

Home Farm Primary School
PSCHE overview – Year 6



Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships
<ul style="list-style-type: none"> • about ways that people may in appearance, personality and relationships as they grow and grow up and ways that they may stay the same. • a vocabulary of feelings associated with change. • to the assess risks in trying to grow up too soon. • about letting the growing up process take its course and what this means. • about the responsibilities of parenthood and the problems for girls and boys of becoming very young parents. • to deepen their understanding of what it means to be responsible and to take on responsibilities. 	<ul style="list-style-type: none"> • about criteria for evaluating healthy lifestyles. • that there are a range of ways of living a healthy lifestyle; to recognise and show respect for diversity in their communities. • the skills to evaluate and reflect upon healthy lifestyles, including their own. • to evaluate their own healthy lifestyles and set goals to improve their own health. • that developing a healthy lifestyle now is an investment for their future health and recognising the importance of their own contribution. • the difference between eating a 'balanced diet' and 'dieting'. • about stereotyping in the media surrounding body image and diets. • to recognise and challenge stereotyping. • about body types which influence the main characteristics of how our bodies look. • that it is possible to be healthy and attractive whatever body type you are and that you cannot turn one type into another by dieting. • about the link between emotions and health. • ways of recognising 'low moods'. • some strategies for managing emotional states and keeping a healthy mind. • about the importance of exercise for having a healthy heart now and as an investment for the future. • about the effects of exercise on the body physically and emotionally. 	<ul style="list-style-type: none"> • to judge 'responsible' and 'not so responsible' outcomes. • to apply skills of decision making. • how strong emotions can affect ability to judge situations accurately and how to manage these emotions positively. • about the importance to keeping safe of finding out facts and weighing up conflicting reports. • to be able to identify reliable sources of information. • about the main accidents affecting children of their age and how risks can be minimised. • the skills needed to minimise the risk of accidents. • about what causes accidents. • about how seemingly safe situations can get out of hand and the skills of predicting and coping with this. • to recognise the language of persuasion. • strategies to resist negative pressure and persuasion, including managing feelings. • to judge what to do to stay safe in a range of circumstances. • skills for staying safe in a range of circumstances. 	<p>to reflect on moral issues – global distribution of wealth, fairness and greed- and understand other people's experiences.</p> <ul style="list-style-type: none"> • about the work of the Fair Trade foundation. • about how values underpin belief and action. • that different people may hold different values to them and therefore have different viewpoints. • to contribute their views and opinions to a debate. • to take account of human rights in making judgements about moral issues. • about how the media present information on current moral issues. • to form, express and evaluate opinions on moral issues. • about stories in the media which illustrate local, national or international cooperation. • about some of the challenges to achieving cooperation and ways to overcome these. • about how and why laws are made in a democracy. • about the role of Parliament and MPs. • that there are different levels of government including local and national. 	<p>about how people's perception of risk changes as they grow up.</p> <ul style="list-style-type: none"> • that the level of a 'risk' can be different for different people. • about the difference between risks and hazards and long and short term harm. • about why rules are made and why they might be broken. • about the risks and consequences of breaking rules. • strategies to help themselves to keep the rules. • about the difference between long and short term harm. • about the reasons why young people start to smoke. • about dependency and addiction. • about the problems associated with giving up smoking. • about the impact of alcohol on behaviour. • to weigh up risks of different decisions in a given situation. • that alcohol affects one's ability to recognise a 'critical moment'. • to critically assess how the media presents information. • about what skills may help in situations involving drugs. 	<ul style="list-style-type: none"> • that sometimes people have conflicting feelings surrounding an issue or situation. • some strategies for managing conflicting feelings. • that people can be responsible for their own emotional states. • about some of the things that people can do to keep their emotional states 'in balance'. • that there are different ways to communicate feelings. • ways of telling how someone else is feeling. • that change is part of everyone's life experience. • a vocabulary of feelings for change. • some strategies for managing change. • about feelings that children may have about moving to secondary school. • have strategies for managing their feelings about moving to secondary school. • that preparation can help individuals to cope more effectively with change. • about some preparations that they can make for starting secondary school. • to reflect on and celebrate what they have achieved in KS2. 	<ul style="list-style-type: none"> • about the personal skills of leadership. • the qualities of an effective leader. • to value the different aspects of their personality and the personalities of others. • strategies for resisting persuasion from special friends or from a larger friendship group. • a vocabulary of feelings to deal with being left out of a group and strategies for dealing with these feelings. • the importance of 'image' and being part of the 'group', the influence of the media and especially advertising. • about the impact of group image and the pressure to conform which this can cause. • about their preferred styles of conflict resolution. • about the skills needed for active listening and effective communication • to put these skills into practice. • to put their conflict management skills into practice. • about ways of building strong relationships with people within networks • about tensions which may arise within networks and positive ways of resolving these tensions.