

	Year 6	PSHE		Provision Audit across Key Stage 1 and 2
	Autumn	Spring	Summer	
	<p><b>Evolution</b>  <b>Jeans for Genes Day</b>                      To recognise and respond appropriately to a wider range of feelings in others                      To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p><b>Bullets, Bombs and Bunting</b>                      To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p><b>Anti-Bullying Week</b>                      To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14.                      To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p><b>Computing</b>  <b>Acceptable User Policy</b>                      To have the opportunity to learn why different rules are needed in different situations.                      To realise the nature and consequences of cyber bullying, how to respond and ask for help</p>	<p><b>Extreme Limits</b>  <b>Health and Wellbeing</b>                      To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet                      To learn about which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p><b>Basic First Aid and St. John's Ambulance</b>                      To learn about school rules about health and safety, basic emergency aid procedures, where and how to get help                      To recognise the role of voluntary, community especially in relation to health and wellbeing</p> <p><b>Bright Sparks</b>  <b>Electrical Safety and Light Safety</b>                      To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly.</p> <p><b>Class and Assembly Time</b>  <b>Values for Life</b>  <b>School Values: Creativity, Faith Independence and Teamwork</b>                      To be able to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals                      To understand that their actions affect themselves and others                      To learn about class and school rules                      To take part in making and changing rules.</p>	<p><b>Full of Beans (Fair Trade Sessions)</b>                      To have the opportunity to learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p><b>Bravo to the Bard</b>  <b>Preparation for High School</b>                      To have the opportunity to learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p><b>SRE</b>                      To have the opportunity to learn about how their body will, and emotions may, change as they approach and move through puberty</p> <p><b>Money and Enterprise Week</b>                      To have the opportunity to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer                      To have the opportunity to learn about enterprise and the skills that make someone 'enterprising'                      To work collaboratively towards shared goals</p> <p><b>Bikeability</b>                      strategies for keeping physically and emotionally safe including road safety , safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p>	<p><b>Core theme 1: Health and Wellbeing</b>  <b>In Key Stages 1 and 2, pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• what is meant by a healthy lifestyle</li> <li>• how to maintain physical, mental and emotional health and wellbeing</li> <li>• how to manage risks to physical and emotional health and wellbeing</li> <li>• ways of keeping physically and emotionally safe</li> <li>• about managing change, such as puberty, transition and loss</li> <li>• how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• how to respond in an emergency</li> <li>• to identify different influences on health and wellbeing.</li> </ul> <p><b>Core theme 2: Relationships</b>  <b>In Key Stages 1 and 2, pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts</li> <li>• how to recognise and manage emotions within a range of relationships</li> <li>• how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• how to respond to risky or negative relationships and ask for help</li> <li>• how to respect equality and diversity in relationships.</li> </ul> <p><b>Core theme 3: Living in the Wider World</b>  <b>In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:</b></p> <ul style="list-style-type: none"> <li>• about respect for the self and others and the importance of responsible behaviours and actions</li> <li>• about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• about different groups and communities</li> <li>• to respect equality and to be a productive member of a diverse community</li> <li>• about the importance of respecting and protecting the environment</li> <li>• about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• how money plays an important part in people's lives</li> <li>• a basic understanding of enterprise.</li> </ul>