

## Year 6 PSHE Progression

Working Towards:	Objectives:	Greater Depth:
	<p><b>Term 1: VIP's (Relationships)</b></p> <p>I can list different ways we can care for our VIPs.            I can talk about ways that healthy relationships make people feel.            I can discuss calming techniques and explain how people might identify when they need to calm down.            I can give clear examples of how different opinions can be given in a respectful way.            I can offer examples of what we can do if feeling pressured.            I can explain what to do if a secret makes us feel uncomfortable.            I can talk about ways an unhealthy relationship might make someone feel.</p>	
	<p><b>Term 2: Safety First (Health and Wellbeing)</b></p> <p>I can appreciate what being responsible means.            I can assess a situation for the level of risk.            I appreciate that doing something risky may lead to danger.            I can identify people who can help us in an emergency.            I understand the importance of taking action to reduce the risk of harm.            I can explain how we know which substances around the home contain chemicals.            I can identify safety precautions that can be taken when using roads, railways or water.</p>	
	<p><b>Term 3: Digital Wellbeing (Relationships)</b></p> <p>I can explain how they can look after their digital wellbeing.            I can discuss how to stay safe, healthy and happy online and when to use digital technology.            I can explain how to develop safe, respectful and healthy online relationships.            I understand how to use social media responsibly.            I can identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced.            I can describe strategies they can use to assess the reliability of online information and images.</p>	
	<p><b>Term 4: One World (Living in the Wider World)</b></p> <p>I can explain how to be a responsible global citizen.            I can describe what can be done to help prevent global warming from getting worse.            I can explain how energy use can be changed to help the environment.            I can detail the responsible use of water.            I understand the importance of biodiversity.            I can describe the impact of their choices for people and places across the world.</p>	
	<p><b>Term 5: Money Matters (Living in the Wider World)</b></p> <p>I can discuss reasons that people take financial risks.            I can discuss why advertisers try to influence consumers.            I can talk about how to be a 'critical consumer'.            I can identify how to compare the value for money of different products.            I can discuss how to make a budget.            I can discuss how money can affect people's emotional wellbeing.            I can discuss the fact that everyone's spending decisions will be different and this should be respected.            I can explain what tax is and the ways that people pay it.</p>	

I can discuss what is meant by ethical spending.  
I can talk about the environmental impact of fair trade, single-use plastics, recycling used goods and making use of reusable materials.

**Term 6: Growing Up (Health and Wellbeing)**

I can explain how to look after their bodies during puberty.  
I can name some ways to cope with new or difficult emotions.  
I can describe some of the ways in which the media fuels the notion of a perfect body.

**Sutton Veny SRE Objectives:**

Pupils should be taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

(They should be introduced to the idea that characteristics are passed from parents to their offspring)

Pupils should be taught to describe the changes as humans develop to old age.

(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)

Pupils should be taught to know key facts about puberty and their changing body, including physical and emotional changes. They should know about menstrual wellbeing including key facts about the menstrual cycle.