**PSHE/C Curriculum – Year 6 - Spring Term 1**

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| **Theme: Citizenship: Working Together** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To be aware of how their strengths may be useful in a range of different careers in the future.  2.To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others’ views. (CF)  3. -To be able to persevere and overcome barriers to achieving a task. (CF)  and  -To be able to evaluate a group task, including their own and others’ contribution, the overall process and final results. (RR)  4. Financial Capability - To know how you might plan for the immediate and more distant future, including the part debt might play and how and why people save.  5. No Outsiders – Additional Learning – The King of the Sky – To consider responses to immigration | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Respectful Relationships (RR)  • the importance of respecting others, even when they are very  different from them (for example, physically, in character, personality  or backgrounds), or make different choices or have different  preferences or beliefs.  • practical steps they can take in a range of different contexts to improve or support respectful relationships.  • the conventions of courtesy and manners.  • the importance of self-respect and how this links to their own happiness.  • that in school and in wider society they can expect to be treated with  respect by others, and that in turn they should show due respect to  others, including those in positions of authority.  Caring Friendships (CF)  • the characteristics of friendships, including mutual respect,  truthfulness, trustworthiness, loyalty, kindness, generosity, trust,  sharing interests and experiences and support with problems and  difficulties. | |
| careers | a job or profession that someone does for a long time | debt | the amount of money that is owed by a person, company, country | |
| debating | a discussion between people in which they express different opinions about something to reach an agreement | body language | communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener | |
| constructive feedback | a response to someone's activity aimed at helping them become more effective | persevere | to continue making an effort to do or achieve something, even when this is difficult | |
| sensitive | able to understand what people are feeling and deal with them in a way that does not upset them | empathy | the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation | |
| budgeting | the process of calculating how much money you must earn or save during a particular period of time, and of planning how you will spend it | immigration | travel into a country for the purpose of permanent residence | |
| **Prior Learning (Year 5)**  In Year 5, children developed their sense of personal identity and self-worth. They learnt how to respect others. The children began by exploring their identity, and how  their perceptions of it can be affected by the behaviour and attitudes of others. They considered the ethnic make-up of both the local and national community and the benefits of living in a diverse society. They developed their understanding of the negative effects of stereotyping and prejudice, and of the possible effects of racism, sexism, heterosexism and homophobia. They explored their place within the school and local community, and the contributions of others, including volunteers and  community organisations. | | | | **Future Knowledge (secondary school)**  This will be dependent on the KS2 PSHEC curriculum in secondary schools. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How could my skills and strengths be used in future employment?  What are some of the jobs that people do? | * Know which skills are needed for different jobs and that some skills are useful in a range of jobs * Know what skills I have which might be useful in the future * Know what sort of job I might be interested in. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. How can I be a good listener to other people? (CF) | * Able to listen actively and know how we use body language to help us communicate * Negotiate with others to achieve an agreement * Listen to and take account of others’ views and opinions | | | | |
| 3. -How can I persevere and help others to do so? (CF)  and  -How can I give, receive and act on sensitive and constructive feedback? (RR) | * Realise that we sometimes face difficulties and barriers when attempting a task * Break down a long- term goal or dream into smaller steps to achieve in the short term * Persevere when I face difficulties * To be able to evaluate a group task, including their own and others’ contribution, the overall process and final results. (RR) | | | | |
| 4. Financial Capability -  What sort of things do adults need to pay for? | * Know different ways to plan for spending including saving and why we save * Know that some of the ways we may choose to pay for things may involve debt and how this might be managed * Understand that managing money is complex but there are people who can help | | | | |
| **No Outsiders**  5. Additional Learning – The King of the Sky - To consider responses to immigration | * I know what immigration means * I know what empathy means * I can empathise with a person in a different situation to me | | | | |