

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 6

NYCC Outcomes	Slingsby Outcomes
Me and my relationships	
I understand the physical and emotional changes I will go through at puberty.	I understand the physical changes that boys go through during puberty. I understand the physical changes that girls go through during puberty. I understand the emotional changes that boys and girls go through during puberty.
I can look after my body and health as I go through puberty	I know how to look after my body and health as I go through puberty.
I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this	I can manage my periods (menstruation). I understand how girls manage their periods and I am respectful of this.
I know about human reproduction including conception	I can correctly name male and female body parts associated with conception. I can explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female).
I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)	I recognise different risks in different situations both online and offline. I can then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers).
I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)	I can explain what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together). I can explain that two individual adults may choose to be part of a committed relationship together - become a 'couple'. I can explain why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships). I can explain that two people who love each other can also be in a committed relationship, and not be married I can describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy. I can explain how relationships can change (as we grow up or as circumstances change). I can explain why sometimes relationships may change or end.
I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)	I know that relationships change over time. I know the features of a positive, healthy relationship both on and offline (including friendships).
I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline	I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both online and offline.
I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my	I can name people who look after me. I can identify who I can go to if I am worried about anything on or offline or about my health.

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health and how to attract their attention	I know how to attract my trusted adult's attention if I am worried about anything on or offline or about my health.
I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict.	I can recognise the difference between aggressive and assertive behaviour both online and offline. I know some strategies to resolve disputes and conflict.
I realise the consequences of antisocial and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities	I realise the consequences of antisocial and aggressive behaviours, such as bullying, cyber bullying, homophobia, transphobia and biphobia and racism. I know that these types of antisocial and aggressive behaviour such as bullying, cyber-bullying, homophobia, transphobia, biphobia and racism can happen on and offline to individuals and communities.
I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)	I can recognise and challenge discrimination and stereotyping which can happen both online and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability).
I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult	I understand the nature, causes and consequences of hate crime. I know that hate crime can happen online and offline. I know that if I am experiencing hate crime, or someone I know is, that I must report it to a trusted adult.
Keeping myself safe	
I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency	I can take responsibility for my own safety and know about health and safety. I know about basic emergency first aid procedures (including head injuries) and where to get help from. I know how to call 999 in an emergency.
I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe.	I recognise the responsibility I have both online and offline due to increased independence. I can keep myself safe online and offline. I can help to keep others safe online and offline.
I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly.	I can explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online). I can explain the difference between a risk, a danger and a hazard in different situations. I can recognise their personal responsibility to self and others when managing risk, danger and hazard. I can evaluate the level of risk in different situations by predicting possible consequences and their likelihood. I can recognise that risk can depend on who is there, where it is and what it is.
I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change.	I can explain the reasons why someone might choose to use a drug. I can explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else. I can explain the possible effects and risks of different drugs. I know what is meant by a habit. I know that habits can be hard to change.

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I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both online and offline, including people I know and the media.
I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. I do adhere to the age rating of social media and computer games.
I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life	I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life.
I am able to recognise risks, harmful content and contact and now how to report them.	I am able to recognise risks, harmful content and contact and now how to report them.
I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications.	I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health. I understand the need to use respectful language and know the legal consequences for sending offensive online communications.
I understand how the media (advertising and internet) may influence my opinions and choices.	I understand how the media (advertising and internet) may influence my opinions and choices.
I have an understanding of how my information and data is shared and used online.	I have an understanding of how my information and data is shared and used online.
I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request	I know how to manage requests for images of myself or others (this includes from friends). I know what is and is not appropriate to ask for or share. I know who to talk to if I feel uncomfortable and are concerned by such a request.
I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	I know how to be a responsible user of a mobile phone. I can explain how to keep a mobile phone safe. I know how to use a mobile phone responsibly (time limits, use of passcode, turning it off at night etc.).
I know how to report concerns and get support with issues online	I know how to report concerns and get support with issues online.
My healthy lifestyle	
I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation	I can manage my time so that it can include <ul style="list-style-type: none"> • regular exercise • self-care techniques • looking after my mental • Looking after my physical health
I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet	I can recognise opportunities to make my own choices about food. I know what can influence my choice of food. I know the benefits of eating a balanced diet.
I understand the impact of growth and adolescence on my	I understand the impact of growth and adolescence on my hygiene.

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hygiene, good quality sleep and nutrition needs.	I understand the impact of growth and adolescence on good quality sleep. I understand the impact of growth and adolescence on nutrition needs.
I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing	I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing.
I understand early signs of physical illness, such as weight loss, or unexplained changes to the body	I understand early signs of physical illness, such as weight loss, or unexplained changes to the body.
I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	I understand safe and unsafe exposure to the sun. I know how to reduce the risk of sun damage, including skin cancer.
I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions	I recognise that I may experience conflicting emotions. I know when I need to listen to and overcome my emotions.
I have an understanding of mental ill health and how important it is for people to get early help to support them.	I have an understanding of mental ill health. I know how important it is for people to get early help to support them.
I understand that the media can have a positive and negative effect on mental health, e.g. body image.	I understand that the media can have a positive and negative effect on mental health, e.g. body image.
I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me. I have strategies I can use so that I can be resilient in times when it is needed.
I know how change can impact with our feelings of belonging	I know how change can impact with our feelings of belonging.
Me and My future	
I know that people buy things online and have online bank accounts and passwords to keep money safe.	I know that people buy things online. I know that people have online bank accounts and passwords to keep money safe.
I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do.	I can describe how people's careers are different and how they develop in different ways. I am aware that people feel differently about the different types of work they do.
I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices.	I can name famous entrepreneurs (e.g. Dragon's Den entrepreneurs, Junior Apprentice series, Victoria Beckham, Richard Branson etc.). I can analyse and evaluate the skills and attributes that make the people they have identified enterprising (personal and in business). I can explain what is meant by 'positive' risk in relation to enterprise projects. I can evaluate what makes an enterprise successful for the people involved. I can describe or demonstrate different ways to develop enterprise skills and attributes.
I can describe a range of local businesses and how they are run and the products and / or services they provide.	I can describe a range of local businesses and how they are run and the products and / or services they provide.
I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act	I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act.
I know how to keep myself safe when working and what the law says to protect workers	I know how to keep myself safe when working and what the law says to protect workers.
I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be	I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for.

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enterprising	I can be enterprising.
I understand that money we earn also supports the community	I understand that money we earn also supports the community.
I can identify positive achievements during my time in Primary School	I can identify positive achievements during my time in Primary School.
I can explain what I am worried about and what I am looking forward to in Year 7	I can explain what I am worried about and what I am looking forward to in Year 7.
Becoming an active citizen	
I understand how democracy works in the UK at a local, regional and national scale	I understand how democracy works in the UK at a local scale. I understand how democracy works in the UK at a regional scale. I understand how democracy works in the UK at a national scale.
I understand that there are other forms of government that are not democratic and can give some examples of these	I understand that there are other forms of government that are not democratic. I can give examples of governments that are not democratic.
I understand what being part of a community means and I can take part more fully in school and community activities	I understand what being part of a community means. I can take part more fully in school activities I can take part fully in community activities.
I understand the mental health benefits of community participation and volunteering	I understand the mental health benefits of community participation and volunteering.
I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment	I can demonstrate a sense of social justice and moral responsibility at school. I can demonstrate a sense of social justice and moral responsibility in the community. I can demonstrate a sense of social justice and moral responsibility towards the environment.
I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child	I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child. I can explain what 'human rights' mean to them and how they can demonstrate these rights in the classroom, school and wider community. I can explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (except Somalia and the USA) has agreed to this convention. I can identify that not all people have their human rights met. I can describe how life can be for children living and growing up in places where their human rights are not recognised. I can identify some organisations that work to help people whose human rights aren't being met and explain how they work to meet those needs. I can evaluate ways in which human rights can be promoted.
I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment	I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment.
I can research, discuss and debate topical issues, problems and events	I can research, discuss and debate topical issues, problems and events.
I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation	I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. I can explain the benefits of being a multi-cultural nation.

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I am aware of how the media present information and that the media can be both a positive and negative influence	I am aware of how the media present information and that the media can be both a positive and negative influence.
I can critique how the media present information	I can critique how the media present information.
I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.	I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.