



# ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PSHE				YEAR 6	AUTUMN TERM	UNIT 2:
				UNIT 1: 1a LWW - Rules and human rights 1b PHW – Healthy lifestyle, incl. substance use	R – Respectful relationships	
Knowledge Focus	Core Theme 1: Health and Wellbeing (Emotional Health & Wellbeing Physical Health & Wellbeing)			Core Theme 2: Relationships	Core Theme 3: Living in the Wider World	
<u>PSHE Education Primary Toolkit 2020</u>  Relationships R1 – H34  Health and Wellbeing H1 – H50  <i>Living in the Wider World L1 – H32</i>	Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)  Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)  Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).			Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses).  Empathy and compassion (including impact on decision-making and behaviour)  Managing feelings.  How we should we treat others people?  How does our behaviour and choices impact on others?	Clarifying own values  Strategies for identifying and accessing appropriate help and support	
Year 6 Autumn 1	Healthy Lifestyle, incl. Substance Use <ul style="list-style-type: none"><li>• To know the reasons why someone might choose to use a drug.</li><li>• To know 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.</li><li>• To know that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently.</li><li>• To know the potential wider impact of drug misuse use on families and communities.</li><li>• To know that a habit might be something someone does occasionally, often or all the time.</li><li>• To know how choices can create and maintain a habit.</li></ul>				Rules and Human Rights <ul style="list-style-type: none"><li>• I will give examples of rules and laws that protect us and keep us safe.</li><li>• I will identify who helps to uphold rules and laws in our local community / wider community.</li><li>• I can explain how the democratic process works in Britain (voting system, political parties, Parliament).</li><li>• I can explain how laws can be changed democratically at a national level.</li><li>• I know what ‘human rights’ mean and how they can demonstrate these rights in the classroom, school and wider community.</li></ul>	

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Year 6 Autumn 2				<b>Respectful Relationships</b> <ul style="list-style-type: none"><li>• To know how images and language can be used to either perpetuate stereotypes or challenge stereotypes.</li><li>• To know why we should be careful when we hear people say ‘us’ ‘them’ ‘those types of people’ or label groups of people usually using a term that is demeaning or abusive.</li><li>• To know that everyone is equal no matter their identity.</li><li>• To know ways we can value others who are similar or different from us.</li><li>• To know what is meant by prejudice and discrimination and how this can manifest.</li><li>• To know their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied.</li><li>• To know sources of support and how to access them in school, locally, by phone or online.</li></ul>		