

	Autumn term 1	Autumn term 2	Spring term 3	Spring term 4	Summer term 5	Summer term 6
Year 6 SEAL Theme	<b>New beginnings</b> A3, A7, A9, B3, B9, D7	<b>Getting on and falling out</b> A3, A5, B7, B16, D7, D8 <b>Say no to bullying</b> B7, D4, D8	<b>Going for goals</b> A2, A12	<b>Good to be me</b> A1, A3, A5, B12, B14, C14, D8	<b>Relationships</b> A3, A5, D1, D7, D15	<b>Changes</b> A1, A3, A5, A9, D7
Learning Journey	<b>The Home Front</b>	<b>The Home Front</b>	<b>Light It Up</b>  <b>Journey To Mecca (Short Unit)</b>	<b>Natural Disasters</b>	<b>The Fantastic Voyage</b>	<b>All Change</b>
<b>Whole School</b>	<b>Citizenship &amp; pupil voice</b> School Council Elections Negotiating class charter/ rules. Rights, responsibilities and rules.  Learning to Learn Skills <b>Keeping safe</b> E-safety lessons	Anti-Bullying Week 17 <sup>th</sup> -21 <sup>st</sup> November  Remembrance Day (Nov) Children in Need (Nov)	<b>Keeping safe</b> Safer Internet Day <b>E-Safety Week</b>	<b>Citizenship (Diversity)</b> Global education week(Apr)  <b>Environment</b> Tidy School Week (Apr). Developing school environment.	<b>Financial Enterprise:</b> My Money Week (June) <b>Citizenship</b>	<b>Being healthy and keeping safe</b> Road Safety Walk to school week(May) Sun Safety <b>Being healthy and keeping safe</b> Water Safety Assembly  <b>Being healthy and keeping safe</b> Sports Day- healthy lifestyle

<p><b>Year 6</b> PSHEe</p>	<p><b>Citizenship &amp; pupil voice</b> B2, B18, <u>Can I identify the meaning of being democratic and the process involved in coming to a democratic decision?</u> I know what democracy is. I know about the role of MP's.</p> <p>I have considered the process of elections.</p> <p>I understand the benefits of negotiating and am able to compromise on school council projects.</p>	<p>Getting on and falling out/Anti-Bullying Week. <u>Can I recognise and express emotions and understand how my feelings can affect themselves and others?</u> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know what my triggers are for anger. I know what happens when I get angry. I know what happens when I am overwhelmed by my feelings.</p>	<p><u>Can I recognise when they have made mistakes and learn from them?</u>  I know that if I don't succeed it is worth trying again. I can try again even if I have been unsuccessful. I can recognise when I am using an excuse instead of finding a new way around a problem.</p> <p><u>Can I recognise and appreciate personal strengths and set personal goals?</u>  I can make a long-term plan and break</p>	<p><b>Diversity and difference</b> B1, B10, B13, D3, D6, D8, D12 <b>Environment</b> B4 <u>Can understand the consequences of anti-social and aggressive behaviours?</u> I understand how it feels to be victimized. <u>Can I research, discuss and debate topical issues, problems and events?</u> I can tell you about an example of persecution that happened in the past and what people have done to resist discrimination.</p>	<p><b>Careers</b> A4, A13, C6 Financial Enterprise  <u>Can I identify a range of jobs done by people they know and what they like and dislike about these jobs and consider what their future contribution might be?</u>  I am aware of the advantages and disadvantages of work I am able to make judgements about the worth of work I know the role of the local police</p>	<p><b>Sex and relationships and drug and alcohol education</b> B3, B5, C2, C3, C5, C8, C9, C10, C11, C12, C13, C14, C16, C17, D1, D5, D8, D9, D11 <u>Can I identify the body changes that will take place at puberty?</u>  <b><u>See outcomes in the row below.</u></b></p>

	<p>I support my class school council reps even though I did not get elected myself.</p> <p><u>Can I face new challenges properly by collecting information, looking for help, making responsible choices and taking action?</u></p> <p>I understand how it feels to do or start something new, and why.</p> <p>I know that many children have mixed feelings about going to secondary school.</p> <p>I know that it is natural to be wary of change, and can tell you why.</p>	<p>I can recognise when I am feeling worried. I know that If I have once been overwhelmed by my feelings I might easily 'lose it' again another time. I understand that different people show their feelings in different ways.</p> <p><u>Can I resolve differences and solve problems by looking at alternatives, making decisions and explaining choices?</u></p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse.</p> <p>I know some ways to</p>	<p>it into smaller, achievable goals in my personal life and behaviour. I know it is up to me to get things done by taking the first step. I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups.</p>	<p><b>I can tell you about some of the contributions refugees have made to the UK.</b></p>	<p><u>Can I value the opportunity for new experiences in and out of school?</u></p> <p>I can tell you what activities I do after school and outside of school and what I enjoy about them.</p> <p><u>Can I begin to understand what is necessary for positive emotional health and well-being e.g. the balance between work and leisure?</u></p> <p>I know that health includes emotional health I know how to restore my inner balance)</p> <p>SAFETY IN ACTION: <u>Can I assess risk and make decisions about personal safety?</u></p>	
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		<p>encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one.</p> <p><u>Can I develop skills to build and manage effective relationships e.g. listening, supporting, showing care and empathy?</u></p> <p>I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>When I am working in a group I can tell people if I agree or don't agree with them</p>			<p>I can assess some common risky situations and ways of limiting risk</p> <p>I know some of the risks of drinking alcohol,</p> <p>I know ways in which I can keep myself safe from harm</p> <p>I know there are positive and negative consequence to my actions</p> <p>I know some of the potential dangers that surround me</p>	
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		<p>and why.</p> <p>When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p> <p>I know that it is important in conflict situations to talk about what someone has done or said, not the person themselves.</p> <p>I can help support someone who is unhappy because they have lost someone or something.</p> <p>I can think about when to forgive someone</p>				
<p><b>Year 6</b> RE - A Journey of Discovery</p> <p>45 hours per year</p>	<p>The 5 pillars of Islam Shahadah/ Salat</p> <p>Journey To Mecca</p>	<p>Islamic art</p> <p>Journey To Mecca</p>	<p>Different gospel accounts</p>	<p>The creed/ Lent/ temptations</p>	<p>The 5 pillars of Islam Sawn/ Zakat</p> <p>The resurrection of Jesus</p>	<p>Eucharist/ mass/ Lord's supper/ confirmation</p> <p>Sacred places, Hajj</p>
<p><b>Year 6</b> SMSC</p>	<ol style="list-style-type: none"> <li>1. I can explain the changes that will take place in girls and boys bodies during puberty.</li> <li>2. I understand what menstruation is</li> <li>3. I understand what wet dreams are.</li> <li>4. I am learning how to manage changes and puberty and support others to do the same.</li> </ol>					

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|  | <ol style="list-style-type: none"><li>5. I know and understand about the processes of reproduction and birth as part of the human lifecycle</li><li>6. I understand how pregnancy happens and I am beginning to understand how to prevent a pregnancy.</li><li>7. I know what is involved in looking after a baby.</li><li>8. I can tell you what the age of consent is.</li><li>9. I know how to keep myself clean and that certain parts of the body need careful washing during puberty.</li><li>10. I am beginning to understand that bacteria and viruses can be transmitted during sexual activity and how this can be prevented.</li><li>11. I know what masturbation is, that it should be done in private and that there are different views on this.</li><li>12. I know what physical contact is unwanted and I know ways of resisting it.</li><li>13. I am able to give definitions of words related to puberty and sex and relationships.</li><li>14. I know that I can make some decisions and choices that are relevant to my personal health &amp; I understand that I can make decisions that will affect my personal health.</li><li>15. I can behave in an assertive way using appropriate body language and tone of voice.</li><li>16. I can demonstrate some assertive ways of saying 'no'</li><li>17. I can explore what is meant by love, attraction and sexual relationships</li><li>18. I understand how the media may try to influence my decisions and choices</li><li>19. I can explore what is meant by love, attraction and sexual relationships.</li><li>20. I understand how the media may try to influence my decisions and choices</li><li>21. I can identify ways in which the media can stereotype.</li><li>22. I can explore song lyrics.</li></ol> <p>I can explore how soaps portray relationships</p> |
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