



Year 6 Ash Grove Academy PSHE Education Curriculum

Whenever relevant, PSHE lessons in Year 6 will make explicit reference to linked **British Values** and to '**protective factors**' - the things that children have or can build in their lives that create a 'protective shield' against known risks. The **Resilience Framework** (*Hart & Blincow*) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

AUTUMN TERM

Overarching objective:

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- *Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.*

- *PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).*

- *Counter-arguments (rebuttals) will be made respectfully.*

Start of autumn term: Co-build class rules and Rights Respecting Class Charter

To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations, and how to take part in making and changing rules

- give reasons for why it is a shared responsibility to contribute to the classroom and school life
- identify the different contributions that pupils make and how this affects the classroom
- explain how class/group rules help them to learn and make the classroom a safe place
- identify what can happen if class/group rules are not followed
- explain that rules and laws exist to keep us safe and healthy
- explain why different rules are needed in different situations
- explain what is meant by a democracy
- describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)

Key questions:

- *Why do we have rules and laws?*
- *What are rules and laws for/designed to do?*
- *Why is it important to take responsibility in a school community?*
- *Why is it important that people care for their school community?*
- *How can someone show that they are contributing to their school community in a positive way?*
- *Why might rules be different in different situations?*
- *What rules do you need to follow to ensure your safety and protection?*

First PSHE lesson(s) of autumn term:

* Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval.

* Introduce the term *protective factors* and explain in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.

* Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative



Living in the Wider World – Belonging to a community; Money, work and aspirations

Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Autumn 1: Introducing the Zones of Regulation (6 lessons) - supporting resources can be found on SharePoint or in the Zones of Regulation handbook

Co-build a Zones of Regulation wall display in the classroom during this unit.

Lesson 1	<p><i>AIM: Introduce the zones, students expand and develop emotions vocab</i></p> <p>Play some age-appropriate emotions games. Explain the colours/zones and how we might be moving/feeling in each zone. Ask ‘why do you think sorting your feelings into zones will help you?’ and ‘How will it help you to understand each other?’ Finish with going through the ‘check-in’ process for the mornings.</p> <p>** Make sure ‘check-ins’ happen every day from now on, starting as soon after this lesson as possible. **</p>
Lesson 2	<p><i>AIM: Children increase emotions vocab, students increase recognition of facial expressions, deepen zones understanding</i></p> <p>Play an age-appropriate warm-up game. Recap zones. Play some age-appropriate games or role play to help children identify which emotion is being shown and which zone it would be in. Discuss and explore why it is important to read people’s facial expressions and body language to understand what zone they’re in. End with a game – eg Zones Bingo, or guess the emotion/zone</p>
Lesson 3	<p><i>AIM: Learn to identify the zones in others, students gain awareness of how others perceive people in different zones, students learn how the zone they are in can affect people around them, get better at observing and recognising the zones.</i></p> <p>Play a warm-up game. Recap zones. Question: Have you ever considered how the zone you are in can impact other people? Watch a section of a film (eg Monsters Inc, Inside Out, Zootropolis). During the clip, ask questions such as, What thoughts might this character be having? How do the other characters react to this character? Can this character interact with the other characters when they are in the red/yellow zone? Ask, What is an ‘unexpected’ behaviour? How does it change the way we feel or behave? Final questions: Did the characters all get along when they were in different zones? In which zone were the characters most successful? In what zone do you feel you get along best with others?</p>
Lesson 4	<p><i>AIM: Children gain increased awareness of how they feel and act in each zone, children improve their ability to identify the zone they are in.</i></p> <p>Warm up game – Blob Tree</p>



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	<p>Quick scenarios game – which zone would you put this person in? Explain that we are learning how everyone moves through all of the zones every day. Ask ‘Do you think that our bodies give signals that help us know which zone we are in?’ Discuss. Support children to identify what puts them in each zone, how they feel and move in each zone, and how their body shows them which zone they are in. Check out: Why was that helpful today? Why is it helpful to you and others to know what zone you are in? How can that help support you communicate and ask for help when you need it?</p>
Lesson 5	<p><i>AIM: Understand the zone they are in and what strategies they can personally use to manage that; use these strategies to build an individual ‘toolbox’.</i> Age-appropriate warm-up game Ask ‘What would you find in a toolbox?’ ‘What do you use each of these tools for?’ listen and discuss. <i>Looking for the idea that tools help us ‘fix’ things help us to ‘mend’ things helps you ‘solve a problem’. The emphasis on ‘you’.</i> Ask ‘why do you need a variety of tools in a box?’ <i>Looking for, each tool does a different job and so you need many so you can solve each different problem.</i> Talk about how we will be building a ‘toolkit’ that will be full of emotional tools for the children to use to help themselves. This will help them to regulate their feelings and what zone they are in. Support the children to identify what ‘tools’ they can personally use to support themselves whist in each zone. Finish with explaining this was their own toolkit, but next week we will create a class toolkit to support the whole class dynamic.</p>
Lesson 6	<p><i>AIM: To build a class toolkit, to be confident identifying the zones.</i> Age-appropriate warm-up game. Play ‘Tools I-spy’ in pairs. Together co-build a class toolkit for each zone. Once built, re-cap everything we have learnt and demonstrate how they can use the toolkit to support them regulate their emotions in class.</p> <p>** Ensure class toolbox of strategies is regularly referred to throughout the school year to encourage and support children to take ownership and responsibility for regulating their emotions. **</p>

Autumn 2: Online Safety (6 lessons) – see Project Evolve units of work on separate document

Co-build an Online Safety Code of Conduct during this unit, using ‘Always’ and ‘Never’ statements. All parties to sign. Display in classroom all year for future reference.

	<i>(Specific focus in November – ANTI BULLYING WEEK)</i>
	Online bullying
	Managing online information



SPRING TERM

Overarching objective:

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.
- PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).
- Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of spring term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.
Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

Living in the Wider World – Belonging to a community; Money, work and aspirations

Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus in February – CHILDREN’S MENTAL HEALTH WEEK; SAFER INTERNET DAY

To understand what being part of a community means, and about the varied institutions that support communities locally and nationally
 To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

- explain what is meant by being part of a community in relation to the school, local and wider community
- explain what we mean by the terms voluntary, community and pressure group
- give examples of voluntary or community groups that support health and wellbeing, including in relation to the environment
- identify reasons people form or join pressure groups and why they are needed
- evaluate ways in which pressure groups gain support to address the needs of the community and the environment identify how this can lead to social change

Key questions

- *What benefits are there from being part of a community?*
- *What are your responsibilities towards/how can you take care of our community?*
- *How can you contribute to the Moss Rose Community?*



- *How will your contribution benefit our school and the people that live on the Moss Rose Estate?*

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

- To describe different kinds of loving relationships
- identify the qualities that enable these relationships to flourish
- explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship
- explain what this means in an emotional and physical sense
- describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy
- explain how relationships can change (as we grow up or as circumstances change)
- explain why sometimes relationships may change or end

Key questions

- *What are the signs of a healthy, positive relationship?*
- *How should people treat one another in a relationship to ensure it stays healthy and positive?*
- *How do you know if a relationship is unhealthy, or unsafe?*
- *How can you resolve difficulties in or end a relationship?*
- *Where can you get help if you are worried about a relationship?*

To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

- To explain that two individual adults may choose to be part of a committed relationship together - become a 'couple' – and give examples of how they may show their love and commitment to each other
- 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)
- 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)
- explain that two people who love each other can also be in a committed relationship, and not be married
- explain that people have the right to choose the person they may marry and recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family)
- explain that forced marriage is illegal
- describe the difference between arranged marriage and forced marriage



To learn what is meant by enterprise and begin to develop enterprise skills

(work on a school fundraising Enterprise Project with Y3)

- To give examples of people who are famous entrepreneurs (e.g. Dragon's Den entrepreneurs, Rob Smethurst (Macclesfield Football Club), Jeff Bezos, Mark Zuckerberg etc)
- analyse and evaluate the skills and attributes that make these people enterprising (personal and in business)
- explain what is meant by 'positive' risk in relation to enterprise projects
- evaluate what makes an enterprise successful for the people involved
- describe or demonstrate different ways to develop enterprise skills and attributes

SUMMER TERM

Overarching objective:

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.

- PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).

- Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of summer term:

* Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.

* Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.

* Revise the term *protective factors* in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.

* Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

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Focus on threading in transition work throughout summer term 2, and the changes, feelings and behaviours associated with this.

To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

To recognise and challenge stereotypes

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

**** Make reference to the legalities of Protected Characteristics ****

- identify a wide range of factors that contribute to someone's identity
- explain the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity
- describe how images and language can be used to either perpetuate stereotypes or challenge stereotypes
- explain that everyone is equal no matter their identity
- explain or demonstrate ways we can value others who are similar or different from us
- explain what is meant by prejudice and discrimination and how this can manifest
- describe the potential consequences of discrimination
- explain the importance of taking care over the type and use of language in relation to discrimination
- explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied
- identify sources of support and how to access them in school, locally, by phone or online
- suggest ways we can be more inclusive and why we should work towards this

Key questions

- *What does discrimination mean?*
- *What might people say or do if they are discriminating against someone? (apply to on- and offline behaviour)*
- *Who might experience discrimination? Why?*
- *How might people feel when they experience discrimination?*
- *How can you respond to discriminatory language or behaviour? (apply to behaviour on- and offline)*
- *What does inclusion mean?*
- *How can communities be inclusive?*

To recognise how their increasing independence brings increased responsibility to keep themselves and others safe

- explain how increased freedom as they get older means potentially having more risks to negotiate (road, rail, water safety and online)
- explain how their responsibility to keep themselves and others safe is changing as they become more independent



- recognise they are not yet solely responsible for this and that adults they know well and trust are still responsible for their overall safety and wellbeing
- recognise their personal responsibility to self and others when managing risk, danger and hazard
- evaluate the level of risk in different situations by predicting possible consequences and their likelihood
- recognise that risk can depend on who is there, where it is and what it is suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice
- explain their responsibility to report things that mean they or others may not be safe

Key questions

- *Who is responsible for our behaviour and choices?*
- *Who is responsible for our own wellbeing?*
- *Who is responsible for the wellbeing of those around us?*
- *What kinds of actions and choices might affect those around us in positive or harmful ways?*
- *What kind of effects might our actions and choices have on other people?*
- *What do you need to consider when you behave in a certain way or make a particular choice?*

To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping

To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

- explain the reasons why someone might choose to use a drug
- 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
- explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently
- explain that risk of using the drug depends on i) what it is (or what someone thinks it is), ii) the person using it, iii) the situation (when, where they are, who they are with)
- describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively
- identify the potential wider impact of drug misuse use on families and communities and identify reliable, trustworthy sources of information to get help and advice, for themselves or someone else

To understand how their body will, and their emotions may, change as they approach and move through puberty

To learn about human reproduction



GROWING AND CHANGING

Christopher Winter lesson plans and resources

For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

- describe achievements in their own and other's lives
- describe different ways of celebrating achievements and analyse which of these might help to motivate
- describe how setting high aspirations can help motivate people to achieve and give some examples
- explain different ways to approach a challenge or goal and evaluate which would be the most successful/good for mental and emotional health
- identify their personal goals and describe aspirations for secondary school or beyond

Key questions

- *What would you like to achieve in the next chapter of your life?*
- *What do you need to do to achieve your goals and aspirations?*
- *How can you demonstrate ways to achieve your goals and aspirations?*
- *Which characteristics help people achieve their goals and meet their aspirations?*
- *How can you develop the characteristics you need to achieve your goals and aspirations?*



Protective factors from *Department for Education: Mental Health and Behaviour in schools*

PROTECTIVE FACTORS	
INDIVIDUAL FACTORS	
<ul style="list-style-type: none"> * A feeling of control over one's life * A sense of cohesion with others * A positive sense of self * Close relationships with competent adults * Connections to organisations that have positive outcomes for the individual * Tolerance of delayed gratification * A sense of humour * Emotional literacy – the ability to recognise your own emotions and those of others. 	
FAMILY FACTORS	
<ul style="list-style-type: none"> * Good parenting skills * Trusting relationships * Well-defined family roles and responsibilities * Opportunities to learn to deal with criticism, rejection, boredom and silence 	
COMMUNITY FACTORS, INCLUDING SCHOOL	
<ul style="list-style-type: none"> * Participation in school, work and community with a sense of belonging * A sense of making a positive contribution to school or the community * A social network of peers * An opportunity to learn to handle challenges and set-backs * Knowing how and where to seek support in times of need 	

Resilience Framework: adapted from Hart & Blincow 2007.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan		
	Access & transport	The more healthy relationships the better		Help the child/YP to organise her/himself	Fostering their interests
		Take what you can from relationships where there is some hope	Calming down & self-soothing		
	Healthy diet	Get together people the child/YP can count on	Highlight achievements	Remember tomorrow is another day	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations		Develop life skills	
		Focus on good times and places	Have a laugh		Foster their talents
	Enough sleep	Make sense of where child/YP has come from			
Play & leisure	Predict a good experience of someone or something new				
Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

The Mental Health Continuum Model

