

**KFJS**  
**PSHE Curriculum Map**

**In each learning journey children will: develop self-confidence and empathy; show consideration for other people's feelings and learn how to stay safe.**

**Year 6**

Unit	Relationships		Living in the Wider World		Health and wellbeing	
	Families and Friendships	Respecting Each Other (including bullying)	Rights and Responsibilities	Belonging	Staying Safe and Healthy	Growing and Changing
<b>Key Question</b>	Why are healthy relationships important?	What are stereotypes?	What rights do children have?	What is the impact of social media?	How do people maintain a healthy lifestyle?	What changes do our bodies go through?
<b>Essential understanding</b>	To recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	To recognise the consequences of discrimination, teasing and bullying and aggressive behaviours, including cyber-bullying and trolling, and how to seek help.	To realise the consequences of anti-social, aggressive and harmful behaviours, including bullying and discrimination of individuals and communities. To develop strategies for getting support for themselves or others at risk.	To understand how text and images in the media and on social media can be manipulated or invented. To identify strategies to evaluate the reliability of sources and identify misinformation.	To know how to make informed choices and to understand the concept of a balanced lifestyle.	To understand the process of conception and pregnancy.

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<b>Objectives</b>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and that some relationships can be healthy, and some can be unhealthy To recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely Revisit pages from All About Friends to support learning. That civil partnerships and marriage are examples of a public demonstration of commitment made between 2 people who love and care for each</p>	<p>To recognise and challenge stereotypes; about the differences between, and the terms associated with, sex, gender identity and sexual orientation 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) The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is</p>	<p>To understand UNICEF rights of the child and know there are some cultural practices which are against British law and universal human rights, such as forced marriages and FGM. To understand we all have the right to feel safe and confident. To know some strategies to help overcome feelings of anxiety. To realise the consequences of anti-social behaviour, including aggressive and harmful behaviours (e.g. Discrimination, bullying). To develop strategies for support for themselves or others at risk.</p>	<p>To understand what diversity means and the benefits of living in a diverse community. To understand how text and images in the media and on social media can be manipulated or invented. To identify strategies to evaluate the reliability of sources and identify misinformation. To identify what kind of job they might like to do when they are older. To recognise a variety of routes into careers (e.g. College, apprenticeships, university)</p>	<p>To know how to make informed choices and begin to understand the concept of a balanced lifestyle, including eating well, drug use and looking after mental health. To learn how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know or the media. To learn strategies for keeping physically and emotionally safe including stranger danger.</p>	<p>To explain how and why the body changes during puberty. To understand the physical and emotional behaviour in adult relationships. To understand the process of conception and pregnancy. To understand the positive and negative ways of communicating in relationships.</p>

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	other and want to spend their lives together and are of the legal age to make that commitment and that marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or they are not making this decision freely for themselves	right to 'break a confidence' or 'share a secret' To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	To understand risks associated with money (e.g. Can be won, lost or stolen) and ways of keeping money safe. To identify the ways that money can impact on people's feelings and emotions.			
<b>Skills</b>	Use a wide range of vocabulary to express how they and others are feeling Listen and respond with empathy					
<b>Assessment</b>	Through discussion and role play activities and observations	Through discussion and role play	Through discussion and role play	Through discussion, pictures and given scenarios; when using the internet in other subject areas	Through discussion	Through discussion and sequencing/labelling activities
<b>WTS</b>	Children can name strategies to resolve arguments in a role play situation but may	Children are able to identify some consequences and with support, can	With support, children are able to identify some consequences of negative behaviours	With support, children are able to identify whether an image has been	Children are able to identify ways to maintain a balanced lifestyle with support	With support, children can identify the stages of conception and pregnancy

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	need support to resolve playground disputes	identify what to do in that situation		manipulated or invented. Children are beginning to evaluate the reliability of sources and identify misinformation		
<b>EXS</b>	Children are able to resolve disputes and reconcile differences independently in a role play situation	Children are able to explain the consequences and know what to do in that situation	Children are able to identify some consequences of negative behaviours and are beginning to identify what to do in that situation	Children are able to identify whether an image has been manipulated or invented. Children are beginning to evaluate the reliability of sources and identify misinformation	Children are able to identify ways to maintain a balanced lifestyle	Children are able to explain the process of conception and pregnancy
<b>GDS</b>	Children are able to resolve disputes and reconcile differences independently, both in a role play situation and on the playground	Children are able to notice the beginning of a bullying situation and are able to act in an appropriate way	Children are able to identify the consequences of negative behaviours and can explain what to do in that situation	Children are able to explain how to identify the reliability of sources and are able to identify if a text or	Children are able to explain the importance of maintaining a balanced lifestyle and	Children are able to explain the process of conception and pregnancy using scientific vocabulary

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				image has been manipulated or invented	give examples of how to achieve it	