

Year 6 PSHE Long Term Plan

Autumn 1

Me and My Relationships (SCARF) Meet your Brain (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
	Meet your Brain Lesson 1	<ul style="list-style-type: none"> - Learning why is important to understand why our brain works and the key parts of the brain - Learning what happens in our brain when feeling different emotions
	Meet your Brain Lesson 2	<ul style="list-style-type: none"> - Learning how we can deepen our understanding of what is going on in our brains - How to manage our thoughts - Develop strategies for managing emotions
	Meet your Brain Lesson 3	<ul style="list-style-type: none"> - Manage our brain when we are feeling stressed - Use strategies to help us when we are worried - Learning how our brains can help us
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> - Explain what is meant by the terms 'negotiation' and 'compromise'; - Suggest positive strategies for negotiating and compromising within a collaborative task; - Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> - 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.
RR1, RR2, RR4, RR5, RR6, BS6 FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Behave yourself Dan's day	<ul style="list-style-type: none"> - 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.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7 RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Don't force me Acting Appropriately	<ul style="list-style-type: none"> - 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. - Recognise that some types of physical contact can produce strong negative feelings; - Know that some inappropriate touch is also illegal.

Autumn 2

Valuing Difference (SCARF) Celebrate (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes

	Celebrate Lesson 1	<ul style="list-style-type: none"> - Learning what character is and why it matter - Learning to define our own character
	Celebrate Lesson 2	<ul style="list-style-type: none"> - Learning to look at our strengths in more detail and how we use them - Learning to use new tools to reinforce our strengths
	Celebrate Lesson 3	<ul style="list-style-type: none"> - Learning how to grow our strengths - Learning strategies to develop certain strengths
CF2, RR1, RR6, BS1, MW3	Ok to be different	<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.
RR1, RR2, RR3, RR5 RR1, RR2, RR5	Respecting differences Tolerance and respect for others	<ul style="list-style-type: none"> - Demonstrate ways of showing respect to others, using verbal and non-verbal communication. - 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.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> - 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).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> - 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.

Spring 1

Keeping Myself Safe (SCARF) Appreciate (My Happy Mind)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> - 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 keep their information private online.
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	<ul style="list-style-type: none"> - 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.
HE3, DAT1	What sort of drug is..?	<ul style="list-style-type: none"> - 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.
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> - Explain why there are laws relating to drugs in this country.

HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> - Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; - Describe some of the effects and risks of drinking alcohol.
	Appreciate Lesson 1	<ul style="list-style-type: none"> - What gratitude is and why it matters - How to establish gratitude habits
	Appreciate Lesson 2	<ul style="list-style-type: none"> - How we can use gratitude to support us through transitions and how to build our gratitude character strength

Spring 2 and Summer

Rights and Respect (SCARF)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
RR7, ISH6	Two sides to every story	<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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> - 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 interest.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes	<ul style="list-style-type: none"> - 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.
MW5	Action stations!	<ul style="list-style-type: none"> - 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> - 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections	<ul style="list-style-type: none"> - Why and how rules and laws that protect them and others are made and enforced, - Why different rules are needed in different situations and how to take part in making and changing rules. - Begin to understand the way in which democracy in Britain works.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> - Why and how rules and laws that protect them and others are made and enforced - Why different rules are needed in different situations and how to take part in making and changing rules.

Being My Best (SCARF) Relate (My Happy Mind) Engage (My Happy Mind)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
	Relate Lesson 1	<ul style="list-style-type: none"> - Learning how we make friends and what matters in friendships

		- Learning how our strengths can help us make and keep friends
	Relate Lesson 2	- Learning what friendships are and how they are formed - Learning why friendships are so meaningful
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	- Explain 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
	Engage Lesson 1	- Learning to use gratitude to support us through transitions - Learning to build our gratitude character strength
	Engage Lesson 2	- Learning what it takes to feel good - Learning that how we feel affects what we achieve - Learning how to set goals

Additional Notes:

During Internet Safety Week, please refer to the following SCARF Lessons:

RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	- Identify strategies for keeping personal information safe online; - Describe safe and respectful behaviours when using communication technology.
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	- 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 posted online can spread.
OR3, OR5, ISH3	Traffic lights	- Identify strategies for keeping personal information safe online; - Describe safe behaviours when using communication technology.
RR8, OR1, MW1, ISH4, ISH6	Fakebook Friends	- 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.