



Knowledge, Understand, Skills and Processes for:
Personal, Social, Health and Economic Education (PSHEE) & Citizenship

PSHEE & Citizenship coverage for YEAR 6

Me and My Relationships

WHEN was it taught? In WHAT way? WHO needs extra support?

Relationships and Sex Education:

- I understand the physical and emotional changes I will go through during puberty
- I can look after my body and health as I go through puberty
- I know about human reproduction, including conception
- I recognise different risks in different situations (both online and offline) and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable
- I understand that civil partnerships and marriages are examples of stable, loving relationships, freely entered into by both people
- I know that relationships change over time and the features of a positive, healthy relationship (both online and offline)
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable/anxious or that I believe is wrong, including when to share a confidential secret

Anti-Bullying:

- I can recognise the difference between aggressive and assertive behaviour (both online and offline) and have developed strategies to resolve disputes and conflict
- I realise the consequences of anti-social and aggressive behaviours (such as bullying, cyber-bullying, homophobia, transphobia, biphobia and racism) to individuals and to communities
- I can challenge discrimination and stereotyping, including cultural, ethnic, religious, sexual, gender and disability (both online and offline)
- I understand the nature, causes and consequences of hate crime (both online and offline) and I know I need to tell a trusted adult

Keeping Myself Safe

WHEN was it taught? In WHAT way? WHO needs extra support?

Drug (and Wider Risk Taking) Education:

- I know about basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency
- I recognise the responsibility I have (both online and offline) due to increased independence and can keep myself and others safe
- I can respond to challenges, including recognising and assessing risks in different situations (both online and offline) and can manage them responsibly
- I am able to make informed decisions relating to risk taking behaviours involving medicines, alcohol, tobacco, e-cigarettes, drugs and other substances; including what is meant by the term 'habit' and why habits can be hard to change

Internet Safety:

- I know the internet has many benefits, but I know I need to balance my time spent online and offline and adhere to the age rating of social media and computer games
- I can select appropriate tools to collaborate and communicate confidently and safely with others
- I am able to recognise risks, harmful content and contact; and how to report them
- I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health
- I understand the need to use respectful language and know the legal consequences for sending offensive online communications
- I understand how the advertising on the internet may influence my opinions and choices
- I have an understanding of how my information and data is shared and used online
- I am a responsible user of mobile devices: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

My Healthy Lifestyle

WHEN was it taught? In WHAT way? WHO needs extra support?

Physical and Mental Wellbeing:

- I can manage my time to include regular exercise and self-care techniques (such as relaxation) to look after my mental and physical wellbeing
- I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet
- I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutritional needs
- I understand the risks associated with an inactive lifestyle, poor diet and unhealthy eating on my physical and mental wellbeing
- I understand early signs of physical illness, such as weight loss or unexplained changes to the body
- I understand safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer

Emotional Health and Resilience:

- I recognise that I may experience conflicting emotions, as well as when I need to listen to and overcome my emotions
- I have an understanding of mental illness and how important it is for people to get early help and support
- I understand that the media can have a positive and negative effect on mental health e.g. body image
- I understand what being resilient means to me and I have strategies I can use
- I know how change can impact on my feelings of belonging

Me and My Future

WHEN was it taught? In WHAT way? WHO needs extra support?

Personal Finance:

- I understand that the money we earn also supports the community and how this happens
- I know that there are other currencies around the world and can name some of these
- I am aware that my purchases can be influenced by advertising and by my peers

Careers and Enterprise:

- I can describe how people's careers are different and how they develop in different ways
- I am aware that people feel differently about the different types of work they do
- I can describe a local business, how it is run and the products and/or services it provides
- I am aware that we have rights, duties and responsibilities when it comes to treating people fairly at work
- I know how to keep myself safe when I am working and how the law protects workers from being exploited
- I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for
- I understand what it means to be enterprising

Transition:

- I can identify positive achievements during my time at primary school
- I can identify my strengths, areas for improvement and set myself some goals for Year 7
- I can explain what I am worried about and what I am looking forward to in Year 7
- I know what to expect when I start Year 7
- I can take part and reflect on a planned programme of transition to KS3

PSHEE & Citizenship coverage for YEAR 6	<i>Becoming an Active Citizen</i>	<i>WHEN was it taught? In WHAT way? WHO needs extra support?</i>
	Citizenship Education: ▪ I understand how democracy works in the UK: at a local, regional and national level ▪ I understand that there are other forms of government that are not democratic and can give some examples of these ▪ I understand what being part of a community means and I can take part more fully in school and community activities ▪ I understand the mental health benefits of community participation and volunteering ▪ I can demonstrate a sense of social justice and moral responsibility as part of the school, the community and towards the environment ▪ I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child ▪ I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment ▪ I can research, discuss and debate topical issues, problems and events ▪ I appreciate the range of national, regional, religious and ethnic identities in the UK and the benefits of being a multi-cultural nation ▪ I am aware of how the media present information and that the media can be both a positive and negative influence ▪ I can critique how the media present information ▪ I can discuss controversial issues in a sensitive manner; such as terrorism, migration and racism	