



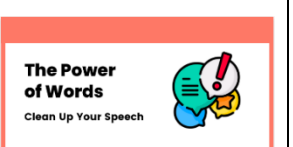


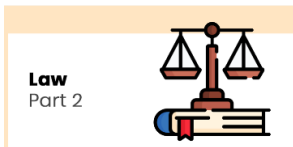
















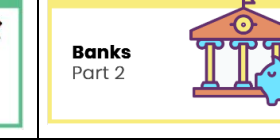



### Year 6 Autumn Term

	AUTUMN 1 <sup>st</sup> Half			Autumn 2 <sup>nd</sup> Half		
Theme	Victorian era – Dark Age or Golden Age?			Darwin's Delights		
Area of Learning	 <p>The Government Part 1</p>	 <p>Law Part 1</p>	 <p>RETHINK PERIODS</p>	 <p>Learning to Working Part 1</p>	 <p>The Power of Words Clean Up Your Speech</p>	 <p>Self-Perception Part 1</p>
Area of Learning	 <p>The Government Part 2</p>	 <p>Law Part 2</p>	 <p>Recognising and Controlling Anger</p>	 <p>Learning to Working Part 2</p>	 <p>Social Media Tik Tok</p>	 <p>Self-Perception Part 2</p>
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	RSE Health and Well-Being	Living in the Wider World	Relationships Online Awareness	Health and Well-Being
PSHE (All NC subject content covered)	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to know who the current main political parties are.</li> <li>to know who the current Prime Minister is.</li> <li>to understand the structure of Government and the role of the Prime Minister.</li> <li>to explore the roles and responsibilities of the Government.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to understand what the law is and why we have it.</li> <li>how a law is made and the consequences of not following laws.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p>To describe the different phases of the menstrual cycle.</p> <p>Identify some menstrual products available, how to use them and how to dispose of them.</p> <p>Describe the phases of the menstrual cycle that may require particular menstrual products.</p> <p><i>To recognise when they need help with feelings.</i></p> <ul style="list-style-type: none"> <li>Strategies to respond to feelings, including intense or conflicting feelings;</li> <li>How to manage and respond to feelings appropriately and proportionately in different situations.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>about the impact that learning can have on our work life.</li> <li>to find out how exam results can help us to reach our career goals</li> </ul>	<p><b>Pupils should be taught:</b></p> <p>To know that we must think before we speak.</p> <p>To know how to recognise how people are feeling.</p> <p>To know that words carry a lot of weight due to how they can damage or heal.</p> <p>To know how your words can make foes out of friends because you shift from banter to bullying!</p> <p><i>To recognise positive and negative aspects of apps like Tik-Tok.</i></p> <p>About how text and images on social media can be manipulated and reinvented;</p> <p>How to respond safely and appropriately to adults they may encounter online whom they do not know.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>about what is meant by self-perception.</li> <li>about why self-perception is so important and how it can affect us.</li> <li>about why it is important to accept ourselves for who we are.</li> </ul>











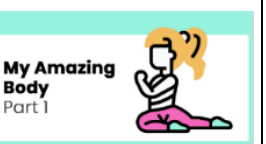


<p><b>Key questions / knowledge and understanding to be explained</b></p> <p><b>Key Knowledge and facts to be recalled</b></p>	<p><b>Phase 1 and 2 – The Government key questions:</b>  <b>Who is currently the Prime minister of the UK?</b>  <b>Can you name any other political parties?</b>  Where does the Prime Minister of the UK live?  What does the government do?  Are the royal family members of the government?  Who has the ability to make and pass laws in our country?</p> <p><b>Phase 3 and 4 – Law key questions:</b>  <b>What is the law?</b>  What are the benefits of having laws?  <b>What may happen if you break the laws of our country?</b>  Who decides on and makes our laws?  What can happen if you break the law?  How is a law made?  Who gives the Bill formal approval for it to become law?</p> <p><b>Phase 5 Rethink Periods- People, Periods and Products key questions:</b>  <b>SEE RETHINK PERIODS- PEOPLE, PERIODS AND PRODUCTS LESSON PLANS AND RESOURCES</b>  <a href="#">Periods People and Products KS2 lesson plan.doc</a>  <a href="#">Periods People and Products KS2 PPT (1)(1)RE.pptx</a></p> <p><b>Phase 6 Recognising and Controlling Anger key questions:</b>  What is a 'trigger'?  What are common situations that trigger intense emotions?  Is it easy to recognise triggers?  Is it important to recognise triggers?  Watch <a href="#">8 Signs You May Be Emotionally Triggered - YouTube</a>  <b>Talk about how understanding your triggers may help you to regulate your emotions.</b></p>			<p><b>Phase 1 and 2 – Learning to Working key questions:</b>  <b>Why is learning so important?</b>  <b>Can we learn different skills to help our job or career?</b>  Why is learning so important for the job that you want to do?  What tends to give successful people the success in their lives?  Which are the three most important GCSE subjects required by employers?  Where might you go to study after the age of 16?  Which qualifications might you take at around the age of 18?</p> <p><b>Phase 3 The Power of Words- Clean Up Your Speech key learning:</b>  <a href="#">THE POWER OF WORDS - Best Motivational Speech Video (Featuring Coach Pain) - YouTube</a> watch the link to start a discussion about the power of words- in what ways are our words powerful? "Words are singularly the most powerful force available to humanity. We can choose to use this power to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble."  Is being funny about breaking usual boundaries and making people laugh?  If someone is upset by banter- isn't it their fault for not having a sense of humour?  <b>Think of 3 rules to help you and your peers decide where the dividing line between banter and bullying is.</b></p> <p><b>Phase 4- Social Media- Tik Tok key learning:</b>  <a href="#">Live My Digital for students: Relationships &amp; Grooming - YouTube</a>  What is tik tok?  <b>Are there dangers of using tik tok?</b>  <a href="#">TikTok Tips: You're in Control Video Series 2.0   TIKTOK OFFICIAL ACCOUNT - YouTube</a>  Watch and discuss what you have learnt about making social media safe.</p> <p><b>Phase 5 and 6 – Self Perception key questions:</b>  <b>What is self-perception?</b>  <b>Why is self-perception important?</b>  Who has the perfect self-perception?  Why should you accept yourself for who you are?  How can you accept who you are?  Why accept yourself for who you are?  <b>How can you learn to accept yourself?</b>  Can you change who you are?</p>		
<p><b>Vocabulary</b></p>	<p>Prime Minister, General Election, democratically, opposition, election</p>	<p>Laws, consequences, responsibility, illegal, legal, punishment</p>	<p>Menstruation, menstruators, menstrual cycle, menstrual products, ovulation, periods</p> <p>Anger, triggers, emotions, regulate</p>	<p>Certificates, achievement, qualifications, GCSE, A Level,</p>	<p>Hurt, heal, banter, bullying</p> <p>Grooming, block a user, privacy and safety, who can duet with me, report spam, violence or harm, harassment or bullying, comment filters,</p>	<p>positive, negative, media, online, self-perception, personality,</p>

# Year 6 Spring Term

	Spring 1 <sup>st</sup> Half			Spring 2 <sup>nd</sup> Half		
Theme	Blood Heart			Fire Damp and Davy Lamps		
Area of Learning	 <p><b>Organisation of Life</b></p>	 <p><b>First Aid and CPR Part 1</b></p>	 <p><b>NOT IN OUR COMMUNITY</b> Lesson Plan: Anywhere Kids Film Resource</p>	 <p><b>British Values - Rights &amp; Radicalisation Part 1</b></p>	 <p><b>Feeling Anxious Part 1</b></p>	 <p><b>Banks Part 1</b></p>
 <p><b>Global Warming Issues and Prevention</b></p>	 <p><b>First Aid Part 2 Common Injuries or Emergencies</b></p>	 <p><b>British Values - Rights &amp; Radicalisation Part 2</b></p>		 <p><b>Feeling Anxious Part 2</b></p>	 <p><b>Banks Part 2</b></p>	
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	Relationships			Living in the Wider World
PSHE (All NC subject content covered)	<p><b>Pupils should be taught:</b> To recognise positive things about themselves and their achievements; to set goals to help achieve personal outcomes; About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p><a href="#">The issues of global warming and what we can do to prevent further irreparable damage</a></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to ensure that all students have an understanding of the most common injuries and conditions affecting children which may lead to the provision of first aid.</li> <li>to ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support</li> </ul>	<p><b>Pupils should be taught:</b> To understand what ‘grooming’ and ‘exploitation’ are. To know what it might look like if a friend was being groomed or exploited. To know what to do if you are worried that you or a friend are being groomed or exploited.</p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to appreciate that Human Rights are often seen as controversial and that some people may want them scrapped.</li> <li>to develop skills and knowledge to participate in open and respectful dialogue and debate about universal rights.</li> <li>to understand that some people may befriend us in order to encourage us to adopt their beliefs.</li> <li>to see that you may be persuaded to join groups whose views and actions are considered extreme.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to understand what it feels like to be anxious.</li> <li>to know what can make us anxious.</li> <li>about what we should do when start to feel anxious.</li> <li>about feeling anxious in different situations</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>about how banks work and why we need them.</li> <li>identify some national banks.</li> <li>to understand why banks are important in our lives.</li> </ul>
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p><b>Phase 1- Organisation of Life key questions:</b></p> <p><b>-Organising things includes:</b> Labelling folders, keeping school papers in the right ones. Clean out school bags every day, and keep things in the same place every day. That way, it's always easy to find your backpack, shoes, and coat.</p> <p><b>-Organising space includes:</b> . Having a place for doing homework - a desk or table where work can be spread out. Gathering supplies — like pencils, papers, or markers. Don't use a bed for work - make sure there are defined areas for work and rest - psychologically it helps!</p> <p><b>-Organising time involves:</b>. Using a planner to help keep track of what and when. Marking dates of assessments and preparation. Marking the days for sports practice, lessons, or other activities. Writing down homework every day and paying attention to it.</p> <p><b>Phase 2- Global Warming key learning:</b> <a href="#">Climate Change - The environment for Kids (Updated Version) - YouTube</a></p>			<p><b>Phase 1 and 2- BV Rights and Radicalisation key questions:</b></p> <p><b>What are human rights?</b> Should human rights be scrapped or changed? Why is there any debate about them? What might be some reasons for the debate? What is Natural Law? What was the Magna Carter? What are the controversial issues that make politicians want to change Human Rights? What is propaganda? Who or what is a radicaliser? What does it mean if someone is vulnerable to propaganda? <b>What is radicalisation?</b></p>		

	<p>How quickly are temperatures rising and to what levels?  <b>Is it too late to do anything about climate change?</b></p> <p><b>Phase 3 and 4 –First Aid key questions:</b>  <b>What is first aid?</b>  How important is a primary survey in first aid?  <a href="#">How to do the Primary Survey - First Aid Training - St John Ambulance - YouTube</a>  Who is LIONEL in an emergency and how can he help?  What is the recovery position?  <b>What is CPR?</b>  What are the most common injuries affecting children which lead to the necessity for first aid?  What's the role of a first aider if someone near you is injured?  What is anaphylaxis?  What do you do if someone is burned or scalded?  What if someone has an electric shock?</p> <p><b>Phase 5 and 6 – Grooming and Exploitation (complete over 2 phases)</b>  Watch 'Anywhere Kids' <a href="#">Anywhere Kids - YouTube</a>  Follow the lesson plan- <a href="#">Anywhere Kids</a>  Supporting Resource Pack <a href="#">Anywhere Kids RP.pdf</a>  <b>Ensure that the lessons include a debrief after watching the film.</b></p> 		<p>What is prevent?</p> <p><b>Phase 3 and 4 Feeling Anxious key questions:</b>  <b>What is it like to feel anxious?</b>  <b>What can make us feel anxious?</b>  What might happen when you feel anxious?  <b>What can we do to feel less anxious?</b>  What situations can make you feel anxious?  What can you do when you feel anxious to make you feel better?  Who can you talk to when you are feeling anxious?</p> <p><b>Phase 5 and 6 – Banks key questions:</b>  <b>Who or what is The Bank of England?</b>  What is inflation?  What are interest rates?  In some countries, the government chooses what to produce, how much and for whom. In the UK, it's determined by what people want to buy, and how much businesses can provide – supply and demand. What is supply and demand?  How does supply and demand shape the economy?  What is a cost of living crisis?  What is deflation?  How do people keep an eye on the economy?</p>			
<p><b>Vocabulary</b></p>	<p>Schedule, plan, organisation, forward thinking  <a href="#">global warming</a>, <a href="#">carbon footprint</a>, <a href="#">emissions</a>, <a href="#">fossil fuels</a></p>	<p>Unresponsive, alert, respiratory rate, heart rate, recovery position, CPR (Cardio Pulmonary Resuscitation)</p>	<p>Grooming, exploitation, support, trusted adults</p>	<p>controversial, Bill of Rights, informed decisions, debate, communal rights,</p>	<p>worry, anxiety, concern, uncertain, emotions, fear, nervous</p>	<p>Bank, loan, interest, financial, business</p>

# Year 6 Summer Term

	Summer 1 <sup>st</sup> Half			Summer 2 <sup>nd</sup> Half		
Theme	Hola Mexico			Frozen Kingdoms		
Area of Learning	 <p><b>Transition</b> Part 1</p>  <p><b>Alcohol, Smoking and Vaping</b></p>	 <p><b>Drugs</b></p>  <p><b>Illegal Drugs</b></p>	 <p><b>Ageism</b> Part 1</p>  <p><b>Ageism</b> Part 2</p>	 <p><b>Consent</b></p>  <p><b>The Power of Love Inequality Within Relationships</b></p>	 <p><b>What is Forced Marriage?</b></p>  <p><b>Identity, Gender and Sexuality</b></p>	 <p><b>My Amazing Body</b> Part 1</p>  <p><b>My Amazing Body</b> Part 2</p>
Area of PSHE/SRE	British Values Drugs Awareness	Drugs Awareness	Health and Well-Being	RSE	RSE	RSE
PSHE (All NC subject content covered)	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>to develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> </ul> <p>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break;</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>	<p><b>Pupils should be taught:</b></p> <p>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break;</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>To recognise the reasons for laws about drugs, possession, personal use and dealing;</p> <p>How to recognise if relationships are making them anxious or unsafe;</p> <p>To know where to get advice and support if worried about their own or someone else's safety because of drugs</p>	<p><b>Pupils should be taught:</b></p> <p>To value the different contributions that older people make to the community;</p> <p>To understand about diversity, especially to see the benefits of living in a diverse community where older people are valued and respected;</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards older people and to develop conscious thought about strategies for challenging stereotypes of ageing;</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>about respecting the differences and similarities between people and recognising what they have in common with others;</p> <p>to recognise there are human rights that are there to protect everyone; the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p><b>Pupils should be taught:</b></p> <p>To understand what unwanted sexual attention is and the need for privacy when growing up;</p> <p>The laws and ages of consent.</p> <p>To learn what consent means for you in terms of your body and your choices.</p> <p>To understand that consent also relates to what you do online.</p> <p>To recognise that feelings change over time and range in intensity and to understand what constitutes positive, healthy relationships.</p> <p>To know that there are healthy and unhealthy relationships.</p> <p>To explore ways that inequality within relationships affects personal relationships and love, especially due to differences in power.</p> <p>To analyse how more equitable roles between people can contribute to a healthy loving relationship.</p> <p>To recognise this potential within loving relationships and therefore adopt equitable roles.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and</p>	<p><b>Pupils should be taught:</b></p> <p>To know that forcing anyone to marry against their will is a crime.</p> <p>To know that the key difference between 'forced marriage' and 'arranged marriage' is consent.</p> <p>That help and support is available to people who are worried about this for themselves or others.</p> <p>To define homophobia and transphobia.</p> <p>To think about the social norms that have contributed to such discrimination.</p> <p>To recognise that all people should be able to love who they want free from judgement, violence, and coercion.</p> <p>To demonstrate ways in which they can give support to the LGBTQ+ community.</p> <p>To discuss the 'protected characteristics'.</p> 	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to understand relationships.</li> <li>to know what consent is.</li> <li>to understand intimate relationships.</li> <li>to know what is needed in intimate relationships.</li> </ul>

<p><b>Key questions / knowledge and understanding to be explained</b> <b>Key Knowledge and facts to be recalled</b></p>				<p>others (including in a digital context).</p>		

**Phase 1- Transition key questions:**

What is to fear about secondary school?  
 What will be the differences between primary and secondary school?  
 What are the most common concerns a Year 6 pupil has about secondary school?  
**What are the best strategies to manage change?**  
 Is it true that change is always stressful?

**Phase 2- Alcohol, Smoking and Vaping key learning:**

[Dangers of smoking | Health | Biology | FuseSchool - YouTube](#)  
[Alcohol | Health | topic | FuseSchool - YouTube](#)  
**What effects might smoking, drinking and vaping have on our lives?**  
**Vaping seems less harmful, so is it okay to vape?**  
 Explore the risks of vaping [Yr 6. Alcohol, Smoking and Vaping, Challenge 2.pptx \(live.com\)](#)

**Phase 3 Drugs key learning:**

What is a drug?  
 Which drugs are legal and which drugs are illegal?  
 Discuss what you would do in the scenario.  
 Complete this activity to encourage thinking about why not to take drugs [Year 6 - Drugs - Challenge 2.pptx \(live.com\)](#)



**Phase 4 Illegal Drugs key learning:**

How do drugs get into your system?  
 Why do young people use illegal drugs?  
 Is there a way of knowing if someone is taking illegal drugs?  
[PSHE KS2: A brother's involvement with drugs - BBC Teach](#) - what are Joe's options? Talk to the police, do nothing, flush the drugs down the toilet? Discuss the consequences of each option. Discuss that there is also the option to 'Talk to Frank' - website for anyone with concerns about someone taking drugs.  
[How to help a friend | FRANK \(talktofrank.com\)](#)  
**Read the online book [No More Knives \(notinourcommunity.org\)](#) to teach the children about County Lines.**

**Phase 5 and 6- Ageism key learning:**

[Ageism: Explained - YouTube](#)  
**What is ageism?**  
**How does ageism affect the whole of society?**  
[Age-friendly communications principles - YouTube](#)  
 What is age friendly communication?  
 How does the media portray ageing?

**Phase 1 Consent key learning:**

[Tea Consent \(Clean\) - YouTube](#)  
**What is consent?**  
**What are important factors of a healthy relationship?**  
 Is it consent if they seem okay to go along with it?  
[Unexpected Guest | John Lewis & Partners | Christmas Ad 2021 - YouTube](#)  
 Watch the above clip- an alien creature has arrived on earth, they have heard about something called 'consent' but have no idea what it means. Can you explain it to them?

**Phase 2 The Power of Love, Inequality in Relationships key learning:**

What does attachment mean?  
 Do you think that love and attachment are all about the heart?  
 Does your brain and rational thought have any control?  
 Should you give your heart responsibility for making decisions?  
[Head or Heart, which one to listen to? - Sadhguru - YouTube](#)  
**Think about what boundaries are relevant to you in your relationships-** complete the 'setting boundaries' activity:  
[Yr 6. The Power of Love, Challenge 2 \(lifewise.co.uk\)](#)

**Phase 3 What is Forced Marriage key learning:**

[Layla's Forced Marriage Story: Your Tomorrow | ChildLine - YouTube](#)  
**What is 'forced marriage'?**  
 What are the possible consequences of a 'forced marriage'?  
**What are the differences between 'forced marriage' and 'arranged marriage'** [Forced marriage v arranged marriage - YouTube](#) The key difference is **CONSENT**.  
[Yr 6 - RSHE Forced Marriage - Challenge 3.pptx \(live.com\)](#) Look at the ppt and discuss.

**Phase 4 Identity, Gender and Sexuality key learning:**

What are the 'protected characteristics'?  
[Freedom! '90 \(Remastered\) - YouTube](#) It is 30 years since George Michael wrote this song, have things changed?  
 Do we still need more change?  
 Watch [Llama Glamarama - YouTube](#) and talk about celebrating differences.  
 Watch [Read Aloud Books for Kids - Perfectly Norman | Children's Bedtime Picture Stories | Being Yourself - YouTube](#) and talk about being yourself.

**Phase 5 and 6 – My Amazing Body key questions:**

**What is relationship?**  
**What does consent mean?**  
 What are the keys to a relationship?  
 When is consent needed in a relationship?  
 Which are some of the responsibilities to consider before having an intimate relationship?  
 What is an intimate relationship?  
 What are the basic responsibilities of any relationship?  
 Why do you need to be emotionally, physically and financially ready before making big decisions like having a baby?  
 Why is care, love, respect and trust important for any relationship?

<b>Vocabulary</b>	Stressful, change, friendships, positive, respect, qualities, peer pressure, support  Drugs, alcohol, smoking, vaping	Steroids, Cocaine, Heroin, Caffeine, Cannabis, Alcohol  Drug, legal, illegal, dependence, addiction	Life expectancy, ageism, housing, health, injustice	Bodily autonomy, consent, exploitation, coercion, mutual respect  attraction, power dynamics, inequality	Forced marriage, coercion, pressurised, crime  Equality Act, protected characteristics, sexual orientation, gender reassignment, homophobic, transphobic	Respect, sexual relationship, penis, vagina, sperm, ovary, fertilisation, embryo, human, offspring, emotions
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