


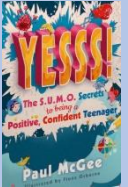







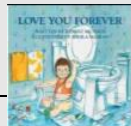
Core Theme	Year 6	PD book	British values	SUMO	Articles	PD Award
<p>Health and Wellbeing</p> <p><b>Big Questions</b></p> <p><i>How can we keep healthy as we grow?</i></p> <p><i>How are mental and physical health linked?</i></p> <p><i>What can we do to prevent detriment to these?</i></p> <p>PSHE Lesson                      PSHE Assembly                      Visitor Assembly                      No Outsiders in a Faith Community                      Across the Curriculum</p>	<p>Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Develop strategies for keeping physically safe including road safety (including cycle safety- the Bikeability programme),</p> <p>Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others.</p> <p>Understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>Consider how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable.</p> <p>Understand that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>Recognise when someone else needs help.</p> <p>Explore what positively and negatively affects their physical, mental and emotional health.</p> <p>To consider life changes.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>Explore change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To know the school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Skill map:</b> create a skill map looking at their journey of developing a skill. Examine how this fits in with their growing independence and responsibilities. <b>Deeper:</b> acknowledge and explore that one path may diverge into several different paths on the journey to independence.</p> <p><b>Respond to a scenario:</b> give the pupils a scene in which a request for an image is asked. Ask the children how to respond to this. <b>Deeper:</b> show an appreciation for what others may choose to do, why they do this and how this can be prevented.</p> <p><b>Role play:</b> role play a scene whereby someone may need help. Discuss what signs they are looking out for and what course of action will they take. <b>Deeper:</b> delve into signs which appear both physically and mentally. What about those that we can't see?</p>	<p><b>Liberty</b></p>  <p>Pupils have the freedom to make choices that affect them, but recognise that they are accountable for their actions.</p> <p><b>Law</b></p>  <p>Rules are there to help protect myself and others. They must be respected.</p>	<p><b>There's something AMAZING Inside you! (Page 1-18):</b> This chapter of the book looks at the different parts of the brain (primitive and slow-thinking). This can link well with making informed choices.</p>  <p><b>The Magic Formula (page 19-40):</b> This section of the book revisits the E+R=O formula but in relation to red/blue cap thinking. This could be linked to responsible use of technology, or when looking at promoting independence.</p> 	<p><b>24</b></p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p> <p><b>27</b></p>  <p>FOOD, CLOTHING, A SAFE HOME</p> <p><b>17</b></p>  <p>ACCESS TO INFORMATION</p>	<p><b>Zone 1 – Bien-être</b></p>  <ul style="list-style-type: none"> <li>. make links between PE lessons and exercise.</li> <li>. take part in a yoga session or a mindfulness break.</li> <li>. design or create your own healthy meal.</li> </ul> <p><b>Zone 2 – Egalitate</b></p>  <ul style="list-style-type: none"> <li>. making new friends</li> <li>. buddying with a new pupil in school.</li> <li>. help a peer with their learning.</li> <li>. Take part in a religious celebration with others.</li> </ul>

No Outsiders in a Faith Community






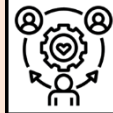

Love you Forever – Robert Munsch

<https://www.youtube.com/watch?v=5J4ExwFQILk>

We all grow up, how do our families change, discuss hopes for future



Spring Term

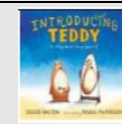
Core Theme	Year 6	PD Book	British values	SUMO	Articles	PD Award
<p><b>Relationships</b></p> <p><b>Big Questions</b></p> <p><i>What will change as we become more independent? How do friendships change as we grow?</i></p> <p><i>How do I manage change, including moving to secondary school?</i></p> <p><i>How do I ask for support or where do I seek further information and advice regarding growing up and changing?</i></p> <p><b>PSHE Lesson</b>  <b>PSHE Assembly</b>  <b>Visitor Assembly</b>  <b>No Outsiders in a Faith Community</b>  <b>Across the Curriculum</b></p>	<p><b>Support their friends.</b>  <b>Recognise peer pressure.</b>  <i>Listen and respond respectfully to a wide range of people and feel confident to raise their own concerns.</i>  <b>Identify &amp; respect the difference and similarities between people.</b>  <i>Understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</i>  <i>Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities and develop strategies to seek help for themselves or others who are at risk.</i>  <i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Freeze frame:</b> freeze on an image between pupils where someone is being pressured into something. Use this to explore what sort of things people could be pressured into. Then, delve into the thoughts and feelings of the victim. What should they do?  <b>Deeper:</b> can they look at the scenario from the opposite perspective? Why is this happening? What could they advise the perpetrator?</p> <p><b>Thought shower:</b> create a thought shower of potential consequences of particular anti-social behaviours. Are there any that overlap. How do they consequences change dependant on the action? <b>Deeper:</b> Examine both the short and long term consequences for both the perpetrators and victim.</p> <p><b>Recount:</b> write a recount of how they have helped someone in the past and given them support. Is that still accurate today? Would they change anything? <b>Deeper:</b> suggest different types of help and when these would be appropriate or relevant. When would they be used and why? Answer what if questions relating to their advice.</p>	<p><b>Respect</b></p>  <p>What is respect?  Where does it come from?  Who receives our respect? Why?  Why is it important?  How does this support healthy relationships?</p> <p><b>Responsibility</b></p>  <p>What is a responsibility?  Who has them?  Why?  Am I always responsible for my actions?  How responsibilities also afford rights.  What responsibilities do we share?  What should we not be responsible for?</p>	<p><b>The Most Important Person You'll Ever Talk to Is...</b> (Page 41-74): This chapter looks at the influence others can have on a pupils life. It reframes 'talking to yourself' as a way of promoting positive thinking and building a relationship with yourself first. The chapter then delves into TEAR or negative patterns of thinking, and how this leads to faulty thoughts. The chapter encourages pupils to 'be their own best friend'.</p> <p><b>Hippos do it and so should you (page 75-98):</b> Here, pupils looks at how pretending to be happy does not actually help a situation. Life is very much like a game of snakes and ladders. Pupils are allowed to wallow from time to time, when needed. It is ok, to not be ok. Emphasis on the reason why hippos wallow in mud – protection. The key part is to remember it is temporary – why?</p>	<p><b>3</b>    <b>BEST INTERESTS OF THE CHILD</b></p> <p><b>5</b>    <b>FAMILY GUIDANCE AS CHILDREN DEVELOP</b></p> <p><b>18</b>    <b>RESPONSIBILITY OF PARENTS</b></p>	<p><b>Zone 4 – Omhyggeelig</b></p>  <ul style="list-style-type: none"> <li>. helping a peer who might be struggling with their learning.</li> <li>. Think of ways we can help reduce waste within school, strengthening our relationship with the environment.</li> </ul> <p><b>Zone 6 – Deris</b></p>  <ul style="list-style-type: none"> <li>. act as a special person for someone in your community.</li> <li>. talk about the different communities you are part of.</li> <li>. Show how special you are!</li> </ul>

No Outsiders in a Faith Community








The Whisperer – Nick Betterworth  
What is peer pressure, how do you stand up against peer pressure?



Introducing Teddy – Jessica Walton & Dougal MacPhearson  
<https://www.youtube.com/watch?v=ddRmNpLYgCM>  
What does transgender mean, how do we make sure everyone feels welcome Identify



Summer Term

Core Theme	Year 6	PD Book	British values	SUMO	Articles	PD Award
<p>Living in the Wider World</p> <p><b>Big Questions</b></p> <p><i>How can the media influence people?</i></p> <p><i>Taking into consideration different viewpoints, what influences people's decisions?</i></p> <p><i>Discuss/debate</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p> <p><b>RSE</b></p>	<p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>Challenge the causes of racism.</p> <p>Consider how the Equality Act affects me.</p> <p>Consider freedom of speech.</p> <p>Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (Rights Respecting).</p> <p>Learn what is meant by enterprise and begin to develop enterprise skills</p> <p>Learn about human reproduction.</p> <p>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</p>	<p><b>Continuum line:</b> write down situations which may affect a person's health and wellbeing, both physically and mentally. This can then be gauged in terms of severity and impact on a person's health on the line – be sure to discuss how these have come about and what pressure groups may be at play here. <b>Deeper:</b> what solutions can be suggested? What ways can these be avoided? What mitigating strategies can be used to pre-empt any of these?</p> <p><b>Respond to a picture:</b> use a stock picture of a protest. Allow for a discussion about the possible causes and conflicts that may be behind this. What thoughts are going through the minds of those involved? <b>Deeper:</b> what influential factors may be at play here?</p> <p><b>Enterprise presentation:</b> design, create and present, in any chosen medium, about a chosen enterprise project they have undertaken and ran. Discuss what skills they would need, what worked well, what did not? <b>Deeper:</b> If they were to redo, how would it be different and why?</p>	<p><b>Tolerance</b></p>  <p>Make links to people being different but part of the same community/family or friendships.</p> <p><b>Democracy</b></p>  <p>What does the council do? Why is it important that we are represented? Presentation of manifestos by candidates Election</p>	<p><b>Don't Forget Your Beachball (page 99-116):</b> the emphasis here is on the beachball and looking a different perspectives, but also how the beachball fills the room, so other people can't see each other. The key here is that not both view points have to be right or wrong. This can be linked to pressures and the Equality Act.</p> <p><b>Making the Magic Happen (page 117-148):</b> this section looks at taking action and achieving goals. To find satisfaction you must take action! The chapter then looks at feeling uncomfortable and going beyond our comfort zones, whilst touching on the fear of failure. This could link in with the enterprise skills and tasks.</p> <p><b>A Quick Goodbye (page 149-154):</b> This short section briefly recaps all the other sections which should have been covered across the year. This can be used as an assessment/reflective opportunity for pupils, but also a way of going back over and refreshing memory if needed.</p>	<p><b>15</b></p>  <p>SETTING UP OR JOINING GROUPS</p> <p><b>2</b></p>  <p>NO DISCRIMINATION</p> <p><b>30</b></p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p><b>Zone 3 – Yawstok</b></p>  <ul style="list-style-type: none"> <li>. Taking part in an assembly.</li> <li>. Lead a prayer or thought piece.</li> <li>. Bring in something precious to you and share it with your class.</li> </ul> <p><b>Zone 5 – Nisaab</b></p>  <ul style="list-style-type: none"> <li>. developing life skills.</li> <li>. develop beyond school and outside of the school day.</li> <li>. take part in a school event or help run a special day at school.</li> </ul>
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The Island – Armin Greder

<https://www.youtube.com/watch?v=lqTt2KWxZNA>

Where does racism come from, how can we respond to racist language.



The Only Way is Badger – Stella J Jones & Carmen Saldana

<https://www.youtube.com/watch?v=cUjf2oY0STg>

How to respond to prejudice, what to do if you witness discrimination?



Dreams of Freedom – Amnesty International

<https://www.youtube.com/watch?v=iyD7Z32M1AA>

Identify how people in the UK are different, how do we respond to difference and diversity.

