



**PSHE/SRE
Year 6 Long Term Plan**

Themes (Number of weeks/Term)	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me
NC Content/Coverage	Relationships Education Families and People Who Care For Me Caring Friendships Respectful, Kind Relationships Being Safe Health Education- General Wellbeing Wellbeing Online Healthy Eating Health and Prevention Personal Safety	Relationships Education Families and People Who Care For Me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online	Relationships Education Respectful Kind Relationships Health Education- General Wellbeing Wellbeing Online Physical Health and Fitness	Relationships Families and people Who Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online Physical Health and Fitness Healthy Eating Drugs, Alcohol, Tobacco, Vaping Health and Prevention Personal Safety Basic First Aid	Relationships Families and People who Care for Me Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education General Wellbeing Wellbeing Online Physical Health and Fitness Healthy Eating Drugs, Alcohol, Tobacco and Vaping Health and Prevention Personal Safety	Relationships Families and People who Care for Me Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Sex Education Health Education General Wellbeing Wellbeing Online Health and Prevention Developing Bodies
Substantive knowledge teaching sequence	I can identify my goals for the year. I can explain that all children have rights. I can see how my actions affect people locally and globally. I can make choices about my behaviour. I can understand how my behaviour affects a group. I can explain how having a voice and democracy	I can understand that people have different ideas of what is normal. I can explain how being different might affect someone's life. I can explain how one person or group can have power over another. I can give reasons why people bully others. I can give examples of people with disabilities who achieve amazing	I can set challenging but realistic goals for myself. I can explain the steps I need to reach my goals. I can identify problems in the world that concern me. I can work with others to make the world a better place. I can describe ways I can make the world better. I can understand what	I can make healthy choices. I can explain what different drugs do to the body. I can spot when someone is being exploited. I can explain why people join gangs and the risks. I can explain what it means to be emotionally well. I can recognise stress and understand how it can	I can explain why it is important take care of my mental health. I can look after my mental health. I can explain the stages of grief and understand different types of loss. I can recognise when someone is trying to control or have power over others.	I can recognise my self-image and how I feel about my body. I can explain how boys' and girls' bodies change in puberty and how to take care of myself. I can explain how babies are made and that IVF can help some people (see Y5 for lesson) I can explain how being attracted to someone can change a relationship and



	helps the school community. I can recognise and discuss the pressures that technology can place on someone and how and when they can manage this. (Unit 6) Social and Emotional I can feel welcome and valued and help others feel the same. I can explain my own needs and wants. I can understand how my actions affect myself and others. I can take part and contribute in a group.	things. I can explain how differences can cause conflict or be celebrated. Social and Emotional I can show empathy for people who are different. I can reflect on my own attitude towards people who are different. I can explain how it feels to be excluded or treated badly for being different. I can give strategies for managing my feelings in bullying situations. I can appreciate people for who they are. I can show empathy.	people like and admire about me. Social and Emotional I can understand why it's important to stretch my learning. I can set success criteria to reach my goal. I can recognise my emotions. I can empathise with people who are suffering. I can explain why I am motivated to work with others to make a difference. I can give praise and compliments to others.	lead to misuse of drugs or alcohol. Social and Emotional I can take care of my physical and emotional health. I can find ways to be happy and cope without using drugs. I can suggest ways someone being exploited can get help. I can suggest ways to avoid being pressured. I can take care of my emotional health and know when to ask for help. I can use strategies to manage stress and pressure.	I can tell if something online is safe and useful for me. I can identify, flag and report inappropriate content (Unit 5) I can use technology safely to talk to my friends and family. Social and Emotional I can understand that people can have mental health problems and it's nothing to be ashamed of. I can help myself and others when worried about mental health. I can recognise my emotions and use strategies to manage them. I can show ways to stand up for myself and my friends when others try to control us. I can resist pressure to do something online that could hurt myself or others. I can take responsibility for my own safety and well-being.	what having a boyfriend or girlfriend means. I can have positive relationships while keeping my own identity. Social and Emotional I can understand why self-esteem is important and how to build it. I can say what I am looking forward to in my next class. I can build and improve my self-esteem. I can explain how I feel about the changes during puberty. I can recognise my feelings when I think about how a baby develops and is born. I can explain that respect is important in a relationship and I don't have to do anything I don't want to. I can be confident and assertive when I need to. I can explain how I feel about my body and challenge negative talk. I can prepare myself emotionally for the changes next year.
Disciplinary knowledge	Relationships Families and People Who Care For Me F1: That families are	Relationships Families and People Who Care For Me F3: That the families of	Relationships – Respectful Kind Relationships RKR 1: How to pay	Relationships Families and People Who Care For Me	Relationships Families and People Who Care For Me	Relationships Families and People Who Care For Me F1: That families are



important for children growing up safe and happy because they can provide love, security and stability F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. Caring Friendships CF 1: How important friendships are in	other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Caring friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different	F1: That families are important for children growing up safe and happy because they can provide love, security and stability F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils	F1: That families are important for children growing up safe and happy because they can provide love, security and stability F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	important for children growing up safe and happy because they can provide love, security and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships CF 3: That not every child will have the friends they would like at all times, that most people feel lonely
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making us feel happy and secure, and how people choose and make friends CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in	contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust General Wellbeing GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and	should learn skills for developing caring, kind friendships. CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 2: The importance of setting and respecting healthy	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties CF 6: How to manage conflict, and that resorting to violence is never right. CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is	sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and
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	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this	relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 8: The importance of self-respect and how	community participation GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently GW 9: Where and how to seek support	boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 8: The importance	making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should	friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others,
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	links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including	this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the	(including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Physical Health and Fitness PHF 1: The characteristics and mental and physical benefits of an active lifestyle.	of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning	have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster	and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an
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	online), including those they do and do not know. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. Health Education General Wellbeing GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that	importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. pretending to be a child, and that this can lead to dangerous situations. OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to		about boundaries in play and in negotiations about space, toys, books, resources etc. BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and	their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer	adult), and how to get help. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online,
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	worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings Wellbeing Online WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. Healthy Eating HE 3: The principles of planning and preparing a range of healthy meals. Health and Prevention HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom.	trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. Health General Wellbeing GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different		confidence needed to do so. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a	pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (P5 scenarios) OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. OSA 4: The importance of exercising caution about sharing any information about themselves online.	including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (P5 scenarios) OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up Being safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include
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	The impact of poor sleep on weight, mood and ability to learn. Personal Safety PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Well-Being Online WO 1: That for almost everyone the internet is		mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help. Wellbeing Online WO 3: The benefits of limiting time spent	Understanding the importance of privacy and location settings to protect information online. (P5 scenarios) OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books,	learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS7: How to ask for advice or help for
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		an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO 11: Where and how		online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive Physical Health and Fitness PHF 1: The characteristics and mental and physical benefits of an active lifestyle. PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 6 PHF 3: The risks associated with an inactive lifestyle, including obesity PHF 4: How and when	resources etc. BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g.	themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. Sex Education (Non Statutory) General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general wellbeing and physical health GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling
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		to report concerns and get support with issues online.		to seek support including which adults to speak to in school if they are worried about their health. Healthy Eating HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content). HE 2: Understanding the importance of a healthy relationship with food. HE 3: The principles of planning and preparing a range of healthy meals. HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Drugs, Alcohol, Tobacco, Vaping DATV 1: The facts about legal and illegal harmful substances and	family, school and/or other sources. General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general wellbeing and physical health., GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied	down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. GW 9: Where and how
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				associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health and Prevention HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste,	vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's	to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help. Wellbeing Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on
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				cleaning between teeth, and regular check-ups at the dentist HP 6: The facts and scientific evidence relating to vaccination and immunisation Personal Safety PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help Well-Being Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection WO 3: The benefits of limiting time spent online, the risks of	others, and how to recognise and display respectful behaviour online. WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. WO10: That they have rights in relation to sharing personal data, privacy and consent. WO 11: Where and how
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					excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO9: How to understand the information they find	to report concerns and get support with issues online. Health and Prevention HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Developing Bodies DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
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					online, including from search engines, and know how information is selected and targeted. WO10: That they have rights in relation to sharing personal data, privacy and consent. WO 11: Where and how to report concerns and get support with issues online. Physical Health and Fitness PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy Eating HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body HP 3: The importance of sufficient good quality sleep for health, the amount of sleep	
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					recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	
Key vocabulary	Citizen, Participation, Collaboration, Motivation, Legal, Illegal, Hazard/Risk, Comparison, Resilience, Discernment	Culture Stereotype Protected Characteristic Racism Discrimination Cyber-Bullying Direct and Indirect Bullying	Dream Goal Aspiration Influence Identity Influence	Addicted Informed decision Pressure Choices Recovery position Body Image	Anxiety Assertive Consent Control Digital rights Grief Influences Privacy Respect Self-care	conflicted, attraction, perception, relationship, consent, conception, compromise, independence, adolescence, negative body talk
Additional/ Cross Curricular and continuous opportunities	Computing – Staying Safe Online					Science -
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	In this Year 6 unit, pupils begin by identifying their own goals and understanding that all children have rights, building self-awareness and a sense of responsibility as they prepare for the transition to secondary school. They explore how their actions affect others locally and globally,	In this Year 6 unit, pupils explore diversity, inclusion, and bullying, building on prior learning about rights and responsibilities. They begin by understanding that people have different ideas of what is normal and how being different might affect someone's life. Pupils learn about power	In this Year 6 unit, pupils focus on personal ambition, goal setting, and social responsibility. They begin by identifying challenging but realistic goals for themselves and understanding the steps needed to achieve them. Pupils explore global issues that concern them and consider ways they can work with others to	In this Year 6 unit, pupils focus on health, wellbeing, and keeping safe. They begin by understanding how to make healthy choices and the effects of different drugs on the body. Pupils explore exploitation, peer pressure, and gang involvement, developing awareness of risks and how to seek help.	In this Year 6 unit, pupils focus on mental health, online safety, and personal wellbeing. They begin by understanding the importance of taking care of their mental health and practical ways to do so. Pupils explore grief and different types of loss, developing empathy and awareness of emotional	In this Year 6 unit, pupils focus on puberty, relationships, self-image, and emotional wellbeing. Pupils learn to recognise their self-image and understand how they feel about their body. They explore how boys' and girls' bodies change during puberty, how to take care of themselves physically and



	developing empathy and ethical thinking appropriate for their age. Lessons progress to understanding how personal behaviour affects groups, preparing pupils for teamwork and collaboration, and how having a voice and participating in democracy benefits the school community. Social and emotional skills are developed throughout, as pupils learn to feel valued, make others feel welcome, understand their own needs, and contribute positively to groups. The sequence builds progressively from self-awareness to understanding others, group dynamics, and school participation. Resources start with visual and practical approaches and gradually move to discussion, reflection, and independent goal-setting, ensuring that Year 6 pupils develop confidence, social skills, and the ability to apply learning to real-life situations, ready for the challenges of secondary school.	dynamics and why people bully, as well as examples of people with disabilities who achieve amazing things, helping to challenge stereotypes and celebrate differences. Social and emotional skills are developed through empathy, reflection on personal attitudes, and strategies for coping with exclusion or bullying. Pupils practise appreciating others for who they are, managing their feelings, and showing empathy. The lessons progress from awareness and understanding to reflection and practical application, helping Year 6 pupils prepare for more complex social situations, positive peer relationships, and responsible participation in their school and wider communities.	make the world a better place, linking personal action to social impact. Social and emotional skills are developed through recognising emotions, empathising with those who are suffering, understanding what motivates them, and giving praise and compliments to others. Pupils learn the importance of stretching their learning and setting success criteria to achieve their goals. The lessons progress from personal reflection and goal-setting to applying empathy and teamwork in practical contexts, helping Year 6 pupils develop confidence, resilience, and a sense of agency as they prepare for the challenges of secondary school.	Lessons also cover emotional wellbeing, recognising stress, and understanding how it can lead to drug or alcohol misuse. Social and emotional skills are developed through strategies to cope with stress, taking care of physical and emotional health, finding ways to be happy, and knowing when and how to ask for help. The sequence moves from knowledge and awareness to practical strategies and personal application, preparing Year 6 pupils to make safe, responsible decisions and manage challenges as they transition to secondary school.	experiences. Lessons also cover recognising power and control in relationships and online environments, and knowing how to stay safe and make responsible choices with technology. Social and emotional skills are developed through recognising and managing emotions, supporting themselves and others, resisting pressure, and standing up for themselves and their friends. The sequence progresses from knowledge and understanding to practical strategies for safety, emotional wellbeing, and responsible behaviour, helping Year 6 pupils prepare for secondary school and the wider world.	emotionally, and how babies grow during pregnancy and are born. Pupils also consider how attraction can change a relationship, and what having a boyfriend or girlfriend means, emphasising that respect and consent are essential. They practise maintaining positive relationships while keeping their own identity. Social and emotional skills are developed throughout the unit. Pupils explore self-esteem, learn why it is important, and practise strategies to build it. They reflect on what they are looking forward to in their next class and how to prepare emotionally for changes. They learn to recognise and express their feelings about puberty, relationships, and the development of a baby, and develop confidence and assertiveness. They also practise challenging negative body talk and showing respect for themselves and others. This unit builds on prior learning about self-
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						awareness, relationships, and emotional wellbeing, progressing from knowledge and understanding to practical strategies for managing change, emotions, and relationships. It prepares Year 6 pupils for the physical, emotional, and social challenges of adolescence and secondary school. Note: Sex education within this unit is non-statutory; it complements statutory RSE by supporting pupils' understanding of healthy relationships, body changes, and emotional wellbeing in an age-appropriate way.
Adaptations for LA pupils	Visual goal boards and prompts Sentence starters for rights and responsibilities Examples showing local and global impact Choice charts for behaviour decisions Role-play to explore group impact Scaffolded activities for democracy and school voice	Visual examples of "normal" and differences Sentence starters for explaining impact of differences Scenario cards showing power and bullying situations Simplified case studies of inspiring people with disabilities Role-play to explore conflict and celebrating differences	Visual goal boards and prompts to plan steps Sentence starters to explain goals and actions Simplified examples of global problems and solutions Structured group tasks with guidance on collaboration Step-by-step checklists for planning actions Supported reflection on personal strengths and qualities	Visual prompts and charts to show healthy choices Simplified explanations of drug effects with pictures or diagrams Scenario cards to identify exploitation and risky situations Step-by-step guides to recognise gang risks and consequences Supported discussions about emotions and emotional wellbeing		Here's the full set of info for those Year 6 PSHE objectives on self-image, puberty, and relationships: LA Adaptations Visual aids and diagrams to explain body changes during puberty Simplified timelines showing baby development and birth Sentence starters to discuss feelings about



		Guided discussions with prompts and support		Checklists or flowcharts for identifying stress triggers and coping strategies		self-image and relationships Scenario cards to explore changes in relationships and attraction Supported discussions on maintaining identity while having positive relationships Step-by-step guides for personal care and healthy habits
Adaptations for GD pupils	Opportunities for independent goal-setting and reflection Challenging discussions on rights and responsibilities Analyse real-world examples of local and global impact Debate and justify behaviour choices Lead group tasks to explore group dynamics Extend understanding of democracy through school council or projects	Analyse complex scenarios about power and bullying Debate and justify reasons for people's behaviour Research and present examples of people with disabilities achieving success Explore nuanced effects of differences on individuals and groups Lead discussions on celebrating diversity and resolving conflict Critically reflect on own attitudes towards difference	Independent goal-setting and reflection Analyse complex problems and propose solutions Lead group projects to improve local or global issues Debate and justify strategies for making a difference Critically evaluate own strengths and how others perceive them Plan and present multi-step action plans	Research and present information about health and drugs Analyse complex scenarios about exploitation and peer pressure Lead group discussions on gang involvement and prevention Critically evaluate personal strategies for maintaining emotional wellbeing Debate the causes and consequences of stress and substance misuse Develop independent plans for coping with stress and making healthy choices	Independent research on mental health strategies Analyse complex grief and loss scenarios Lead group discussions on power and control in relationships Evaluate online safety risks and justify decisions Plan and demonstrate safe use of technology to communicate Critically reflect on own mental health and coping strategies	Independent research on puberty and reproduction Analyse case studies on relationships, attraction, and identity Lead group discussions about respectful and positive relationships Debate and justify strategies for managing changes in self-image and relationships Create detailed personal plans for self-care and emotional wellbeing Critically reflect on how relationships and attraction influence behaviour
Continuous provision	Self-Awareness & Personal Growth → Goal-setting, self-reflection, growth & change, self-esteem, and puberty discussions Social Skills & Teamwork → Role-play, group problem-solving, peer-support, and collaboration activities Rights, Responsibilities & Citizenship → Class rules, democracy, online safety, and real-life scenario discussions Diversity, Empathy & Global Awareness → Celebrating differences, cultural identity, perspective-sharing, and anti-bullying activities Health, Wellbeing & Safety → Physical & mental health, hygiene, stress management, body image, and safety activities					



	Reflection & Continuous Learning → Reflection journals, Circle of Change, evaluating goals, and celebrating achievements					
Resources/approaches	Resources Goal-setting boards Reflection journals "All About Me" sheets Scenario cards and case studies Choice charts and behaviour trackers Role-play scripts Voting tools and pictorial democracy guides Teaching Approaches Guided discussions and questioning Small-group and collaborative tasks Role-play and drama activities Debates and scenario analysis Independent reflection and self-assessment Practical voting and decision-making activities	Resources Scenario cards showing bullying and power situations Case studies of people with disabilities Visuals illustrating diversity and differences Discussion prompts and guided question sheets Role-play scripts Reflection journals or worksheets Teaching Approaches Guided discussions and questioning Role-play and drama activities Debate and group discussion Case study analysis and research tasks Small-group collaborative work Independent reflection and journaling	Resources Goal-setting boards and charts Reflection journals Scenario cards with global/local problems Checklists and step-by-step planning sheets Case studies of people making a difference Discussion prompts and guided question sheets Teaching Approaches Guided discussions and questioning Small-group collaborative tasks Debate and problem-solving activities Independent research and reflection Role-play and scenario exploration Presentation and feedback sessions	Resources Visual aids and posters on healthy lifestyle choices Diagrams showing effects of drugs on the body Scenario cards for exploitation and risky situations Case studies on gangs, peer pressure, and emotional wellbeing Stress-tracking sheets or flowcharts Reflection journals and guided question prompts Teaching Approaches Guided discussions and questioning Role-play and drama for risky situations Small-group collaborative problem-solving Case study analysis and debate Independent reflection and journaling Practical activities for making healthy choices and managing stress	Resources Visual aids and posters about mental health Storyboards and case studies about grief and loss Scenario cards on power, control, and peer pressure Guided worksheets for online safety Reflection journals or emotion-tracking sheets Safe technology platforms for practice and demonstration Teaching Approaches Guided discussions and questioning Role-play and drama for managing power dynamics Small-group problem-solving Case study analysis Independent reflection and journaling Practical activities to practise safe online communication	Resources Diagrams of puberty changes for boys and girls Visual timelines of pregnancy and birth Scenario cards on relationships, attraction, and identity Reflection journals or worksheets on self-image and emotions Guided discussion prompts Posters and videos on personal care and healthy habits Teaching Approaches Guided discussion and questioning Small-group and paired work Role-play and scenario exploration Independent reflection and journaling Case study analysis Debate and problem-solving activities
Career links	Teacher Social Worker Youth Worker Counsellor Psychologist Mediator	Teacher Counsellor Psychologist Social Worker Mediator Diversity & Inclusion	Teacher Youth Worker Counsellor Social Worker Project Manager Charity Worker	Doctor Nurse Counsellor Psychologist Social Worker Public Health Officer	Counsellor Psychologist Social Worker Mental Health Practitioner Youth Worker	Teacher Youth Worker Counsellor Psychologist Midwife Health Visitor



	Politician Campaigner Diversity & Inclusion Officer NGO Worker Doctor Nurse Public Health Officer Mental Health Practitioner PE Teacher Project Manager Charity Worker International Aid Worker Environmental Scientist	Officer Youth Worker Campaigner Policy Advisor Mediator / Conflict Resolution Specialist Charity Worker (children's rights, anti- bullying, or international development) Community Project Coordinator Human Rights Advocate International Aid Worker / NGO Worker Cultural Liaison / Intercultural Officer Mentor / Peer Support Leader	Environmental Scientist International Aid Worker Campaigner Policy Advisor	Youth Worker Mental Health Practitioner Community Support Worker Drug Education/Prevention Officer	Teacher Online Safety Officer Community Support Worker Policy Advisor Therapist	Nurse Social Worker Therapist Public Health Officer
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