

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Spring 1



Unit: Working Together



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>persevere - to continue steadfastly in a task or course of action or hold steadfastly to a belief or commitment, esp. when met with opposition or difficulties; persist.</p> <p>strength – something someone is particularly good at</p> <p>skill - the power or ability to perform a task well, especially because of training or practice</p> <p>develop – to bring out the potential of something</p> <p>career – a job. The work someone chooses to do through life</p>	<p>They should reflect on their own behaviours and how to do this.</p> <p>Everyone has strengths and skills and that everyone has the ability to develop new skills.</p> <p>The skills that people possess can impact a future career path.</p> <p>Personal goals can help to motivate them.</p> <p>How to set and achieve personal goals.</p> <p>The benefits of working as part of a group and to reflect on how they work with others.</p>	<p>The importance of reflection on a task and on their own behaviour.</p> <p>Their own strengths and the importance of developing new skills</p> <p>How to develop new skills</p> <p>The skills that they possess now can have a positive impact on their future</p> <p>What a goal is and the importance of setting these</p> <p>The benefit of group work and the importance of working positively within a group.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Identify their own strengths and skills, those of others and know how these can complement each other.</p> <p>Talk about skills they would like to develop and hopes for the future.</p> <p>Understand that the ability to learn is a valuable skill.</p> <p>Know some skills which might be useful in a range of jobs.</p>

<p>reflect – to look back on something and consider its success</p> <p>collaborate – to work together constructively</p> <p>goals – targets to hold for possible future achievements</p> <p>ground rules - basic rules governing the behaviour in a given situation</p> <p>communication - the sharing or exchange of messages, information, or ideas.</p> <p>evaluate – to reflect upon what has happened or a task carried out</p> <p>constructive feedback – to give people feedback that provides next steps that help them to move forward in a positive way</p> <p>positive feedback – feedback that highlights someone’s strengths or what they did well</p> <p>feedback - the giving back of opinions, corrections, or other comments from people who have been presented with something like a product, process, or event.</p>	<p>The different roles they can take on in group work situations.</p> <p>That ground rules can help people to successfully work together.</p> <p>What good communication skills are.</p> <p>How to evaluate a group task and discuss strengths and next steps.</p> <p>How to give positive and constructive feedback</p>	<p>They can take on different roles when working within a group.</p> <p>The importance of setting ground rules when working in a group</p> <p>Why good communication is needed in a group setting</p> <p>What evaluation is and how to use this with regards to their behaviour and contribution to group work</p> <p>What positive and constructive feedback are and the importance of both of them</p>	<p>Communicate effectively, using listening, negotiation, debating and chairing skills.</p> <p>Recognise influences on their decision making, including the media.</p> <p>Know how to persevere.</p> <p>Use evaluation and feedback to inform future work.</p>
--	--	--	--

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Spring 2



Unit: Managing Risk



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>risk - a chance of getting hurt or losing something.</p> <p>physical – of the body</p> <p>social – living in groups or communities.</p> <p>emotional - having to do with the feelings, including how one feels about oneself in relation to others</p> <p>positive – bringing something good, or giving some kind of advantage</p> <p>negative - damaging or undesirable; bad.</p>	<p>What risk taking is and explore the positive and negative aspects of risk taking.</p> <p>What physical, social and emotional risks are.</p> <p>The situations where they have responsibility for their own safety and that of others.</p> <p>A range of strategies that they can practise to reduce risk.</p> <p>Ways of getting help from known and unknown adults in an emergency (even when getting attention is difficult).</p>	<p>The positive and negative aspects of risk taking.</p> <p>The benefits and consequences of taking physical, social and emotional risks.</p> <p>When and why they are responsible for their own safety.</p> <p>What risk is and how they can reduce it.</p> <p>Different ways that they can get help in an emergency.</p>	<p>Relationships Education:</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>HP Health & Prevention</p> <p>BFA Basic First Aid</p> <p>Describe some benefits and consequences of taking risks, in familiar and unfamiliar contexts</p> <p>Describe ways their levels of responsibility are changing</p> <p>Describe strategies for getting help from known and unknown</p>

<p>strategy - a plan, method, or series of actions meant to perform a particular goal or effect.</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>emergency - a serious situation or sudden crisis that calls for fast action.</p> <p>accident- an event that happens by chance, especially a harmful one.</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>safety - the condition of being safe from danger.</p>	<p>How to identify new risky situations due to increasing independence and consider safety implications.</p> <p>That there can be possible safety issues when cycling and what they are.</p> <p>That there are benefits to being outside, but it is important to keep safe in the sun.</p> <p>About different situations that could pose a risk to their safety, such as on public transport, near the railway and how to stay safe in these.</p> <p>The basic procedures for first aid.</p> <p>The number to dial to make an emergency call.</p> <p>They have a growing responsibility for their own safety and that there are actions that they can take to prevent accidents at home and at school.</p>	<p>What constitutes a risky situation and ways to identify these.</p> <p>How to identify safety issues when cycling and develop understanding of how to stay safe on the roads.</p> <p>How to identify some benefits of being outside and have strategies to keep themselves safer in the sun.</p> <p>How to identify a wider range of situations where they might encounter risk e.g. on public transport, near the railway and have strategies to stay safer.</p> <p>How to understand and practise basic procedures for first aid and making an emergency call.</p> <p>How to understand their growing responsibility and possible actions to prevent a wider range of accidents at home and at school.</p>	<p>adults, even when this is difficult</p> <p>Describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian</p> <p>Describe strategies to keep safer in the sun</p> <p>Describe some first aid procedures to be used in familiar and unfamiliar situations.</p>
--	--	--	--