

<b>PSHE Curriculum Overview</b>	
(All aspects will be covered within the year groups as stated, however the actual order of delivery within a year group maybe subject to change due to external factors)	
<b>Year 6</b>	<b>Year 6</b>
Autumn 1	<p><b>Smoking, Drugs and Alcohol</b></p> <p><b>During this PSHE unit the pupils will be taught:</b></p> <p>To increase pupils' awareness of drugs, smoking and alcohol in society – what is socially normal</p> <p>To know the school rules and laws related to drugs, smoking and alcohol use.</p> <p>To understand that all drugs (medicines legal &amp; illegal) smoking (e-cigarettes) alcohol (non-alcoholic) have a serious effect on our health and have wider social implications.</p> <p>To make pupils aware of the influence of the media on values and attitudes.</p> <p>To introduce the concept of peer pressure.</p> <p>To practice resistance to peer pressure within a safe environment</p> <p>Pupils are aware of how to access support agencies.</p>
Autumn 2	<p><b>(Difference and Diversity – Respect for...) Every Action has consequences</b></p> <p><b>During this PSHE unit the pupils will be taught:</b></p> <p>To understand the terms diversity and difference; and to realise that differences between people are inevitable, natural and positive.</p> <p>To comprehend the negative impact of prejudice and intolerance focus on Homophobic behavior (Taught under new guidance by DFE)</p> <p>To identify examples of possible stereo-typing within society</p> <p>To identify ways of dealing with prejudice, and identifying ways of celebrating diversity and difference</p> <p>Pupils to understand what we mean by community.</p> <p>Pupils to be aware that they are part of the community and therefore have some responsibility within their own community</p> <p>Pupils to think about their actions, what impact and consequences come from those actions.</p>
Spring 1	<p><b>Global and local issues</b></p> <p><b>During this PSHE unit the pupils will be taught:</b></p> <p>To make pupils aware of ecological problems and their own responsibility towards the environment</p> <p>To raise awareness of local, national and global organisations concerned with social and environmental issues</p>
Spring 2	<p><b>Diet and exercise</b></p> <p><b>During this PSHE unit the pupils will be taught:</b></p> <p>Pupils to be aware of the importance of exercise and diet on health and wellbeing and to explore the consequences of inactivity and an unhealthy diet.</p> <p>Pupils to be aware of their own responsibility in the choices they make regarding lifestyles.</p> <p>what positively and negatively affects their physical, mental and emotional health</p> <p>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>
Summer 1	<p><b>First Aid</b></p> <p><b>During this PSHE unit the pupils will be taught:</b></p> <p>To enable pupils to identify hazards/ potential hazards and reduce the risk of personal injury</p> <p>To demonstrate the recovery position</p> <p>Explain treatment for choking and asthma attacks</p> <p>Pupils will understand the need for school rules and the consequences of breaking them</p>

Summer 2	<p><b>Self Esteem – Relating to transition</b></p> <p><b>During this PSHE unit the pupils will be taught:</b></p> <p>To develop confidence and skills to cope with change (especially around transition)</p> <p>to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>how their body will, and their emotions may, change as they approach and move through puberty</p> <p>about human reproduction (puberty talk every 2 years)</p>
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