

Grosvenor School

PSHE and Citizenship

Scheme of work Year 6.

Theme Title	Learning Objectives
<p>UNIT 5- Living in a diverse world. How are we the same and how are we different?</p>	<ul style="list-style-type: none"> • To recognise and show respect for similarities and differences. • About identities and things that contribute to identity, including our membership of different groups. • To take turns in speaking and to respond appropriately to others. • That all children have basic needs and rights as human beings regardless of gender, ethnicity, size etc. • To develop strategies to deal with prejudice, including racism, and to support others who encounter it.
<p>What are communities like?</p>	<ul style="list-style-type: none"> • About different communities, including family and school. • To discuss and communicate their feelings and opinions about their communities. • To recognise and respect diversity within their communities. • To work in pairs or small groups to share their views.
<p>Unit 7- Children’s rights-Human rights. Taking responsibility.</p>	<ul style="list-style-type: none"> • About different kinds of responsibilities at home, at school and in the community and that these sometimes conflict with each other. • About working together to resolve conflict. To develop skills of participation and responsible action • To reflect on their learning and to communicate what they have learnt to others. (to include personal organisation and study skills.)
<p>PSHE- Developing a healthy, safer lifestyle.</p>	<ul style="list-style-type: none"> • Understand what makes a healthy lifestyle, including the benefits of exercise, healthy eating, what affects mental health and how to make informed choices. • Which commonly available substances and drugs are legal and illegal, their effects and risks. • To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way. • About the role of parents and carers and the value of family life. • To negotiate within relationships, recognising

	<p>that actions have consequences, and when and how to make compromises.</p> <ul style="list-style-type: none"> • How to keep healthy and what influences health including the media. • That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health. • Basic facts and laws including school rules about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs. • To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel. • To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including when and where to get help. • Basic emergency aid procedures and where to get help and support.
<p>Unit 9- Respect for property. What are the consequences of crime?</p>	<ul style="list-style-type: none"> • That stealing is wrong. • That victims of crime may be affected in a number of ways. • To use their imagination to understand the experiences of others. • To consider the consequences of shoplifting. • About different crimes and the consequences of crime.
<p>Why should we respect shared property?</p>	<ul style="list-style-type: none"> • To consider the consequences of lack of respect for school property.

<p style="text-align: center;">Unit 2- Choices</p> <p>What influences our choices?</p>	<ul style="list-style-type: none"> • About different influences that can affect choices. • To discuss their views and communicate with others. • That pressure to behave in an unacceptable way can come from a variety of sources, including people they know. • That peer influence can be positive as well as negative. • About different types of advert. • That our resources are limited and we need to make choices. • To understand that text the same topic may contain different information, and to distinguish between fact and opinion. • To evaluate how the media presents its information to their target audience.
<p style="text-align: center;">Unit 12 – Moving on.</p> <p>Why do we have to move on? How can we prepare for change? How we can help others who are new to our school.</p>	<ul style="list-style-type: none"> • That transition and change are part of everyone’s life experience. • To identify their own feelings about change and transition. • To create and sustain different roles. • To develop strategies to manage change. • About the school as a community. • To understand and show concern for others in the school who are experiencing transition.
<p>What about my friends?</p>	<ul style="list-style-type: none"> • About the value of friendship. • About ways to establish new friendships in new situations, and maintain old ones in times of change. • The changing nature of and pressure on , relationships with friends and family and how to seek help. • About different types of bullying and harassment. • How to act assertively. • Who to go to for advice and help. • To reflect about what they have learnt about change and transition.