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| **Time 4 Us – Year 6 Curriculum Map 2022/2**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png**3** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Media Literacy and Digital Resilience** | **Keeping Safe** | **Ourselves** | **Aspirations** |
| **Time for Us** | **Expressing opinions and respecting other points of view, including discussing topical issues*** the importance of self-respect and their right to be treated respectfully by others
* about the link between values and behaviour and how to be a positive role model
* how to discuss and debate topical issues respectfully
* how to listen to and respect other points of view
* how to constructively challenge points of view they disagree with
* ways to participate effectively in discussions online and manage conflict or disagreements

**Belonging to a community Valuing diversity; challenging discrimination and stereotypes*** what prejudice means
* to differentiate between prejudice and discrimination
* how to recognise acts of discrimination
* strategies to safely respond to and challenge discrimination
* how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
* how stereotypes are perpetuated and how to challenge this
 | **Attraction to others; romantic relationships; civil partnership and marriage*** what it means to be attracted to someone and different kinds of loving relationships
* that people who love each other can be of any gender, ethnicity or faith
* the difference between gender identity and sexual orientation and everyone’s right to be loved
* about the qualities of healthy relationships that help individuals flourish
* ways in which couples show their love and commitment to one another, including those who are not married or who live apart
* what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
* that people have the right to choose whom they marry or whether to get married
* that to force anyone into marriage is illegal
* how and where to report forced marriage or ask for help if they are worried
 | **Evaluating media sources; sharing things online*** about the benefits of safe internet use e.g. learning, connecting and communicating
* how and why images online might be manipulated, altered, or faked
* how to recognise when images might have been altered
* why people choose to communicate through social media and some of the risks and challenges of doing so
* that social media sites have age restrictions and regulations for use
* about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play
* the reasons why some media and online content is not appropriate for children
* how online content can be designed to manipulate people’s emotions and encourage them to read or share things
* about sharing things online, including rules and laws relating to this
* how to recognise what is appropriate to share online
* how to report inappropriate online content or contact
* how to protect personal information online
* to identify potential risks of personal information being misused
* strategies for dealing with requests for personal information or images of themselves
* to identify types of images that are appropriate to share with others and those which might not be appropriate
* that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
* what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
* how to report the misuse of personal information or sharing of upsetting content/ images online
 | **Safe relationships Recognising and managing pressure; consent in different situations**• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations•about what it is meant by first aid; basic techniques for dealing with common injuries (H43) | **Human reproduction and birth; increasing independence; managing transition**Growing and changing Human reproduction and birth; increasing independence; managing transitionsto recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel (H35) • about the transition to secondary school and how this may affect their feelings (H36) • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school (H24) • identify the links between love, committed relationships and conception  • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults (H33) • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb (H33) • that pregnancy can be prevented with contraception (H33) • about the responsibilities of being a parent or carer and how having a baby changes someone’s life | **What influences career choices. Workplace Stereotypes*** about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
* the importance of diversity and inclusion to promote people’s career opportunities
* about stereotyping in the workplace, its impact and how to challenge it
* that there is a variety of routes into work e.g. college, apprenticeships, university, training
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