

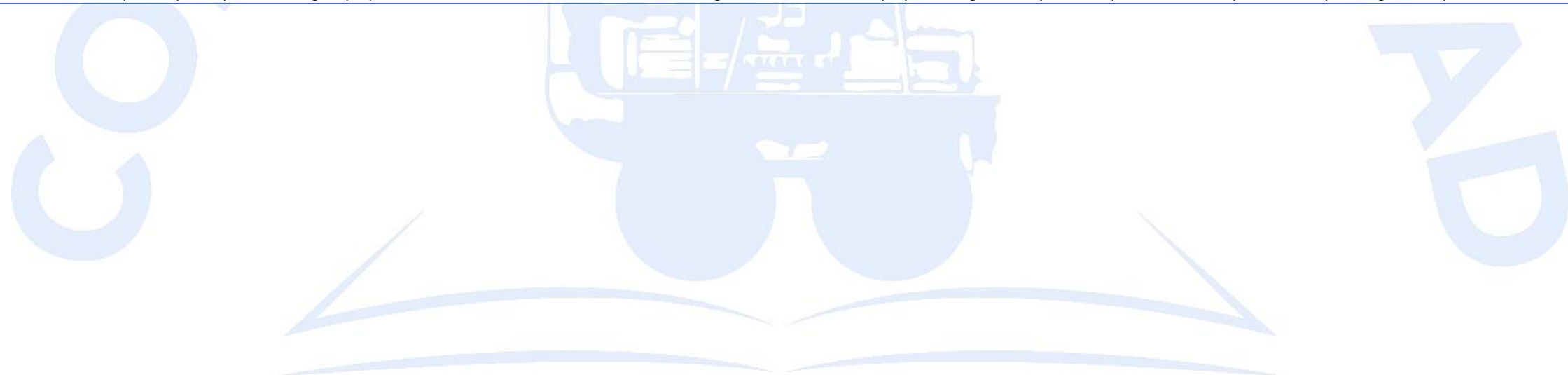


Corporation Road Community Primary School

PSHE LTP

PSHE: Year 6				
Vision: Relationships, sex and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and lessons within the programme, whilst teaching them about rights and responsibilities. Children in our school, learn to appreciate what it means to be a positive member of a diverse, multicultural society.				
Domains		Key Concepts		
Rights and Responsibilities		Living in the Wider World, Relationships and Health & Wellbeing		
Feelings and Friendships		Relationships and Health & Wellbeing		
Money		Living in the Wider World, Relationships and Health & Wellbeing		
Safety and Risk		Living in the Wider World, Relationships and Health & Wellbeing		
Health		Relationships and Health & Wellbeing		
Identity		Living in the Wider World, Relationships and Health & Wellbeing		
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Domain: Rights and Responsibilities	Domain: Feelings and Friendships		Domain: Money	Domain: Health
Key Concepts: - Living in the Wider World - Health & Wellbeing - Relationships	Key Concepts: - Health & Wellbeing	Key Concepts: - Relationships - Health & Wellbeing	Key Concepts: - Living in the Wider World	Key Concepts: - Health & Wellbeing
End Point: Rights and Responsibilities For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.	End Point: Feelings and Friendship Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these emotions as well as how to keep themselves clean.		End Point: Money Children will understand what money is and the role it plays in their own and other's lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.	End Point: Health Children will know what contributes to a healthy lifestyle and how to have a positive impact on their physical, mental and emotional health. Children will know the importance of making healthy choices as well as having a balanced diet.
What are human rights? - why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different	How do we grow and change? - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	What makes a healthy and happy relationship? - healthy relationship and develop the skills to form and maintain positive and healthy relationships - to recognise different types of relationship, including those between acquaintances, friends, relatives and families - to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	How can money affect us? - about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	How can we stay healthy? - what positively and negatively affects their physical, mental and emotional health - how to make informed choices (including recognising that choices can have positive,

<p>situations and how to take part in making and changing rules</p> <ul style="list-style-type: none"> - to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices - to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) - about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding 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 - the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<ul style="list-style-type: none"> - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - that bacteria and viruses can affect health and that following simple routines can reduce their spread - how their body will, and their emotions may, change as they approach and move through puberty 	<ul style="list-style-type: none"> - that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment - that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership - that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves - 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 - about human reproduction 	<ul style="list-style-type: none"> - 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) - that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 	<p>neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <ul style="list-style-type: none"> - 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 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
<p>Ongoing</p>	<p>Relationships:</p> <ul style="list-style-type: none"> - 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 others' points of view 			



COMMUNITY PRIMARY SCHOOL