

## PSHE/SMSC Overview

### Year 6

#### Connaught Values – Caring, Confident, Committed

	Connaught Curriculum Drivers	PSHEC and British Values	SMSC
<b>Aut 1 Champions for Change</b>	<p>Enterprise: <b>Work in teams to research, develop and create an invention to present to a business panel.</b></p> <p>Global Citizens: <b>Explore advances in science, technology and industry and whether it is equal all over the world.</b></p> <p>Wellbeing: <b>Appreciate how Victorian Champions for Change have improved well-being for children and other minority groups.</b></p> <p>Communities: <b>Discover how the Industrial Revolution had an impact on communities and way of life.</b></p>	<p><b>Bikeability</b> <b>H&amp;W 21.</b> strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme) Rule of Law and Individual Liberty and Responsibility</p> <p><b>Ongoing</b> <b>R 1.</b> to recognise and respond appropriately to a wider range of feelings in others. Individual Liberty and Responsibility, Tolerance of those from other cultures, faiths and beliefs and Mutual Respect</p> <p><b>R 2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Individual Liberty and Responsibility and Mutual Respect</p> <p><b>R 3.</b> to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. Individual Liberty and Responsibility</p> <p><b>R 4.</b> to be aware of different types of relationship, including those between acquaintances, friends, relatives and families. Mutual Respect</p> <p><b>EW 6.</b> to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. Rule of Law, Individual Liberty and Responsibility and Tolerance of those from other cultures, faiths and beliefs</p> <p><b>EW 7.</b> that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Rule of Law and Individual Liberty and Responsibility</p>	<p><b>Social</b> Year 6 roles – captains, mentors, librarians, pupi parliament. Class charter Circle time on tolerance and accepting others. Open forums to resolve friendship issues supportive peer tutoring/constructive criticism. Regular reinforcement of boundaries. Regular collaborative tasks – Dragons Den, Travle Agencies. Regular presenting. Lesson on systems of governance.</p>

		<p><b>EW 8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. Democracy and Mutual Respect</p>	
<p><b>Aut 2 Amazing Asia</b></p>	<p><b>Enterprise: Develop our own travel agency to create opportunities for learning about Asia.</b></p>	<p><b>Ongoing</b> <b>R 8.</b> to judge what kind of physical contact is acceptable or unacceptable and how to respond. Rule of Law</p>	<p><b>Moral</b> Discussion texts Designing Kepler Colony – Constitutions Mindfulness/BLP/Growth Mindset displays ELSA for target children Children encouraged to take responsibility for their actions.</p>
	<p><b>Global Citizens: Explore the cultures, religions and landscapes of different Asian countries.</b></p>	<p><b>R 9.</b> the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	
	<p><b>Wellbeing: Consider the impact of Buddhism on people's spirituality and quality of life.</b></p>	<p><b>R 10.</b> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. Democracy and Tolerance of those from other cultures, faiths and beliefs</p>	
	<p><b>Communities: Discuss how Asian cultures influence life in Britain today.</b></p>	<p><b>R 11.</b> to work collaboratively towards shared goals. Democracy</p> <p><b>Topic</b> <b>EW 12.</b> to think about the lives of people living in other places, and people with different values and customs. Tolerance of those from other cultures, faiths and beliefs</p>	
<p><b>Spr 1 and 2 Living Together in One World</b></p>	<p><b>Enterprise: Work in teams to design colonies for 100 people that reflect the diversity of Earth.</b></p>	<p><b>Ongoing</b> <b>R 12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. Democracy</p>	<p><b>Spiritual</b> Liaising with secondary schools Religions – all faiths Respecting beliefs/ freedom of speech Brain breaks for target children Thinking about moving onto secondary school 'Who do you want to be?'</p>
	<p><b>Global Citizens: Explore how microorganisms can affect and change the lives of communities throughout the world</b></p>	<p><b>R 13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) Tolerance of those from other cultures, faiths and beliefs</p>	<p>Circle Times</p>
	<p><b>Wellbeing: Debate topical issues that impact the global community.</b></p>		
	<p><b>Communities: Use our insight into other cultures to design a harmonious global community.</b></p>	<p><b>R 14.</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) Rule of Law and Tolerance of those from other cultures, faiths and beliefs</p>	

		<p><b>R 15.</b> to recognise and manage 'dares'  <b>R 16.</b> to recognise and challenge stereotypes. Tolerance of those from other cultures, faiths and beliefs</p> <p><b>Topic work</b>  <b>EW 1.</b> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. Democracy</p> <p><b>EW 2.</b> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Rule of Law</p> <p><b>EW 14.</b> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)  <b>EW 15.</b> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	
<p><b>Sum 1 and 2 Onwards and Upwards</b></p>	<p>Enterprise: <b>Use our own four years of knowledge to produce a Welcome to Connaught brochure.</b></p> <p>Global Citizens: <b>Consider how they will go forward into secondary education with the skills and attitudes to succeed and play a positive role in society.</b></p> <p>Wellbeing: <b>Discuss how to cope with the important changes that take place as we grow up.</b></p> <p>Communities: <b>Discover how Christian practice has adapted to modern life.</b></p>	<p><b>Sutton Life Centre (7 objs)</b>  <b>H&amp;W 1.</b> what positively and negatively affects their physical, mental and emotional health (including the media) Individual Liberty and Responsibility</p> <p><b>H&amp;W 2.</b> 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' Individual Liberty and Responsibility</p> <p><b>H&amp;W 10.</b> to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Individual Liberty and Responsibility</p> <p><b>H&amp;W 11.</b> to recognise their increasing independence brings increased responsibility to keep themselves and others safe. Individual Liberty and Responsibility</p> <p><b>H&amp;W 13.</b> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous,</p>	<p><b>Cultural</b>  Children of different cultures sharing their experiences (+ parents)  Asia WOW Day: Stories from around the world.  Asian Food: Japan  Bhangra Dancing  Comparing 'A day in the life of an African child.'  6 main faiths - jigsawing task  Walking galleries to share art.  African drumming</p>

	<p>unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. Individual Liberty and Responsibility</p> <p><b>H&amp;W 17.</b> which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. Rule of Law and Individual Liberty and Responsibility</p> <p><b>H&amp;W 22.</b> the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Individual Liberty and Responsibility</p> <p><b>SRE (3 objs)</b>  <b>H&amp;W 18.</b> how their body will, and emotions may, change as they approach and move through puberty  <b>H&amp;W 19.</b> about human reproduction  <b>H&amp;W 20.</b> about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. Rule of Law</p>	
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## Year 6 Relationship & Sex Education Schedule

Before starting, discuss with chn the importance of promoting a safe and sensitive atmosphere within the group and **not to discuss content** with children outside of Y6 (or anyone who has been withdrawn from the programme).

Explain that in each session, there will be the chance to write down Qs anonymously. The teacher will aim to answer all of these but if something is inappropriate/not part of the KS2 curriculum, she will have to leave it out. It is also a good idea to provide a box to leave out for the duration of the week for chn to post Qs.

- Know and discuss what the word 'relationship' means.
- Discuss how many expect to have a boyfriend or girlfriend in the future.
- When it is appropriate to start going out with someone – what does 'going out' actually mean?



- How have you changed since being a baby? Physically/emotionally?
- Exploring Female Puberty
- Exploring Male Puberty
- How babies are made and born