

# PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

**Year:** 6 **Topic: 1** Me and My Relationships

## Key knowledge

- Demonstrate a collaborative approach to a task;
- Describe and implement the skills needed to do this.
- 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.
- 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.
- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- 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.
- 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.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.
- Identify strategies for keeping personal information safe online;
- Describe safe and respectful behaviours when using communication technology.



## Key vocabulary

|               |                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------|
| collaboration | a cooperative effort by which people or organizations work together to accomplish a common project or mission. |
| relationship  | a connection between people.                                                                                   |
| strategies    | a plan, method, or series of actions meant to perform a particular goal or effect.                             |
| assertively   | forward or aggressive in speech or action.                                                                     |
| negotiation   | discussions meant to help people agree on something.                                                           |
| commitment    | a pledge or obligation to fulfill an act or function.                                                          |
| compromise    | a settlement of a disagreement in which each side gives up something, or the result of such a settlement.      |
| risky         | involving a chance of getting hurt or losing something.                                                        |
| consequences  | that which follows; result.                                                                                    |
| actions       | way of acting or behaving.                                                                                     |
| resolve       | to deal with in a successful way; settle.                                                                      |
| situation     | state of affairs; circumstances.                                                                               |
| feelings      | an emotion.                                                                                                    |
| communication | the sharing or exchange of messages, information, or ideas.                                                    |

# PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 6

Topic: 2

Valuing Difference

## Key knowledge

- 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.
- 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.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- 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.
- 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).
- 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.



## Key vocabulary

|               |                                                                                                                                                       |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| family        | a specific group of people that may be made up of partners, children, grandparents, uncles, aunts and cousins.                                        |
| mutual        | felt, said, or done by each for the other; shared by two or more people; given and received.                                                          |
| consequences  | that which follows; result.                                                                                                                           |
| community     | a group of people who live close together or have shared interests.                                                                                   |
| similar       | having resemblance or likeness.                                                                                                                       |
| bullying      | is when someone hurts others by words or actions on purpose usually more than once.                                                                   |
| ethnicity     | the condition of being a member of an ethnic group or sharing its traits.                                                                             |
| gender        | the sex of a person or animal.                                                                                                                        |
| diverse       | of different kinds or sorts.                                                                                                                          |
| respect       | the state or condition of being thought of with honour or admiration; such admiration itself.                                                         |
| prejudice     | hatred or unfair treatment toward a person or group without cause or reason. Prejudice is often directed toward people of a certain race or religion. |
| stereotypes   | usually oversimplified and inaccurate conception held in common by many people.                                                                       |
| communication | the sharing or exchange of messages, information, or ideas.                                                                                           |

# PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 6

Topic: 3

Keeping Myself Safe

## Key knowledge

- 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.
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.
- 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.
- 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.
- 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.
  - Understand some of the basic laws in relation to drugs;
  - Explain why there are laws relating to drugs in this country.
  - 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.



## Key vocabulary

|             |                                                                                          |
|-------------|------------------------------------------------------------------------------------------|
| safe        | protected from or not exposed to danger or risk                                          |
| unsafe      | at risk of danger.                                                                       |
| danger      | likely to cause harm                                                                     |
| risk        | a chance of getting hurt or losing something                                             |
| online      | connected to or reached through a computer or computer network.                          |
| browsing    | to examine things in a slow and casual way.                                              |
| Personal    | of or relating to the body or health.                                                    |
| strategies  | a plan, method, or series of actions meant to perform a particular goal or effect.       |
| factors     | something that has an influence on something that happens or is one of the causes of it. |
| potential   | able to come into being; possible.                                                       |
| situation   | state of affairs or circumstances.                                                       |
| information | knowledge or facts that come from a source.                                              |

# PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 6

Topic: 4

Rights and Responsibilities

## Key knowledge

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
  - 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.



## Key vocabulary

|                 |                                                                                                                                                                                                               |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| pressure group  | is an organized group of people who are trying to persuade a government or other authority to do something                                                                                                    |
| legal age       | refers to age at which a person may legally engage in a certain activity.                                                                                                                                     |
| action group    | a group of people who come together to fight for a particular cause                                                                                                                                           |
| democracy       | is a system of government in which people choose their rulers by voting for them in elections.                                                                                                                |
| Pressure group  | is an organized group of people who are trying to persuade a government or other authority to do something                                                                                                    |
| income          | the money received for work or from property that is owned.                                                                                                                                                   |
| Public services | is something such as health care, transport, or the removal of waste which is organised by the government or an official body in order to <u>benefit</u> all the people in a particular society or community. |
| opinion         | a view or judgement formed about something, not necessarily based on fact or knowledge.                                                                                                                       |
| savings         | putting money aside.                                                                                                                                                                                          |
| bias            | is a tendency to lean in a certain direction, either in favour of or against a particular thing                                                                                                               |
| rules           | a law or direction that guides behaviour action.                                                                                                                                                              |
| viewpoint       | an opinion.                                                                                                                                                                                                   |

# PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 6

Topic: 5

Being My Best

## Key knowledge

- 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.
- Identify aspirational goals;
- Describe the actions needed to set and achieve these.
- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
- 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.
- 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.



## Key vocabulary

|                       |                                                                                                                                   |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| medical               | relating to illness and injuries and to their treatment or prevention                                                             |
| body                  | the whole physical structure that forms a person or animal.                                                                       |
| risk-taking behaviour | refers to the tendency to engage in activities that have the potential to be harmful or dangerous.                                |
| disease               | a condition that prevents the body or mind from working normally.                                                                 |
| hygiene               | is the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases |
| infectious            | communicable by infection, as from one person to another or from one part of the body to another                                  |
| balanced diet         | a diet consisting of the proper quantities and proportions of foods needed to maintain health or growth.                          |
| healthy               | strong and well                                                                                                                   |
| media                 | the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.                          |
| unique                | the only one of its kind; unlike anything else.                                                                                   |
| internal organs       | a main organ that is situated inside the body                                                                                     |

# PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 6

Topic: 6

Growing and Changing

## Key knowledge

- 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.
- 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.
- 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.
- 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.
- 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.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.



## Key vocabulary

|                       |                                                                                                                    |
|-----------------------|--------------------------------------------------------------------------------------------------------------------|
| relationships         | the way in which two or more people or things are connected                                                        |
| personal space        | the distance from another person at which one feels comfortable when talking to or being next to that other person |
| inappropriate         | not appropriate; not proper or suitable                                                                            |
| gender stereotypes    | a predetermined set of attitudes and behaviours that is believed to be typical of all men or women.                |
| risk-taking behaviour | refers to the tendency to engage in activities that have the potential to be harmful or dangerous.                 |
| pressure              | use of persuasion or intimidation to make someone do something.                                                    |
| uncomfortable         | causing or feeling unease or awkwardness.                                                                          |
| secret                | something that is kept or meant to be kept unknown or unseen by others.                                            |
| surprise              | is an unexpected event, fact, or piece of news.                                                                    |
| unsafe                | in danger of being harmed.                                                                                         |