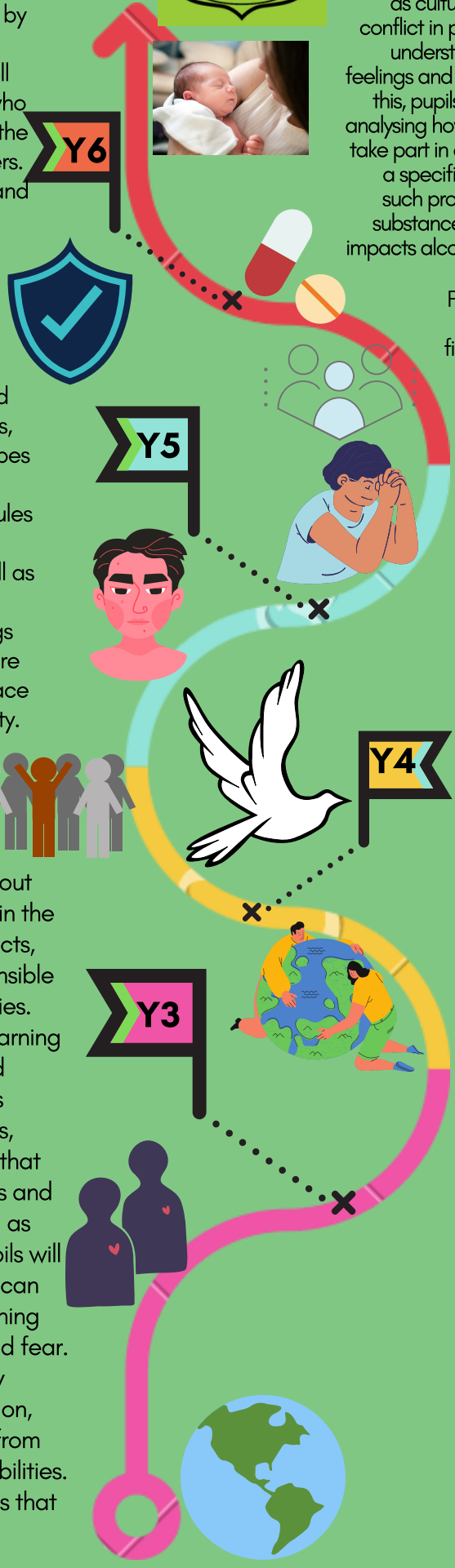


# PSHE Curriculum Path of Progression

In Y5, pupils begin by consolidating their learning about Being Me in this world, by learning about making positive contributions to the community, as well as comparing life with other people who live in the UK. They also examine how the actions of one person can affect others. Following this, pupils will learn about and celebrate the many differences each culture has, as well as looking at the negative connotations that people adopt due to difference, such as bullying, racism and discrimination. Following this, pupils will extend their learning by comparing their hopes and dreams with those of different cultures, as well as identifying why people's hopes and dreams might be different. In the Summer term, pupils will explore the rules and guidelines about how to be safe when having friendships online, as well as comparing different friendships and applying strategies to manage feelings and pressures. Finally, pupils will explore and identify the changes that take place in a girls' and boys' body during puberty.

HOPE

In Y3, pupils will begin by learning about the world they live in and their place in the world. Pupils will discuss various aspects, such as: achievements, values, responsible choices, rules, rights and responsibilities. Pupils will then look at differences, learning about conflict and how it affects and makes people feel, as well as witness involvement in conflicts. Following this, pupils will explore the different ways that help us to learn to improve, successes and difficulties, learning strengths, as well as learning to analyse their feelings. Pupils will explore aspects of health, ways they can stay safe and healthy, as well as learning how to express feelings of anxiety and fear. Pupils will explore the things that they appreciate, the people they depend on, positive influences from people and from around the world, as well as responsibilities. Finally, pupils will explore the changes that take place in our bodies, on the inside/outside, as we grow up.



In Y6, pupils will begin by exploring their own choices and how these can have an impact on people in the local and global community. Pupils will also explore themes of valuing others and empathy. Following this, pupils will explore the ways in which differences, such as culture, beliefs or lifestyles can be a source of conflict in people's lives. Pupils will also deepen their understanding of empathy, expressing their own feelings and attitudes towards difference. Following this, pupils will learn how to make the world better, analysing how they this will make them feel. Pupils will take part in a project to show kindness and charity to a specific cause, studying the motivations behind such projects. Pupils will also explore the topic of substance use and misuse, looking at the negative impacts alcohol and substances have on our physical and emotional well-being.

Following this, pupils will look at strategies associated with dealing with loss and finally, pupils will study the main stages by which a baby develops through conception, pregnancy and birth.



In Y4, pupils will begin by learning about the different roles people have, the school community, the importance of listening, as well as democracy and how this can help to problem solve. Pupils will explore many aspects related to celebrating difference, such as: first impressions, making judgements, how to spot bullying, accepting yourself and others, as well as forming opinions about myself and others. Following this, pupils will learn what to do when things go wrong and when we are disappointed by something. Pupils will learn about strategies to stay positive and to remain resilient, as well as plan-making for avoiding similar obstacles. Following this, pupils will explore the different pressures, including stress, anxiety, fear and peer pressure - identifying ways to manage these pressures. Pupils will then learn about the different aspects of relationships, linked to personal loss. This may be related to people and animals. Finally, pupils will explore the changes that happen to us physically and emotionally as we grow and our body changes.





## Autumn Term 1 – Being me in my world

### National Curriculum Coverage

- pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

### Coverage

- **To recognise positive things about themselves and their achievements.**
- **To value themselves and know how to make others feel welcomed and values**
- **To face new challenges positively, make responsible choices and ask for help when needed**
- **They understand why rules are needed and how they relate to rights and responsibilities**
- **They understand how their actions affect themselves and others around them**
- **They understand how their actions affect themselves and others around them**

Pupils will begin by learning about the world they live in and their place in the world. Pupils will discuss various aspects, such as: achievements, values, responsible choices, rules, rights and responsibilities.

### Progression pathway

This unit builds upon prior knowledge and skills gained in Year 2 in which pupils learn how to socially interact.

They build upon those skills this half term by discussing various aspects, such as: achievements, values, responsible choices, rules, rights and responsibilities.

This will lead on to exploring health, differences and how we change over time.

## Autumn Term 2 – Celebrating difference

### National Curriculum Coverage

- Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can tell you how a conflict that I have seen or been involved made me feel**
- **I can describe different conflicts that might happen in my family or friendship groups and how words can be used in hurtful or kind ways when conflict happen**
- **I can tell you how being involved in conflict makes me feel and can offer strategies to help the situations.**
- **I can explain when my involvement with conflict situations affected other people's feelings**
- **I can explain the roles of a witness in a conflict situation.**

Throughout this unit, pupils will begin to celebrate the differences that we have, by learning about conflict and how it affects and makes people feel, as well as witness involvement in conflicts.

### Progression pathway

This unit builds upon prior knowledge and skills gained in Year 2 in which pupils learn how to socially interact.

They build upon those skills this half term by beginning to celebrate the differences that we have, by learning about conflict and how it affects and makes people feel, as well as witness involvement in conflicts.

This will lead on to exploring health, differences and how we change over time.



## Spring Term 1 – Hopes and Dreams

### National Curriculum Coverage

- Pupils should be taught to feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take

### Coverage

- I can explain the different ways that help me learn and what I need to do to improve**
- I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important**
- I can analyse my learning strengths and use this to design clear steps to help me improve**
- I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future**

During this unit, pupils will explore the different ways that help us to learn to improve, successes and difficulties, learning strengths, as well as learning to analyse their feelings.

### Progression pathway

This unit builds upon prior knowledge and skills gained in Year 2 in which pupils learn how to socially interact.

They build upon those skills this half term by exploring the different ways that help us to learn to improve, successes and difficulties, learning strengths, as well as learning to analyse their feelings.

This will lead on to helping pupils to explain why being resilient/having a positive attitude contributes to having greater chance of success.

## Spring Term 2 – Healthy me

### National Curriculum Coverage

- Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

### Coverage

- I can name some things I need to keep myself safe from and ways to stay healthy.**
- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe**
- I can express how being anxious/scared and unwell feels**
- I can judge the levels of risk involved in different situations**
- I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell**

Throughout this unit, pupils will explore aspects of health, ways they can stay safe and healthy, as well as learning how to express feelings of anxiety and fear.

### Progression pathway

This unit builds upon prior knowledge and skills gained in Year 2 in which pupils learn how to socially interact.

They build upon those skills this half term by exploring aspects of health, ways they can stay safe and healthy, as well as learning how to express feelings of anxiety and fear.

This will lead on to a deeper understanding in future year groups, when pupils will be able to problem solve and identify a variety of strategies in different situations where they may experience peer pressure.



## Summer Term 1 – Relationships

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can give examples of things that I appreciate in my friends and family**
- **I can tell you how I depend on other people and how other people depend on me**
- **I can explain how my life is influenced positively by people I know and also by people from other countries**
- **I can explain why my choices might affect my family and friendships**
- **I can explain some of the rights and responsibilities that I and other have**
- **I can express a sense of responsibility we have for each other because of these connections**

During this unit, pupils will be exploring the things that they appreciate, the people they depend on, positive influences from people and from around the world, as well as responsibilities.

### Progression pathway

This unit builds upon prior knowledge and skills gained in Year 2 in which pupils learn how to socially interact.

They build upon those skills this half term by exploring the things that they appreciate, the people they depend on, positive influences from people and from around the world, as well as responsibilities.

This will lead on to pupils being able to give reasons why people may experience a range of feelings associated with personal loss.

## Summer Term 2 – Changing me

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs

### Coverage

- **I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can change and make babies when they grow up**
- **I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings**
- **I can express how I feel about these changes happening to me and can understand how to manage these feelings**

Throughout this unit, pupils will explore the changes that take place in our bodies, on the inside/outside, as we grow up. Pupils will learn about the links these changes have with making babies, when they grow up. Pupils will also learn to manage their feelings about these changes.

### Progression pathway

This unit builds upon prior knowledge and skills gained in Year 2 in which pupils learn how to socially interact.

They build upon those skills this half term by exploring the changes that take place in our bodies, on the inside/outside, as we grow up. Pupils will learn about the links these changes have with making babies, when they grow up.

This will lead on to pupils being able explain some of the choices they might make in the future and some of the choices that they have no control over.



## Autumn Term 1 – Being me in My World

### National Curriculum Coverage

- pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

### Coverage

- I can tell you why my school is a community and some of the different roles people have in it**
- I can say how it feels to be part of a positive school community and to be listened to.**
- I can explain why being listened to and listening to others is important in my school community.**
- I can explain why being democratic is important and can help me and others feel valued.**
- I can problem solve and offer different solutions to help my team/class/school be more democratic.**

During this unit, pupils will learn about the different roles people have, the school community, the importance of listening, as well as democracy and how this can help to problem solve.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learn about achievements, values, responsible choices, rules, rights and responsibilities.

They build upon those skills this half term by exploring the different roles people have, the school community, the importance of listening, as well as democracy and how this can help to problem solve.

This will lead on to exploring why rights and responsibilities contribute to making groups effective, in Year 5.

## Autumn Term 2 – Celebrating difference

### National Curriculum Coverage

- Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- I can tell you about my first impressions of someone.**
- I can say why it is good to try and get to know someone before making judgements about them**
- I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure**
- I can explain why it is good to accept myself and others for who we are**
- I can explain how I form opinions about myself and other people and what might influence me about this**

Throughout this unit, pupils will explore many aspects related to celebrating difference, such as: first impressions, making judgements, how to spot bullying, accepting yourself and others, as well as forming opinions about myself and others.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils celebrate the differences that we have, by learning about conflict and how it affects and makes people feel

They build upon those skills this half term by exploring differences, such as: first impressions, making judgements, how to spot bullying, accepting yourself and others, as well as forming opinions about myself and others.

This will lead on to a deeper understanding of the differences and challenges we will face in our lives.



## Spring Term 1 – Hopes and Dreams

### National Curriculum Coverage

- Pupils should be taught to feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take

### Coverage

- I know that sometimes things can go wrong and can tell you why it is good to try again**
- I know how it feels to be disappointed and can tell you ways to stay positive**
- I can plan and set new goals even after disappointment**
- I can explain what it means to be resilient and to have a positive attitude**
- I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.**

During this unit, pupils will learn what to do when things go wrong and when we are disappointed by something. Pupils will learn about strategies to stay positive and to remain resilient, as well as plan-making for avoiding similar obstacles.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt the different ways that help us to learn to improve, successes and difficulties, as well as learning to analyse their feelings.

They build upon those skills this half term by learning what to do when things go wrong and when we are disappointed by something. Pupils will learn about strategies to stay positive and to remain resilient, as well as plan-making for avoiding similar obstacles.

This will lead on to identifying our own hopes, dreams and aspirations in Year 5.

## Spring Term 2 – Healthy Me

### National Curriculum Coverage

- Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

### Coverage

- I can tell you how I would say 'no' if someone tried to make me do something that I know is bad for me**
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to**
- I can identify feelings of anxiety and fear associated with peer pressure**
- I can problem solve and identify a variety of strategies in different situations where I may experience peer pressure**
- I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to make safe and healthy choices**

Throughout this unit, pupils will explore the importance of saying 'no', as well as looking at different pressures, including stress, anxiety, fear and peer pressure – identifying ways to manage these pressures.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored aspects of health, ways they can stay safe and healthy, as well as learning how to express feelings of anxiety and fear.

They build upon those skills this half term by delving into the importance of saying 'no', as well as looking at different pressures, including stress, anxiety, fear and peer pressure – identifying ways to manage these pressures.

This will lead on to a deeper understanding in Year 5 of mental health, as well as stress management and physical health.



## Summer Term 1 – Relationships

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can tell you some different ways that I can show love for special people and animals**
- **I can tell you how it might feel to miss a special person or animal**
- **I can give ways that might help me manage my feelings**
- **I can give reasons why people may experience a range of feelings associated with personal loss**
- **I can offer and evaluate solutions to help manage personal loss**

During this unit, pupils will be learning about the different aspects of relationships, linked to personal loss. This may be related to people and animals. Pupils will explore the range of feelings that may be experienced and evaluate the solutions that may help manage personal loss.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt about saying sorry and forgiveness.

They build upon those skills this half term by exploring positive influences from people and from around the world, as well as responsibilities.

This will lead on to a greater understanding of relationships, as pupils learn different strategies that might help them or others stay safe online and to help resist the pressures to use technology in risky or harmful ways

## Summer Term 2 – Changing Me

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs

### Coverage

- **I can tell you about some of the changes that will happen to me physically and emotionally**
- **I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older**
- **I can explain some of the choices I might make in the future and some of the choices that I have no control over.**
- **I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.**

Throughout this unit, pupils will explore the changes that happen to us physically and emotionally as we grow and our body changes. Pupils will explore the changes that happen in boys' and girls' bodies, that prepare them to make a baby.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored the changes that take place in our bodies, on the inside/outside, as we grow up.

They build upon those skills this half term by gaining a deeper understanding into the changes that happen to us physically and emotionally as we grow and our body changes.

This will lead on to a deeper understanding in Y5, as pupils consider how changes at puberty might affect themselves and their friends.



## Autumn Term 1 – Being Me in this World

### National Curriculum Coverage

- pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

### Coverage

- **I can tell you why being part of a community is positive and why it is important that the community is a fair one**
- **I can compare life with other people in my country and explain why we have rules, rights and responsibilities**
- **I can explain how the actions of one person can affect another**
- **I can evaluate some different rules, rights and responsibilities shared in my country and explain how they can help individuals and the wider community**

During this unit, pupils consolidate their learning about Being Me in this world, by learning about making positive contributions to the community, as well as comparing life with other people who live in the UK. They also examine how the actions of one person can affect others.

### Progression pathway

This unit builds upon prior knowledge gained in a previous year group, in which pupils explored the different roles people have, the school community, the importance of listening, as well as democracy.

They build upon those skills this half term by learning about making positive contributions to the community, as well as comparing life with other people who live in the UK. They also examine how the actions of one person can affect others.

This will lead on to critically analysing the impact of that we have on society in Year 6.

## Autumn Term 2 – Celebrating difference

### National Curriculum Coverage

- Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can tell you why it is important to respect my own and other people's culture**
- **I can explain the differences between direct and indirect types of bullying**
- **I can explain why racism and other forms of discrimination are unkind.**
- **I can consider a range of bullying behaviours and explain the impact these may have on everyone involved.**
- **I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour.**

Throughout this unit, pupils will learn about and celebrate the many differences each culture has, as well as looking at the negative connotations that people adopt due to difference, such as bullying, racism and discrimination.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored differences, such as: first impressions, making judgements, how to spot bullying, accepting yourself and others.

They build upon those skills this half term by learning about the many differences each culture has, as well as looking at the negative connotations that people adopt due to difference, such as bullying, racism and discrimination.

This will lead on to a study of and strategies to prevent discrimination, due to difference, in Year 6.





## Spring Term 1 – Hopes and dreams

National Curriculum  
Coverage

- Pupils should be taught to feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take

## Coverage

- **I can compare my hopes and dreams with those of young people from different cultures**
- **I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel**
- **I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this**
- **I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this**

During this unit, pupils will extend their learning by comparing their hopes and dreams with those of different cultures, as well as identifying why people's hopes and dreams might be different. Pupils will also look opportunities and life chances.

## Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils learned what to do when things go wrong and when we are disappointed by something.

Pupils will extend their learning by comparing their hopes and dreams with those of different cultures, as well as identifying why people's hopes and dreams might be different.

This will lead on to a deeper understanding of privilege and life chances that some may have, compared with others from different cultures, in Year 6.

## Spring Term 2 – Healthy me

National Curriculum  
Coverage

- Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

## Coverage

- **I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives**
- **I can explain how people can develop eating disorders relating to body image pressures and how smoking and alcohol misuse is unhealthy**
- **I can evaluate the different roles food and substances can play in people's lives.**
- **I respect and value my body and health, and can consider the part this plays in maintaining my self confidence**

Throughout this unit, pupils will explore the reasons why people worry about how they look and why they might use food and substances in a healthy and unhealthy way. Pupils will also evaluate the different roles food and substances can have in people's lives.

## Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the the importance of saying 'no', as well as looking at different pressures, including stress, anxiety, fear and peer pressure - identifying ways to manage these pressures.

They build upon those skills this half term by exploring he reasons why people worry about how they look and why they might use food and substances in a healthy and unhealthy way.

This will lead on to a deeper understanding in Year 6, when pupils explore the impact of alcohol and substance misuse.



## Summer Term 1 – Relationships

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can tell you some basic rules about how to stay safe when using technology to communicate with my friends**
- **I can tell you why some feelings might lead to someone using technology to harm me or others**
- **I can compare different type's of friendships and the feelings associated with them.**
- **I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others**
- **I can appraise different strategies that might help me or others stay safe online**

Throughout this unit, pupils will explore the rules and guidelines about how to safe when having friendships online, as well as comparing different friendships and applying strategies to manage feelings and pressures.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored positive influences from people and from around the world, as well as responsibilities.

They build upon those skills this half term by exploring the rules and guidelines about how to safe when having friendships online, as well as comparing different friendships and applying strategies to manage feelings and pressures.

This will lead on to a deeper understanding in Year 6, when pupils consider ways of standing up for themselves and their friends when others are using controlling behaviour.

## Summer Term 2 – Changing me

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs

### LIs

- **I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too**
- **I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.**
- **I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty**
- **I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times**

Throughout this unit, pupils will explore and identify the changes that take place in a girls' and boys' body during puberty, as well as how they can look after themselves both physically and emotionally, during these changes.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the changes that happen to us physically and emotionally as we grow and our body changes.

They build upon those skills this half term by gaining a deeper understanding into the changes that take place in a girls' and boys' body during puberty, as well as how they can look after themselves both physically and emotionally, during these changes.

This will lead on to a deeper understanding in Year 6, as the pupils analyse and explain the key stages of puberty and becoming an adult.



## Autumn Term 1 – Being Me in this world.

### National Curriculum Coverage

- pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

### Coverage

- **I can tell you how I try to make others feel valued by understanding their feelings and doing something positive**
- **I can explain how my choices can have an impact on people in my immediate community and globally**
- **I can empathise with others in my community and globally and explain how this can influence the choices I make**
- **I can compare and contrast my own wants and needs with others in my immediate and global community**
- **I can explain why empathising with others is important when considering the choices that I and others make.**

During this unit, pupils will explore their own choices and how these can have an impact on people in the local and global community. Pupils will also explore themes of valuing others and empathy.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about making positive contributions to the community, as well as comparing life with other people who live in the UK.

They build upon those skills this half term by exploring their own choices and how these can have an impact on people in the local and global community. Pupils will also explore themes of valuing others and empathy.

This will lead on to developing self-confidence, empathy and tolerance as pupils move onto KS3.

## Autumn Term 2 – Celebrating difference

### National Curriculum Coverage

- Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can tell you some ways that difference can be a source of conflict in people's lives**
- **I can explain ways in which difference can be a source of conflict or a cause for celebration**
- **I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration**
- **I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration**
- **I can express my own attitudes towards people who are different and empathise with their circumstances**

Throughout this unit, pupils will explore the ways in which differences, such as culture, beliefs or lifestyles can be a source of conflict in people's lives. Pupils will also deepen their understanding of empathy, expressing their own feelings and attitudes towards difference.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils learnt about the many differences each culture has, as well as looking at the negative connotations that people adopt due to difference.

They build upon those skills this half term by exploring the ways in which differences, such as culture, beliefs or lifestyles can be a source of conflict in people's lives. Pupils will also deepen their understanding of empathy.

This will lead on to a greater level of respect, understanding and empathy towards those they live and work with, in society.



## Spring Term 1 – Hopes and dreams

### National Curriculum Coverage

- Pupils should be taught to feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take

### Coverage

- **I can tell you how making the world a better place makes me feel**
- **I can explain different ways to work with others to help make the world a better place**
- **I can explain what motivates me to make the world a better place**
- **I can analyse and justify why my group chose an activity and how this contributes to making the world a better place**
- **I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected**

During this unit, pupils will learn how to make the world better, analysing how they this will make them feel. Pupils will take part in a project to show kindness and charity to a specific cause, studying the motivations behind such projects.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 by comparing their hopes and dreams with those of different cultures, as well as identifying why people's hopes and dreams might be different.

They build upon those skills this half term by gaining a deeper understanding into how to make the world better, analysing how they this will make them feel. Pupils will take part in a project to show kindness and charity to a specific cause, studying the motivations behind such projects.

This will lead on to a deeper understanding of courageous advocacy and how we can all make small actions, that can contribute to making a positive difference.

## Spring Term 2 – Healthy me

### National Curriculum Coverage

- Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

### Coverage

- **I can tell you how substance misuse has an unhealthy impact on the body and mind**
- **I can tell you how I try to keep myself emotionally healthy**
- **I can explain when substances including alcohol are being used anti-socially or being misused**
- **I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure**
- **I can evaluate the health risks between responsible use, anti-social use and misuse**
- **I can reflect on the links between mental/emotional health and alcohol and substances.**

Throughout this unit, pupils will explore the topic of substance use and misuse, looking at the negative impacts, alcohol and substances have on our physical and emotional well-being. Pupils will evaluate the health risks associated with this topic.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the effects certain foods and substances have on our bodies.

They build upon those skills this half term by further exploring the topic of substance use and misuse, looking at the negative impacts, alcohol and substances have on our physical and emotional well-being.

This will lead on to a deeper understanding of the concept of Salvation and what it means to be saved and redeemed for Christians. Pupils will take this value of forgiveness with them into the rest of their childhood.



## Summer Term 1 – Relationships

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### Coverage

- **I can say how people might feel if they lose someone special to them.**
- **I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations**
- **I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control**
- **I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem.**

During this unit, pupils will analyse how they may feel if they lose someone special to them, looking at strategies associated with dealing with loss. Pupils will also consider ways of standing up to controlling behaviour.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the rules and guidelines about how to safe when having friendships online, as well as comparing different friendships and applying strategies to manage feelings and pressures.

They build upon those skills in this unit by analysing how they may feel if they lose someone special to them, looking at strategies associated with dealing with loss. Pupils will also consider ways of standing up to controlling behaviour.

This will lead on to a deeper understanding of the concept of loss and strategies to handle the challenging time, in their adult lives.

## Summer Term 2 – Changing me

### National Curriculum Coverage

- Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs

### Coverage

- **I can identify the main stages by which a baby develops through conception, pregnancy and birth**
- **I can recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby**
- **I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth**
- **I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it**

Throughout this unit, pupils will look at the main stages by which a baby develops through conception, pregnancy and birth. Pupils will also take a more in-depth look at the nine months of pregnancy and how a baby develops, reflecting on how this experience may be for a parent.

### Progression pathway

This unit builds upon prior knowledge gained in previous year groups, in which pupils learnt about the changes that take place in a girls' and boys' body during puberty.

They build upon those skills this half term by exploring the main stages by which a baby develops through conception, pregnancy and birth. Pupils will also take a more in-depth look at the nine months of pregnancy and how a baby develops, reflecting on how this experience may be for a parent.

This will lead on to a greater understanding and awareness of conception, pregnancy and birth in the eyes of a parent.