



Singleton Church of England Primary School

Progression of Skills and Knowledge

PSHE - Y6



Year 6 Cycle B	Me and My Relationships	Keeping Safe	Being my Best
KNOWLEDGE ORGANISERS	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>
KEY VOCAB	cooperation, teamwork, challenge, working together, negotiate, respect, negotiate, conflict resolution, agreement, assertiveness, advice, friendship, peer influence, bullying, risk taking, communication, positive relationships, marriage, civil partnerships, LGBT, law, forced marriage, appropriate touch, consent, inappropriate touch	Assertiveness, bullying, peer pressure, respect, rules and laws, social norms, trust, internet safety, peer influence, consent, rights, relationships, privacy, decision making, sexting, law, online safety, drugs	cooperation, five ways of well-being, healthy lifestyles, mental health, physical activity, teamwork, self-esteem, enterprise, aspirational goals, truth mindset, achievement, decision's, career, qualifications, pupil voice, media influence, risk taking, safety, social norms, decision-making, British Red Cross, first aid
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the term's 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to chose to be free to chose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication and technology. 	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face- to – face; • Understand and describe the ease with which something is posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to jeeep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misconceptions of these; • Describe some of the effects and risk of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional needs met. • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together. 	<ul style="list-style-type: none"> • Explain in what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Asses a risk to help keep themselves safe. • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first- aid, for example dealing with common injuries, including head injuries.
MAKING CONNECTIONS	Year 5 – Me and My Relationships To know how to: <ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the term's negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive, assertive behaviours; • Understand and rehearse assertive skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted 	Year 5 – Keeping Myself Safe To know how to: <ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face- to- face and inline bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face- to – face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their view about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. 	Year 5 – Being My Best To know how to: <ul style="list-style-type: none"> • Know two harmful effects of each smoking and drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems concerned and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water, oxygen, sleep and exercise for the human body and it's health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.

	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face 	<ul style="list-style-type: none"> Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain the risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these. Identify risk factors in a given situation, including emotional risks; Understand the actual norms around smoking/ alcohol and the reasons for common misperceptions of these. 	<ul style="list-style-type: none"> Describe 'star' qualities of celebrities as portrayed in the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
KEY SKILLS	<u>Feelings</u> <ul style="list-style-type: none"> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can example of negotiation and compromise. I can explain what inappropriate touch is and give examples. 	<u>How our feelings can keep us safe</u> <ul style="list-style-type: none"> I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm) 	<u>Being my best</u> <ul style="list-style-type: none"> I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.