

Year 6 PSHE Learning Targets

Health and Wellbeing - Ourselves, Growing and Changing	Explore the new opportunities and responsibilities that increasing independence may bring.
	Identify strategies to manage transitions between classes and key stages.
Health and Wellbeing - Keeping Safe	Know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.
	Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety and safe use of digital devices when outside of home and school.
	Explain why they should keep asking until they get the help they need when dealing with online concerns.
	Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
Health and Wellbeing - Drugs, alcohol and tobacco	Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health.
	Recognise that drug use can become a habit which can be difficult to break.
	Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
	Know why some people choose to use or not use drugs (including nicotine, alcohol and medicines).
	Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.
Relationships - Families and close positive relationships	Identify organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
	Know that people may be attracted to someone in different ways, e.g. emotionally or romantically.
Relationships - Safer relationships	Understand how peer pressure can negatively influence their decisions and choices; know how to manage this effectively.
	Understand responsibilities for the well-being of others in my online social group.
	Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).
	Know how to support others (including those who are having difficulties) online.
	Demonstrate ways of reporting problems online for both myself and my friends.
Living in the Wider World - Media literacy and digital resilience	Use search technologies effectively.
	Explain how search engines work and how results are selected and ranked.
	Identify how and why some people may present 'opinions' as 'facts'.
	Describe how some online information can be opinion and can offer examples.
	Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
	Define the terms 'influence', 'manipulation' and 'persuasion' and explain how these might be encountered online (e.g. advertising and 'ad targeting').
	Know how to identify and report inappropriate content.
Living in the Wider World - Economic wellbeing: Aspirations, work and career	Explain what voice activated searching is (e.g. Alexa, Google Now, Siri), how it might be used and how these technologies can gather data about our lives.
	Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
	Identify some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
	Identify the kind of job that they might like to do when they are older.
	Recognise a variety of routes into careers (e.g. college, apprenticeship, university).