

Year 6/Cycle 2

Being Me in My World	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><i>Learning charter</i> <i>Agreements</i> <i>Collaboration</i> <i>Community</i> <i>Human rights</i> <i>Education</i> <i>Rights and Responsibilities</i></p>	<p>I know that a charter is an agreement between two or more people</p> <p>I know that I have responsibilities and rights</p> <p>I know that I can rely on my classmates and teacher to support me</p> <p>I know my classmates can rely on me in return</p> <p>I know I have different rights and responsibilities based on my role as a citizen of my country</p> <p>I know that I can control my behaviour and that how I behave leads to rewards and consequences</p> <p>I know that my own and others' behaviour has an impact on the wider group</p>	<p>I can set appropriate targets</p> <p>I can agree on shared goals</p> <p>I can explain what my rights and responsibilities are</p> <p>I can share information</p> <p>I can describe my opinions and feelings</p> <p>I can empathise with others</p> <p>I can support people who are having a hard time</p>	<p>Goals Challenges Universal rights Responsibility Community Wants Needs Democracy Learning Charter Value Empathy</p> <p>Global Goals: 3. Good health and wellbeing 5. Gender equality 10. Reduced inequalities 12. Responsible production and consumption 16. Peace justice and strong institutions 17. Partnerships for the goals</p>	<p><i>Responsibilities</i> <i>Goals</i> <i>worries</i> <i>Fears</i> <i>Value</i> <i>Welcome</i> <i>Ghana</i> <i>Cocoa</i> <i>Self-actualisation</i> <i>Charter</i></p>
<p>Sequence of Lessons and overview of content :</p> <p>1) To identify my goals for this year, understand my fears and worries about the future and know how to express them. In this lesson children will set themselves academic targets for the year ahead and decide how they will achieve them.</p>				<p>Details of supporting resources:</p> <p>Lesson 1) Teaching Flipchart</p>	

2) To know that there are universal rights for all children but for many children these rights are not met.

In this lesson children learn about the rights of children through examining the lives of young people living and working in Ghana.

3) To understand that my actions affect other people locally and globally.

Children explore Maslow's Hierarchy of Needs in order to better understand the physical and emotional requirements necessary to foster good learning. Looking at what people need to be comfortable. Applying this to our school and learning community. How can we be more welcoming?

4) To be able to make choices about my behaviour because I understand that actions have rewards and consequences.

Children discuss the obstacles that stand in the way of their learning goals. This is followed by some work around their rights and responsibilities, rewards and consequences.

5) To understand how an individual's behaviour can impact on a group.

Children create PowerPoints, song lyrics, leaflets and webpages to promote our Learning Charter.

6) To understand how democracy and having a voice benefits the school.

In this lesson children discuss an imaginary scenario in which two children have broken their school's rules. Children choose an appropriate consequence and then explain.

Debate: Should children be given the right to vote?

Lesson 2)

Teaching Flipchart

<https://www.bbc.co.uk/newsround/33109806>

<https://www.bbc.co.uk/programmes/p00vc149>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-who-owns-the-sky/zvq2t39>

Lesson 3)

Teaching Flipchart

<https://www.bbc.co.uk/teach/class-clips-video/child-labour-on-cocoa-plantations-in-ghana-part-1/zff347h>

<https://www.bbc.co.uk/programmes/p00xq4kt>

Outdoor Learning: How can we make our school grounds more welcoming? School ground walk and think tank in outdoor classroom.

Lesson 4)

Teaching Flipchart

Lesson 5)

Teaching Flipchart

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-a-bully-arianas-story/zrc6nrd>

Lesson 6)

Teaching Flipchart

Celebrating difference

Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
<p><i>Normality</i></p> <p><i>Differences</i></p> <p><i>Privilege</i></p> <p><i>Power</i></p> <p><i>Bullying</i></p> <p><i>Disability</i></p> <p><i>Conflict</i></p> <p><i>Celebration</i></p>	<p>I know that people are different for many reasons.</p> <p>I know what empathy is.</p> <p>I recognise that people can treat one person differently to another.</p> <p>I know that my mood affects my behaviour.</p> <p>I recognise bullying behaviour.</p> <p>I understand that 'power' means one person having control over another.</p> <p>I know why some people use bullying behaviour.</p> <p>I know a range of strategies for managing my feelings in a bullying situation (both if I am being bullied or I am involved in showing bullying behaviour).</p> <p>I know how to help someone who is being bullied.</p> <p>I know that there are more to people than what makes them different.</p>	<p>I can recognise differences in others.</p> <p>I can be a good friend.</p> <p>I can treat everyone with respect, even if they are different to me.</p> <p>I can support someone who is being bullied.</p> <p>I can relate to someone else's feelings (empathy)</p> <p>I can talk about my feelings.</p> <p>I can discuss how bullying can affect people and look at both sides of a situation.</p> <p>I can explain what character traits a famous disabled person has shown using appropriate vocabulary (determination, resilience etc).</p> <p>I can discuss scenarios where there has been conflict caused by someone being different (e.g. someone</p>	<p>Normal</p> <p>Different</p> <p>Empathy</p> <p>Prejudice</p> <p>Diversity</p> <p>Rights</p> <p>Fairness</p> <p>Bullying</p> <p>Disability</p> <p>Conflict</p> <p>Global goals:</p> <p>5- gender equality</p> <p>10- reduced inequalities</p>	<p>Normal</p> <p>Different</p> <p>Empathy</p> <p>Prejudice</p> <p>Affect</p> <p>Male</p> <p>Female</p> <p>Diversity</p> <p>Gender diversity</p> <p>Courage</p> <p>Fairness</p> <p>Rights</p> <p>Responsibilities</p> <p>Power</p> <p>Struggle</p> <p>Imbalance</p> <p>Control</p> <p>Harassment</p> <p>Bullying</p> <p>Bullying behaviour</p> <p>Direct</p> <p>Indirect</p> <p>Argument</p> <p>Recipient</p> <p>Para Olympian</p> <p>Achievement</p> <p>Accolade</p> <p>Disability</p> <p>Sport</p> <p>Perseverance</p> <p>Admiration</p> <p>Stamina</p> <p>Celebration</p> <p>Difference</p> <p>Conflict</p>

	<p>I can give examples of people who have not let their disability stop them living their life to the full.</p> <p>I explain how differences can cause conflict.</p> <p>I explain how differences can be a cause for celebration.</p>	<p>who isn't disabled parking in a disabled parking space).</p>			
<p>Sequence of Lessons and overview of content :</p> <p>1) To know that there are different perceptions of what normal means and to empathise with people who are different. Children develop their understanding of prejudice and discrimination. They work together as a team to answer questions and finally discuss their findings.</p> <p>2) I understand how being different could affect someone's life and am aware of my attitude towards people who are different. Children will discuss how we can be different from each other, and think about how these differences can affect people's lives in both positive and negative ways. For example: disability, health, gender, faith.</p> <p>3) I can explain some of the ways in which one person or group can have power over another and know how it feels to be excluded or treated differently. Children read scenario cards to establish what gives power to the people in each scenario, then share their discoveries with the class. Debate opportunity: Should children be able to make their own choices?</p> <p>4) I know why people use bullying behaviours and understand what strategies I can use if I am ever in a bullying situation. Children discuss a variety of scenario cards to ascertain which ones contain examples of bullying. They then explore the different reasons that someone might have for bullying others.</p> <p>5) I can appreciate people for who they are and give examples of people with disabilities who lead amazing lives. Children research a Paralympic athlete and write a presentation speech to that athlete, as if they were receiving an achievement award.</p>			<p>Details of supporting resources:</p> <p>Lesson 1) Teaching Flipchart https://www.youtube.com/watch?v=SORkteCU7pM&ab_channel=FurtherThanPhotos (School also own the above resource as a book) https://www.youtube.com/watch?v=hpCyiyNqzIE&ab_channel=AMAZEOrg https://www.youtube.com/watch?v=bFKTFCBLvXk&ab_channel=TheHoneypotChildren%27sCharity</p> <p>Lesson 2) Teaching Flipchart</p> <p>Lesson 3) Teaching Flipchart</p> <p>Lesson 4) Teaching Flipchart https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382 https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-a-bully-arianas-story/zrc6nrd</p> <p>Lesson 5) Teaching Flipchart https://www.bbc.co.uk/newsround/14068048</p>		

	<p>6) I can explain how people’s differences can be both a source of conflict and a cause for celebration. Children use drama to explore a variety of individual differences (race, religion, disability, gender, sexuality, age, technology) and identify ways to overcome any difficulties that may arise.</p>			<p>https://www.bbc.co.uk/newsround/24087833</p> <p>Lesson 6) Teaching Flipchart</p>	
<p>Dreams and Goals</p>	<p>Key content</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Concepts/Global Goals</p>	<p>Key Vocabulary</p>
	<p><i>Goals</i> <i>Empathy</i> <i>Suffering</i> <i>Motivation</i> <i>Achievements</i> <i>Target-setting</i></p>	<p>I know what my limitations are</p> <p>I know what I need to do in order to achieve my goals</p> <p>I understand my motivations</p> <p>I know how to set myself appropriate goals</p> <p>I know how to make the world a better place</p>	<p>I can set targets</p> <p>I can aim to achieve my goals</p> <p>I can motivate myself</p> <p>I can empathise with the suffering of others</p> <p>I can recognise the achievements of others</p> <p>I can explain how my choices impact on others</p> <p>I can compare and contrast wants and needs</p> <p>I can recognise and celebrate difference</p> <p>I can explain what motivates me to improve my surroundings</p>	<p>Goals Motivation Suffering Empathy Target-setting</p> <p>Good health and well-being Reduced Inequalities Quality Education</p>	<p>dream goal hope learning strengths stretch achievement personal realistic unrealistic</p>

Healthy Me	Sequence of Lessons and overview of content:			Details of supporting resources:		
	<p>1) I know my learning strengths and can set myself challenging goals. In this lesson children choose two goals, one for in school and one for outside of school.</p> <p>2) I can explain how I will achieve my goals through a set of steps. This lesson follows on from last lesson and gives children the opportunity to structure a set of steps to help them achieve their goals.</p> <p>3) I can identify problems in the world which concern me and talk about them. Children examine and discuss a series of photographs of children from different parts of the world. They explore difficulties the children may be facing, possible solutions and discuss their feelings. What problems do we have locally and how do they compare?</p> <p>4) I describe some ways in which I can work with other people to help make the world a better place. Building on their work from the previous lesson, children design a poster to advertise their imaginary fundraising event.</p> <p>5) I know what my classmates like and admire about me and can accept their praise. In this lesson children share positive statements about each other. Children then complete an Achievement Card linked to their fundraiser activity from the previous two lessons.</p>			<p>Lesson 1) Teaching Flipchart</p> <p>Lesson 2) Teaching Flipchart</p> <p>Lesson 3) Teaching Flipchart <i>Outdoor Learning: Learning walk in the local community. What problems do we have in our neighbourhood and how could they be solved?</i></p> <p>Lesson 4) Teaching Flipchart https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2</p> <p>Lesson 5) Teaching Flipchart https://www.youtube.com/watch?v=WlNgYno4W14&ab_chann el=ATeacherReads (School also have resource in book form)</p>		
Key content			Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
<i>Responsibility</i> <i>Physical health</i> <i>Mental health</i> <i>Drugs</i> <i>Alcohol</i> <i>Cigarettes</i> <i>Stress</i> <i>Exploitation</i>			<p>I know that I am responsible for my own health</p> <p>I know that my lifestyle choices will impact on my health</p> <p>I know that exploitation is using your power over someone to make them do things</p>	<p>I can recognise the symptoms of stress</p> <p>I can describe the causes of stress</p> <p>I can explain how lifestyle choices can positively or negatively affect health</p>	<p>Healthy living Responsibilities Exploitation Drugs and alcohol Stress Gangs</p> <p>Reduced inequalities Quality education Good health and well-being</p>	<p>happy sad cope stress drugs alcohol gangs exploitation anti-social behaviour</p>

		<p>I know that some people join gangs to feel safer</p> <p>I know that anti-social behaviour is damaging to society</p> <p>I know about different types of drugs and their effects</p> <p>I understand mental-wellness.</p>	<p>I can explain what anti-social behaviour is and how it affects society</p> <p>I can suggest strategies to support someone who is feeling pressured</p> <p>I know how to help myself feel emotionally healthy</p> <p>I am motivated to care for myself and others</p>	<p>Peace, Justice and Strong Institutions</p>	
	<p>Sequence of Lessons and overview of content:</p> <p>1) To take responsibility for my health and make choices that benefit my health and well-being. Children take on the role of Agony Aunt and write responses to children in a variety of imaginary scenarios. Debate opportunity: Should children be made to eat fruit?</p> <p>2) To know about different types of drugs, their uses and their effects on the body. In this lesson children list all of the drugs that they have heard of, then sort them into different categories (restricted, unrestricted, prescribed and illegal).</p> <p>3) To understand that some people can be exploited and made to do things against the law. Children are given a scenario involving a child who is being groomed by a gang of drug dealers. Children are asked to identify 'danger points' and 'choice points' and highlight them.</p> <p>4) I know that some people join gangs and the risks they involve. In this lesson children explore the reasons why some children become involved with gangs. They complete an activity where they assess the different factors that can lead to children joining criminal gangs.</p> <p>5) To understand mental health and people's attitude towards it. This lesson uses the metaphor of a well to explore mental health. Children complete an Emotional Well sheet by writing on positive and negative emotions and their triggers.</p>	<p>Details of supporting resources:</p> <p>Lesson 1) Teaching Flipchart https://www.childline.org.uk/info-advice/you-your-body/my-body/staying-healthy/</p> <p>Lesson 2) Teaching Flipchart https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/ https://www.nhs.uk/live-well/alcohol-support/the-risks-of-drinking-too-much/</p> <p>Lesson 3) Teaching Flipchart</p> <p>Lesson 4) Teaching Flipchart</p> <p>Lesson 5) Teaching Flipchart</p>			

	<p>Identify what contributes to positive mental health. (Outdoor classroom activity)</p> <p>6) I can recognise the symptoms and causes of stress and how it can lead to drug and alcohol abuse.</p> <p>Children explore the mental and physical causes of stress and discuss the harm caused by misusing substances. They then choose six strategies for combatting stress and write these onto a dice template.</p>		<p>Outdoor learning: How can the outdoors and nature around us help to improve our mental health.</p> <p>https://www.youtube.com/watch?v=nCrjevx3-Js&ab_channel=AnnaFreudNCCF</p> <p>https://www.mind.org.uk/information-support/for-children-and-young-people/looking-after-your-wellbeing/</p> <p>6) Teaching Flipchart</p> <p>https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/anxiety/</p>		
Relationships	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p>Mental health</p> <p>Love</p> <p>Loss</p> <p>Power and control</p> <p>Assertiveness</p> <p>Online safety</p> <p>Social media</p> <p>Personal identity and information</p>	<p>I know what mental health is and that it is normal to feel negative emotions sometimes</p> <p>I know what grief is and the different stages of this</p> <p>I know that sometimes people will try to control the behaviour of others</p> <p>I know that being online comes with risks</p> <p>I know that all online communication can be a risk</p>	<p>I can recognise when negative emotions are causing a long-lasting problem</p> <p>I can think about what the stages of grief might look like in different situations</p> <p>I can use a range of techniques for dealing with manipulative behaviour</p> <p>I can identify when something online is unsafe</p> <p>I can decide when it is safe to communicate online</p>	<p>Mental health</p> <p>Love</p> <p>Loss</p> <p>Power and control</p> <p>Assertiveness</p> <p>Online safety</p> <p>Social media</p> <p>Personal identity and information</p> <p>3- good health and wellbeing</p>	<p>Mental health</p> <p>Love</p> <p>Loss</p> <p>Power and control</p> <p>Assertiveness</p> <p>Online safety</p> <p>Social media</p> <p>Happiness</p> <p>Real</p> <p>Fake</p> <p>Personal identity and information</p>

Changing Me	<p>Sequence of Lessons and overview of content:</p> <p>1) To understand what my mental health is and why it is important to take care of it. Children identify situations and triggers that can either support or challenge an individual's mental health.</p> <p>2) To understand what grief is and the different stages of this. In this lesson children learn about the stages of grief, then draw grief cycles for a variety of different scenarios.</p> <p>3) To recognise when and how people try to control others and know how to stand up for myself. Children explore how power is used by different groups of people and discuss ways they can stand up for themselves and deal with situations where someone is trying to gain power over them. Debate opportunity: Do teachers know best?</p> <p>4) To be able to recognise when something online is unsafe and to know how to resist pressure. Children examine Online Scenario Cards and decide how they would deal with the situations presented.</p> <p>5) To be able communicate safely online with my friends and family. Children discuss the difference between their own and their parents/carers' technological knowledge and skills. They then design a PowerPoint presentation that could be used to explain internet safety to their parents and carers.</p>			<p>Details of supporting resources:</p> <p>Lesson 1 Teaching Flipchart https://www.youtube.com/watch?v=nCrjev3-Js&ab_channel=AnnaFreudNCCF https://www.mind.org.uk/information-support/for-children-and-young-people/looking-after-your-wellbeing/</p> <p>Lesson 2) Teaching Flipchart</p> <p>Lesson 3) Teaching Flipchart</p> <p>Lesson 4) Teaching Flipchart https://www.youtube.com/watch?v=eJURhw3mswg&ab_channel=eSafetyOffice</p> <p>Lesson 5) Teaching Flipchart https://www.bbc.co.uk/newsround/13908828</p>	
	<p>Key content</p> <p>Self-image Puberty Hygiene Conception Development of a baby Secondary transition Consent and the law/keeping safe.</p>	<p>Knowledge</p> <p>- I am aware of my own self-image and how my body-image fits into that.</p> <p>- I am aware of the importance of a positive self-esteem and what I can do to develop it.</p>	<p>Skills</p> <p>-I am able to keep myself clean as I get older</p> <p>-I am able to cope with the changes that puberty brings</p>	<p>Concepts/Global Goals</p> <p>Puberty Body image Self esteem Changes- physical and mental Sexual intercourse Pregnancy</p> <p>Global goals:</p>	<p>Key Vocabulary</p> <p>Self image Self-esteem Real self Celebrity Body image Negative body-talk Mental health Pressure Puberty</p>

		<p>-I understand how natural conception happens and how medical science can help conception.</p> <p>-I can describe how a baby develops in the womb and what it needs after birth.</p>	<p>-I am able to keep myself safe online and in the real world.</p>	<p>3- good health and wellbeing</p>	<p>Changes- physical and mental Hygiene Opportunities Freedoms Responsibilities Conception Consent Law Physical Emotional Gender Teenager Mood swings Relationships Sexual intercourse Fallopian tube Embryo Umbilical cord Pregnancy Contraception</p>
	<p>Sequence of Lessons and overview of content :</p> <p>Y6 Lesson 1 : My self-image L/C: I am aware of my own self-image and how my body-image fits into that. Does having the latest fashion, hairstyle, 'look' make us happy in the end? What pressures do we face to look cool and fashionable all the time? Comparison and negative self-talk. Reframing negative self-talk. Real self and ideal self. I am aware of the importance of a positive self-esteem and what I can do to develop it. What's the purpose of anadvert? Can adverts be misleading? Body talk and negative self-esteem.</p> <p>Y6 Lesson 2: Puberty revisited . I can explain how boys and girls bodies changed during puberty and understand the importance of looking after yourself physically and emotionally. Revisits the learning of the previous year. Looks at Boys Worries/ Girls Worries- Male teacher and female teacher teaching gender groupings. (Girl Talk/ Boy Talk)</p> <p>Y6 Lesson 3: Dealing with the changes Puberty brings 1:</p>			<p>Details of supporting resources:</p> <p>Lesson 1) Teaching flipchart BBC Lifebabble clip https://www.bbc.co.uk/iplayer/episode/b074gfyn/lifebabble-series-1-18-fitting-in</p> <p>Lesson 2) Teaching flipchart with images to support explanation of physical and emotional changes. Animation of female/male reproductive system without narrative used in Y5 teaching (Details of resource on Y5 overview). Clip recapping some of the changes for girls during puberty: https://www.youtube.com/watch?app=desktop&v=umpBnlxOqy8</p>	

How will my feelings change as I get older?

This lesson will examine the changes in how you might feel and be treated.

Objective: Understand the emotional and mental changes that people go through when they reach puberty. How do teenagers behave? What are hormones? Mood swings, how people might treat you. The things that are important to you. New thoughts: insecurity and confidence issues.

Y6 Lesson 4: Dealing with the changes Puberty brings 2:

How do I stay clean as I get older?

Looking at what we need to do to manage some of the changes that come with puberty: hygiene.

Changes during puberty: sweat glands and body odour. Oil glands in skin and hair: spots and greasy hair. Washing private parts regularly. Feet, nail and toenail hygiene.

Y6 Lesson 5 Conception. (Non-statutory)

To know the internal and external sex organs and how they are used to create a baby. To know the basic facts about what happens during sexual intercourse. What couples should consider before having a baby. How is a new baby made? Role of medicine in assisting conception.

Y6 Lesson 6: Conception to Birth

I can describe how a baby develops through the nine months of pregnancy and how it is born.

Looking at scan pictures. What can a baby in the womb do/not do? Development of a pregnancy. How is a baby born? How will new parents feel? Considerations for couples who want to start a family. How might this affect your life in the future?

Lesson 7: The Year Ahead and Keeping Safe.

I can identify what I am looking forward to and what worries me about the transition to secondary school. What are you looking forward to? What might be holding you back?

Reflecting on how you handled change before etc. Keeping yourself safe- Keeping safe online including discussion of a 'sexting scenario' and dangers of unsafe online behaviour.

Understanding of concept of 'consent'.

Lesson 3)

Teaching flipchart

BBC Lifebabble: Feeling embarrassed

<https://www.bbc.co.uk/iplayer/episode/b073h4l7/lifebabble-series-1-15-feeling-embarrassed>

Lesson 4)

Teaching flipchart

<https://www.daydreameducation.co.uk/poster-keeping-clean-pshe024>

<https://www.youtube.com/watch?v=00BYyDr8Xdg>

Lesson 5)

(Teaching flipchart and lesson plan available to parents and governors.)

Full details of script and teaching materials available for viewing.)

Lesson 6)

Teaching flipchart

How baby survives in the womb and 4 D scan:

<https://www.youtube.com/watch?v=n5OcdbBqVSA>

Lesson 7)

Teaching flipchart

Consent explained for kids:

<https://www.youtube.com/watch?v=h3nhM9UIJjc>