•Understand some of the basic laws in relation to drugs;</li> <li>•Explain why there are laws relating to drugs in this country.</li> </ul>
HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> <li>•Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>•Describe some of the effects and risks of drinking alcohol.</li> </ul>
CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3	Joe's story (part 1)	<ul style="list-style-type: none"> <li>•Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>•Explain how these emotional needs impact on people's behaviour;</li> <li>•Suggest positive ways that people can get their emotional need met.</li> </ul>
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	<ul style="list-style-type: none"> <li>•Understand that with independence comes responsibility</li> <li>•Explain how these emotional needs impact on people's behaviour;</li> <li>•Suggest positive ways that people can get their emotional needs met.</li> </ul>

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## Spring 2 Rights & Responsibilities

DFE requirements	Lesson title	Coram Scarf Learning outcomes
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> <li>•Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>•Describe the language and techniques that make up a biased report;</li> <li>•Analyse a report also extract the facts from it.</li> </ul>
RR8, OR1, MW1, ISH4, ISH6	Fakebook Friends	<ul style="list-style-type: none"> <li>•Know the legal age (and reason behind these) for having a social media account;</li> <li>•Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>•Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> <li>•Explain some benefits of saving money;</li> <li>•Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>•Describe the costs that go into producing an item;</li> <li>•Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>•Explain what is meant by the term interest.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes	<ul style="list-style-type: none"> <li>•Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>•Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>•Evaluate the different public services and compare their value.</li> </ul>
MW5	Action stations!	<ul style="list-style-type: none"> <li>•Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>•Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> <li>• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• Continue to develop the skills to exercise these responsibilities.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> <li>•Explain what is meant by living in an environmentally sustainable way;</li> <li>Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced,</li> <li>• Why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• Begin to understand the way in which democracy in Britain works.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced</li> <li>• Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>

## Year 6 RSE & PSHE Planning

<b>Summer 1 Being my best</b>		
DFE requirements	Lesson title	Coram Scarf Learning outcomes
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> <li>•Explain what the five ways to wellbeing are;</li> <li>•Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> <li>•Identify aspirational goals;</li> <li>•Describe the actions needed to set and achieve these.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> <li>•Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> <li>•Identify risk factors in a given situation (involving alcohol);</li> <li>•Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>•Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> <li>•Identify risk factors in a given situation;</li> <li>•Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>•Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information

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### Summer 2 Growing and changing

DFE requirements	Lesson title	Coram Scarf Learning outcomes
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>•Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>•Suggest positive strategies for dealing with change;</li> <li>•Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> <li>•Understand that fame can be short-lived;</li> <li>•Recognise that photos can be changed to match society's view of perfect;</li> <li>•Identify qualities that people have, as well as their looks.</li> </ul>
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> <li>•Define what is meant by the term stereotype;</li> <li>•Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>•Recognise that people fall into a wide range of what is seen as normal;</li> <li>•Challenge stereotypical gender portrayals of people.</li> </ul>
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> <li>•Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>•Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>•Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> <li>•Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>•Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>•Understand what FGM is and that it is an illegal practice in this country;</li> <li>•Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> <li>•Explain the difference between a safe and an unsafe secret;</li> <li>•Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> <li>•Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>•Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>•Know the legal age of consent and what it means.</li> </ul>
HP5	What is HIV?	<ul style="list-style-type: none"> <li>•Explain how HIV affects the body's immune system;</li> <li>•Understand that HIV is difficult to transmit;</li> <li>•Know how a person can protect themselves from HIV</li> </ul>

