

Year Group	Subject	Half-term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	PSHE	Unit of learning	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
		Unit content	What are my hopes, fears and worries for the year ahead? How can I be a good global citizen? What are my rights as a school citizen? What are our class rules? What are my rights and responsibilities?	What is normal? Am I normal? How does having a disability affect someone's life? When do power struggles become bullying?	What are my personal learning goals this year? What steps can I take to achieve them? What is my dream for the world? How can I work with others to achieve my dream for the world?	How can I look after my mental health and manage stress?	Who are the special and significant others in my life? How do I feel when someone close to me dies or leaves? How can I stay safe when I use technology to communicate with my friends?	What am I excited and worried by about moving to secondary school?
		Knowledge	Know how to express my fears and worries about the future Know I am welcome and valued and know how to make others feel the same Know that there are universal rights for all children Know my rights and responsibilities	Know there are different perceptions about what normal means Know having a disability could affect someone's life Know some of the examples of people with disabilities who lead amazing lives Know some of the reasons why people use bullying behaviours Know there are ways in which difference can be source of conflict and a cause for celebration	Know my goals Know what learning steps I need to take to reach my goal and how to motivate myself to work on these Know how to work with others to make the world a better place Know I have to work hard to achieve my own dreams and goals	Know the impact of food on the body Know different types of drugs and their uses Know and can put into practice basic emergency aid procedures Know what it means to be emotionally well and can explore people's attitudes towards mental health/illness Know when I feel stressed and the triggers that cause this Know how stress can cause alcohol misuse	Know my family and the most significant people to be in my life so far Know some of the feelings we can have when someone dies or leaves Know that there are different stages of grief and that there are different types of loss that cause people to grieve Know when people are trying to gain power or control Know how how to use technology positively and safely to communicate with my friends and family	Know to be aware of my own self image and how my body image fits into that Know how bodies change during puberty Know what I am looking forward to and what worries me about the transition to secondary school

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		Vocabulary	goals, worries, fears, value, welcome, choice, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, rewards, consequences, empathise, obstacles, responsibilities, cooperation, collaboration	normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, cerebral palsy, role model, inspire, independent, disability, power, struggle, imbalance, control, harassment, bullying, bullying behaviour, argument, recipient, paralympian, achievement, accolade, disability, sport, perseverance, admiration, stamina, celebration, difference, conflict	dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, dream, feeling, success, criteria, learning steps, money, global, issue, suffering, concern, hardship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition	mood, energy, balanced diet, drugs, effects, motivation, misuse, anti-social, responsible, appropriate, emergency, recovery position, CPR, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure, significant, relationship, special, feelings, close, important, feelings, sadness, loss, grief, hurt, pain, change, bereavement, coping strategies, shock, hopelessness, anger, acceptance, bereavement, denial, despair, guilt, power, control, authority, bullying, script, assertive, communication, technology, cyber -bullying, abuse, safety	significant, relationship, special, feelings, close, important, emotions, feelings, sadness, loss, grief, hurt, pain, change, bereavement, coping strategies, denial, despair, guilt, shock, hopelessness, anger, acceptance, power, control, authority, bullying, script, assertive, communication, technology, power, cyber -bullying, abuse, safety	body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, uterus, womb, oestrogen, Fallopian tube, cervix, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement

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		<i>Progression standards</i>	Reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals Recognise and respond appropriately to a wider range of feelings in others Work collaboratively towards shared goals Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability Learn why and how rules and laws to protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules Know that there are some cultural practices which are against British law and universal human rights Resolve differences by looking at alternatives, seeing and respecting others' points of views, making decisions and explaining choices	Recognise and challenge stereotypes Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability Learn why and how rules and laws to protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules Know that there are some cultural practices which are against British law and universal human rights Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities Resolve differences by looking at alternatives, seeing and respecting others' points of views, making decisions and explaining choices Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	Reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals Work collaboratively towards shared goals Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view	Learn about positive and negative effects on physical, mental and emotional health (including the media) Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Learn which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply	Be aware of different types of relationships, including those between friends and families, civil partnerships and marriage Know that civil partnerships and marriage are examples of stable, loving relationships and be aware that marriage is a commitment entered into freely by both people Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability	Learn about positive and negative effects on physical, mental and emotional health (including the media) Understand how their bodies change as they approach and move through puberty Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Learn about human reproduction including conception Deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Recognise and respond appropriately to a wider range of feelings in others Judge what kind of physical contact is acceptable / unacceptable and how to 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