



RHE and PSE Progression of Learning Outcomes - Year 6

The document below has been designed to show how we will cover all of the relevant PSHE knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic. Where this is not possible discrete lessons are taught.

	Me and my Relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
Year 6	<p>Demonstrate a collaborative approach to a task;</p> <p>Describe and implement the skills needed to do this.</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise';</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task;</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p>Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p> <p>Describe the language and techniques that make up a biased report;</p> <p>Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money;</p> <p>Describe the different</p>	<p>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p> <p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Understand that fame can be short-lived;</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype;</p>



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<p>List some assertive behaviours;</p> <p>Recognise peer influence and pressure;</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics;</p> <p>Recognise basic emotional needs and understand that they change according to circumstance;</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Describe the consequences of reacting to others in a positive or negative way;</p> <p>Suggest ways that people can respond more positively to others.</p> <p>Describe ways in which people show their</p>	<p>verbal communication.</p> <p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p>	<p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs;</p> <p>Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for</p>	<p>ways money can be saved, outlining the pros and cons of each method;</p> <p>Describe the costs that go into producing an item;</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors;</p> <p>Explain what is meant by the term <i>interest</i>.</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this;</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services;</p> <p>Evaluate the different public services and compare their value.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p>	<p>Recognise what risk is;</p> <p>Explain how a risk can be reduced;</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p>	<p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p>
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	<p>commitment to each other;</p> <p>Know the ages at which a person can marry, depending on whether their parents agree;</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Recognise that some types of physical contact can produce strong negative feelings;</p> <p>Know that some inappropriate touch is also illegal.</p> <p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe and respectful behaviours when using communication technology.</p>	<p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people</p>	<p>common misperceptions of these;</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</p> <p>Explain how these emotional needs impact on people's behaviour;</p> <p>Suggest positive ways that people can get their emotional need met.</p> <p>Understand and give examples of conflicting emotions;</p> <p>Understand and reflect on how independence and responsibility go together.</p>	<p>Explain what is meant by living in an environmentally sustainable way;</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p> <p>Explain how HIV affects the body's immune system;</p> <p>Understand that HIV is difficult to transmit;</p> <p>Know how a person can protect themselves from HIV.</p>
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