



Singleton Church of England Primary School

Progression of Skills and Knowledge

PSHE - Y6



Year 6 Cycle A	Valuing Difference	Rights and Respect	Growing and Changing
KNOWLEDGE ORGANISERS	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>
KEY VOCAB	Different, diversity, respect, tolerance, bullying, relationships, self esteem, confidence, anti bullying, physical, verbal, psychological, British values, prejudice, racism, stereotypes, identity, qualities, attributes, confidence, trust	Drugs, media influence, stereotypes, biased, unbiased, opinions, social media, self esteem, emotional needs, friendships, social norms, peer influence, consent, Internet safety, jobs, skills, responsibility, money, wages, income tax, VAT, public services, democracy, pupil voice, rules and laws, British values, citizenship, community, environment	Conflict resolution, feelings, support networks, responsibility, emotions, managing change, body image, mental health, media influence, peer pressure, risk-taking, social norms, sexting, privacy, consent, puberty, periods, menstruation, body changes, reproduction, misconceptions, communication, relationships, secrets, support networks, ground rules, conception, birth, life cycles
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. Demonstrate ways of showing respect to others, using verbal and non-verbal communication. <u>Tolerance and respect for others (Supplement with LGBT fictional publications)</u> Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). <u>Boys will be boys? - challenging gender stereotypes (Supplement with LGBT fictional publications)</u> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. 	<ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>. JOBS & TAXES (Fantastic Friday) Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise reasons for rules and laws; consequences of not adhering to rules and laws 	<ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Know where someone could get support if they were concerned about their own or another person's safety. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
MAKING CONNECTIONS	<p>Year 5 – Valuing Difference. To know how to:</p> <ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using example; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; 	<p>Year 5 – Rights and Responsibilities To know how to:</p> <ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item; 	<p>Year 5 – Growing and Changing To know how to:</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why;

	<ul style="list-style-type: none"> • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> • Know what menstruation is and why it happens. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
KEY SKILLS	<ul style="list-style-type: none"> • I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. 	<ul style="list-style-type: none"> • I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. • I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. • I can give examples of these decisions and how they might relate to me. 	<ul style="list-style-type: none"> • I can label some parts of the body that only boys have and only girls have. • I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). • I can tell you why people get married.