**PSHE/C Curriculum – Year 6 Autumn Term 2**

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| **Theme: Myself and My Relationships – My Emotions** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To be able to communicate effectively a wide range of emotions, including mixed emotions. (MW)  2. -To be able to describe some self-care strategies and how these might help. (MW)  and  -To understand what is meant by loneliness and to be able to suggest some strategies when feeling isolated. (MW)  3. To understand what is meant by someone’s identity, and what might influence how confident and comfortable we feel in our identity. (RR)  4. -To understand how to have self-respect and to be able to describe what might help to boost this. (RR) and  To know when they might need support, who they might approach, and how to do this. (MW)  5. No Outsiders – The Island (anti-bullying) – To consider causes of racism | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Respectful Relationships (RR)  • the importance of self-respect and how this links to their own  happiness.  Mental Wellbeing (MW)  • that mental wellbeing is a normal part of daily life, in the same way  as physical health.  • that there is a normal range of emotions (e.g. happiness, sadness,  anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  • how to recognise and talk about their emotions, including having a  varied vocabulary of words to use when talking about their own and  others’ feelings.  • how to judge whether what they are feeling and how they are  behaving is appropriate and proportionate.  • simple self-care techniques, including the impact of relaxation,  time spent with friends and family and the benefits of hobbies and  interests.  • isolation and loneliness can affect children and that it is very  important for children to discuss their feelings with an adult and seek  support.  • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  • it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. | |
| self-care | keeping fit and healthy, understanding when you can look after yourself - taking the time to do things that help you live well and improve both your physical health and mental health | identity | who you are (what makes you, you) - the characteristics they have that distinguish them from others | |
| isolated | feeling unhappy because of not seeing or talking to other people - the condition of being alone, especially when this makes you feel unhappy | mental ill health | (having poor mental health)  a term used to describe conditions diagnosed by a medical professional that significantly affect how a person thinks, feels and interacts with other people | |
| loneliness | the feeling we have when our need for social contact and relationships isn't met – feeling on your own | undermine | you make it less strong or less secure than it was before, often by a gradual process or by repeated efforts | |
| self-respect | feeling of confidence and pride in your own ability and worth (self-esteem) -positive thoughts and feelings about yourself | prejudice | an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge | |
| intelligences | the ability to learn or understand from experience  - the ability to learn or understand or to deal with new or trying situations | racism | discrimination and prejudice against people based on their race or ethnicity (when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity | |
| **Prior Learning (Year 5)**  In Year 5, the children explored the networks of people who are special to them, and how they are changing and developing in online and offline contexts as they get older and prepare to move on to secondary school. They developed their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They explored how communication, empathy and compromise could be employed to sustain healthy relationships and reduce conflict. They explored concepts of trust and loyalty and considered how these principles apply to healthy online and offline relationships. They considered ways in which families support each other through periods of change. They explored why and how to seek support from people they trust, and how they themselves can support others. | | | | **Future Knowledge (secondary school)**  This will be dependent on the KS2 PSHEC curriculum in Secondary Schools. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How do I manage strong emotions? (MW) 1.1 – 1.6 | * Use an extended vocabulary to explain how I and others are feeling * Understand the varied causes of emotions and how we might express them * Understand that different people might experience different emotions in the same situation * Understand that emotions can be complex, e.g. mixed * Understand that we may not be able to control how we feel but we are responsible for how we act | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. -How common is mental ill health, and what self-care techniques can I use? (MW)  and  -What is loneliness and how can we manage feelings of isolation? (MW) | * Describe some self-care techniques * Identify which ones help me most, and say how they help * Describe what loneliness is * Able to say what I might do when I feel lonely or isolated * Suggest how I might help someone else who is feeling lonely | | | | |
| 3. What does it mean to have a ‘strong sense of identity’ & ‘self-respect’? (RR) | * Able to talk about my own identity, and that of others in my family, school and community * Identify what it feels and looks like when someone is comfortable and confident in their identity * Identify some possible influences on how confident I feel in my identity | | | | |
| 4. -What does it mean to have a ‘strong sense of identity’ & ‘self-respect’? (RR)  and  - How and from whom do I get support when things are difficult? MW | * Describe what self-respect means and why it is important * Suggest what I can do to increase my self-respect * identify clearly a group of people to whom I can go for support * • begin to understand how I might share my feelings and possible times to do so | | | | |
| **No Outsiders**  5. The Island (anti-bullying) | * I know what racism means * I know what prejudice is * I know what can happen if racism is not challenged * I know how to challenge racist behaviour | | | | |