

This document gives an overview of the learning covered in Year Six PSHE sessions

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SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Let's negotiate (OPTIONAL)	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Solve the friendship problem	<ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Dan's day (OPTIONAL)	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
Behave yourself	<ul style="list-style-type: none"> • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours;

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	<ul style="list-style-type: none"> ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
Don't force me	<ul style="list-style-type: none"> ● Describe ways in which people show their commitment to each other; ● Know the ages at which a person can marry, depending on whether their parents agree.
Acting appropriately	<ul style="list-style-type: none"> ● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal.
Valuing Difference	
Ok to be different	<ul style="list-style-type: none"> ● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ● Suggest strategies for dealing with bullying, as a bystander; ● Describe positive attributes of their peers.
We have more in common than not	<ul style="list-style-type: none"> ● Know that all people are unique but that we have far more in common with each other than what is different about us; ● Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ● Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	<ul style="list-style-type: none"> ● Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	<ul style="list-style-type: none"> ● Understand and explain the term prejudice; ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Advertising friendships!	<ul style="list-style-type: none"> ● Explain the difference between a friend and an acquaintance; ● Describe qualities of a strong, positive friendship; ● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
Boys will be boys? Challenging	<ul style="list-style-type: none"> ● Define what is meant by the term stereotype;

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gender stereotypes	<ul style="list-style-type: none"> ● Recognise how the media can sometimes reinforce gender stereotypes; ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people.
Keep Safe	
Think before you click!	<ul style="list-style-type: none"> ● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand and describe the ease with which something posted online can spread.
It's a puzzle (OPTIONAL)	<ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe and respectful behaviours when using communication technology.
To share or not to share?	<ul style="list-style-type: none"> ● Know that it is illegal to create and share sexual images of children under 18 years old; ● Explore the risks of sharing photos and films of themselves with other people directly or online; ● Know how to keep their information private online.
Rat Park	<ul style="list-style-type: none"> ● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
What sort of drug is...?	<ul style="list-style-type: none"> ● Explain how drugs can be categorised into different groups depending on their medical and legal context; ● Demonstrate an understanding that drugs can have both medical and non-medical uses; ● Explain in simple terms some of the laws that control drugs in this country.
Drugs: it's the law!	<ul style="list-style-type: none"> ● Understand some of the basic laws in relation to drugs; ● Explain why there are laws relating to drugs in this country.
Alcohol: what is normal?	<ul style="list-style-type: none"> ● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; ● Describe some of the effects and risks of drinking alcohol.
Joe's story (part 1) (OPTIONAL)	<ul style="list-style-type: none"> ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;

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	<ul style="list-style-type: none"> ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional need met.
Joe's story (part 2) (OPTIONAL)	<ul style="list-style-type: none"> ● Understand that with independence comes responsibility ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional needs met.
Rights and Respect	
Two sides to every story	<ul style="list-style-type: none"> ● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report also extract the facts from it.
'Fakebook' Friends	<ul style="list-style-type: none"> ● Know the legal age (and reason behind these) for having a social media account; ● Understand why people don't tell the truth and often post only the good bits about themselves, online; ● Recognise that people's lives are much more balanced in real life, with positives and negatives.
What's it worth?	<ul style="list-style-type: none"> ● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, taking into account a range of factors; ● Explain what is meant by the term interest.
Jobs and taxes (OPTIONAL)	<ul style="list-style-type: none"> ● Recognise and explain that different jobs have different levels of pay and the factors that influence this; ● Explain the different types of tax (income tax and VAT) which help to fund public services; ● Evaluate the different public services and compare their value.
Happy shoppers	<ul style="list-style-type: none"> ● Explain what is meant by living in an environmentally sustainable way; ● Suggest actions that could be taken to live in a more environmentally sustainable way.
Action stations! (OPTIONAL)	<ul style="list-style-type: none"> ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> ● That they have different kinds of responsibilities, rights and duties at home, at school, in

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(OPTIONAL)	<p>the community and towards the environment;</p> <ul style="list-style-type: none"> Continue to develop the skills to exercise these responsibilities.
Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works.
Democracy in Britain 2 - How (most) laws are made	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules.
Community art (OPTIONAL)	
Being My Best	
This will be your life!	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these.
Our recommendations	<ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
What's the risk? (1)	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
What's the risk? (2)	<ul style="list-style-type: none"> Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information
Five Ways to Wellbeing project	<ul style="list-style-type: none"> Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

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Growing and Changing	
I look great!	<ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks.
Media manipulation	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Pressure online	<ul style="list-style-type: none"> • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change.
Is this normal?	<ul style="list-style-type: none"> • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety.
Making babies	<ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
What os HIV? (OPTIONAL)	<ul style="list-style-type: none"> • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV.

