**** SMSC & PSHE in Year 6

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|  | Autumn | Spring | Summer |
|  | Participation in assembly sessions with Teresa Nixon from St John’s Church  Participation in assemblies led by Hartford Primary staff – See assembly timetables  Ukulele lessons and performances | | |
| Spiritual  Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  PSHE | RE unit - How and why do Christians worship? What are the benefits for believers?  I can discuss my own and other’s spiritual experiences and find connections between communities.  I can discuss the nature of religion and compare the main disciplines which we have studied.  I can discuss issues about community cohesion and demonstrate understanding of different views.  RE unit - What can be done to reduce racism? Can religion help?  Art - To be imaginative when designing and creating a pencil/ charcoal WW2 drawing. To reflect on artwork produced, identify its positives and what could have been done differently to improve it.  Celebrate success with class displays, newsletters, parent afternoons, assemblies and year groups  Remembrance Day – To reflect on the experiences of those before us and remember their sacrifice.  Black History Month – To reflect on the achievements of black individuals and the racist treatment many have received.  PE – Sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves  Maths: Fascination with size and the infinite nature of number.  Personal achievement in solving problems.  Awe and wonder about the natural world and mathematical patterns.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  Science – Fascination in learning about how light travels, how we see and the human circulatory system. | RE unit - How is the Muslim faith expressed thorough family life?  I can discuss my own and other’s spiritual experiences and find connections between communities.  I understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world.  I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect  RE unit - How do Sikhs worship?  I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.  I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.  I can discuss my own and other’s spiritual experiences and find connections between communities.  I can discuss issues about community cohesion and demonstrate understanding of different views.  Oscar Wilde literature – To identify how his religion influenced his work.  Buddhist Centre visit – To explore to the place of worship of another faith in our local area. To have an appreciation of beauty through structures.  Art -To be imaginative when designing and creating pottery in the style of Thomas Minton. To reflect on artwork produced, identify its positives and what could have been done differently to improve it.  DT - To be imaginative when designing and creating a Victorian style doll using a range of textiles. To reflect on artwork produced, identify its positives and what could have been done differently to improve it.  PE – To express ourselves through dance.  PE – Sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves  Celebrate success with class displays, newsletters, parent afternoons, assemblies and year groups  World Religion Day - To foster understanding and communication among followers of all religions.  Maths: Fascination with size and the infinite nature of number.  Personal achievement in solving problems.  Awe and wonder about the natural world and mathematical patterns.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  Science – Fascination in learning about electricity and circuits. Creativity and imagination to test different circuits and create their own burglar alarm.  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. | RE unit - What are some of the differences and similarities within Christians locally and globally?  RE unit - What is the kingdom of God and what do Christians believe about the afterlife?  Forest School - To learn about the world around us. To use our imagination and creativity when exploring the world around us.  Art - To be imaginative when designing and creating a variety of printing tiles inspired by the rainforest. To reflect on artwork produced, identify its positives and what could have been done differently to improve it.  Celebrate success with class displays, newsletters, parent afternoons, assemblies and year groups  PE – To develop self-belief and willingness to push ourselves.  Guided reading: Great Adventurers: To enjoy learning about the world around them from the great adventurers of different faiths and cultures.  PE – Sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves  Geography – Rainforest unit:  Awe and wonder of the natural world – physical and human features/inspires wonders of the natural environment. Consideration of the effect the environment has on settlement and people’s daily live  Maths: Fascination with size and the infinite nature of number.  Personal achievement in solving problems.  Awe and wonder about the natural world and mathematical patterns.  Production – enjoyment in singing, dancing and acting. Creativity and imagination needed to develop roles. Reflecting on experiences and performances. Children learn lots about themselves.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  Drumz Aloud – Fascination and enjoyment in creating music with everyday objects  Science – Learn about the world around them so that they are able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals |
| Taking part in services held at school and Church e.g Harvest and Christmas where all children take part.  Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction. | Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day. | Understanding other people’s attitudes, ideas and behaviours through poetry, drama, historical narratives, myths and fiction.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day. |
| Moral  Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | English unit: Can we save the tiger? – To understand the consequences of poaching, to investigate and discuss moral and ethical issues around killing wild animals. To be aware of our role in this.  Pupils must consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet.  Alan Turing – Homosexual computing engineer. To understand the unfair treatment of him as a gay man at the time  No Outsiders – Dreams of Freedom, Amnesty International. To recognise my freedom.  No Outsiders - The Island, Armin Greder.  To challenge the causes of racism  WW2 - To empathise with the decisions which ordinary people made at the time, based on their historical situation.  Year 6 ambassadors – Given responsibilities across the school, where they meet and work with a variety of children and visitors. They are expected to be role models across the school and support children, staff and visitors.  Black History Month – To remember and respect the achievements of black individuals. To explore the racism that BAME groups have received and how to battle this.  Music - Encouraging respect for others.  Respecting and looking after musical instruments. | Oscar Wilde literature – To be aware of the moral lessons within his work.  Oscar Wilde – Homosexual writer. To understand the unfair treatment of him as a gay man at the time  Internet Safety – To understand the consequences of our actions on the internet. To be aware of the dangers and exciting opportunities of the internet. To know how to behave respectfully and carefully when using the internet.  LGBTQ+ month – To remember the unfair treatment that LGBTQ+ members in the past have experienced and still do. To appreciate that everyone should be treated fairly and respectfully under the Protected Characteristics Act.  DT – To encourage sustainability through recycling and up cycling. Work co-operatively, respecting the classroom environment and equipment.  Year 6 ambassadors – Given responsibilities across the school, where they meet and work with a variety of children and visitors. They are expected to be role models across the school and support children, staff and visitors.  Music - Encouraging respect for others.  Respecting and looking after musical instruments. | Rainforest Geography unit – What can we do to help the rainforests future survival? To understand the consequences of logging, to investigate and discuss moral and ethical issues around logging on nature and humans. To be aware of our role in this.  Forest school – To consider our impact on the world around us.  Year 6 ambassadors – Given responsibilities across the school, where they meet and work with a variety of children and visitors. They are expected to be role models across the school and support children, staff and visitors.  Music - Encouraging respect for others.  Respecting and looking after musical instruments.  Science - Understand the importance of how decisions made about the environment can have a huge impact on future generations |
| Hartford Wealth Management Finance Workshop – To understand the consequences of gambling, spending and saving. To highlight the risks of ‘investing’ money. To explore the relationship between working hard and reward.  English, Can we save the tiger? – To discuss and debate what influences people’s decisions taking into consideration different people’s viewpoints. | Anti Bullying Week – To understand the consequences of our behaviour – bully and bystander. To know that we are all unique and this should be celebrated. To know that positive friendships and being part of community groups are good for wellbeing and mental health. To know how to manage the influence of friends and family on our choices.  Fairtrade Fortnight – To learn about and celebrate the farmers and workers who grow the food we eat, promoting a living wage and fair trade. | Relationship and Sex Education – To consider puberty and reproduction. To explore the importance of communication and respect in relationships. To consider different ways people might start a family. To explore positive and negative ways of communicating in a relationship. To explore practical steps that could be taken in a range of contexts to support respectful relationships. To know how someone can be safe and in control of their body. To understand what FGM stands for. To know where to go for help.  PCSO visits – Online safety and personal responsibility in the community.  To understand the difference between right and wrong and the consequences of our actions. Rule of law |
| Social  Investigate and moral issues; moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with fundamental values of democracy.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Voting within the classroom to make fair decisions eg. Class treat  WW2 – To explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’  Year 6 ambassadors – Given responsibilities across the school, where they meet and work with a variety of children and visitors. They are expected to be role models across the school and support children, staff and visitors.  Celebrate success with class displays, newsletters, parent afternoons, assemblies and year groups  Science - Develop an understanding that scientists work together on research projects towards a common goal.  Pupils must take responsibility for their own and other people’s safety when undertaking practical work. Group practical work provides opportunities for pupils to develop team working skills and to take responsibility. | Oscar Wilde – Homosexual writer. To understand the unfair treatment of him as a gay man at the time  Conway residential – teamwork, resilience, meeting and working with new people, perseverance and participating in new experiences.  Buddhist Centre visit – To appreciate different beliefs and values. To ask questions and participate in meditation  Internet Safety – To know how to use the internet sensibly and safely. To show respect for others when using the internet. To be aware of how to solve a problem or ask for help when using the internet.  Victorians – To explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’  Voting within the classroom to make fair decisions eg. Class treat  LGBTQ+ month – To remember the unfair treatment that LGBTQ+ members in the past have experienced and still do. To appreciate that everyone should be treated fairly and respectfully under the Protected Characteristics Act. To explore what we can do to make LGBTQ+ members feel welcomed.  Year 6 ambassadors – Given responsibilities across the school, where they meet and work with a variety of children and visitors. They are expected to be role models across the school and support children, staff and visitors.  Celebrate success with class displays, newsletters, parent afternoons, assemblies and year groups  Science - Pupils must take responsibility for their own and other people’s safety when undertaking practical work. Group practical work provides opportunities for pupils to develop team working skills and to take responsibility. | Year 6 production - teamwork, resilience, meeting and working with new people, perseverance, participating in new experiences, resolving conflict, communication and cooperating.  Voting within the classroom to make fair decisions eg. Class treat  Forest School – To participate, cooperate and resolve conflict when working as part of a team. To listen to and learn from a different adult and each other.  Sports Day – To participate, cooperate, resolve conflicts, accept defeat and celebrate those that succeed.  Year 6 ambassadors – Given responsibilities across the school, where they meet and work with a variety of children and visitors. They are expected to be role models across the school and support children, staff and visitors.  Celebrate success with class displays, newsletters, parent afternoons, assemblies and year groups  Drumz Aloud – Working collectively to create music and encourage and support those around us.  Science - Develop an understanding that scientists work together on research projects towards a common goal. Pupils must take responsibility for their own and other people’s safety when undertaking practical work. Group practical work provides opportunities for pupils to develop team working skills and to take responsibility. |
| Hartford Wealth Management Finance Workshop – To meet new people and participate positively in an active workshop. To co-operate and work with others. To appreciate the views and motivations of others. To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.  Participate in the daily golden mile  No Outsiders – Dreams of Freedom, Amnesty International. To recognise my freedom.  No Outsiders - The Island, Armin Greder.  To challenge the causes of racism  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group | Participate in the daily golden mile  Anti Bullying Week – To understand the consequences of our behaviour – bully and bystander. To know that we are all unique and this should be celebrated. To know that positive friendships and being part of community groups are good for wellbeing and mental health. To know how to manage the influence of friends and family on our choices.  No outsiders - My Princess Boy, Chery Kilodavis. To promote diversity  No Outsiders – Leaf,  Sandra Dickenson. To overcome fears of difference.  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group | Relationship and Sex Education – To consider and respect the different ways people may start a family. To know how and where to get support if an online relationship goes wrong.  Participate in the daily golden mile  No Outsiders - The Thing, Simon Puttock and Daniel Egneus.To welcome difference and stand up to discrimination  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group |
| Cultural  Appreciate cultural influences; appreciate the role of British parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Read and analyse World War poetry – use it to understand British history.  The creation of the United Nations after World War 2 – To understand the importance of human rights and how these are valued in England. To understand England’s role in the United Nations after WW2  Pupils will explore how different needs in other parts of the world mean different scientific projects and developments occur  To develop a better understanding of our multicultural society through studying links between local, British, European and world history  To appreciate and celebrate the work of Alan Turing and his role during WW2. To understand the mistreatment he received because of his sexuality.  Stockport Air Raid Shelter visit/ Tatten Farm visit. – To understand the effects of WW2 on our local area. To participate in WW2 life workshops. To understand what life was like during WW2 for our local area.  Visit from Roberts Bakery – To participate in a cooking workshop. To understand the history of Roberts Bakery plays and the important role it plays in our community.  To explore the work of composer Grazyna Bacewicz – To explore the life of Grazyna as a female composer, which was rare at the time, who continued to write music while world war threatened her country.  Black History Month – to celebrate those who have impacted not just the country but the world with their activism or achievements.  Remembrance Day – To respect and celebrate those who made the greatest sacrifice for others. To participate in remembrance day activities.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  Science - Pupils will understand that scientific development comes from all across the world, from people of all backgrounds and cultures. | To appreciate the work of Oscar Wilde.  Buddhist Centre visit – To understand, accept, respect and celebrate diversity in our local area and the world. To participate in meditation.  LGBTQ+ month – To celebrate the diversity of people in our community and around the world. To remember and celebrate the successes of the LGBTQ+ community.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  MFL (Spanish) - Learning beyond the ‘holiday’ experiences.  Celebrating cultural festivals Looking at differences and similarities between cultures.  Looking at how other cultures have influenced us e.g. food.  Science - Pupils will understand that scientific development comes from all across the world, from people of all backgrounds and cultures. | Rainforest Geography unit – To understand and explore the life of rainforest/tribal communities, identifying similarities and differences. To be aware of dangers to their culture and how to protect them.  To explore the work of composer Heitor Villa-Lobos. To explore his life, career and the music of Brazil and the rainforest.  Sports Day – To participate positively in a school event  Art – To develop knowledge and understanding of artists’ ideas and concepts. To explore another culture and incorporate this into our art work.  Geography – To explore the life and culture of a distant community.  Pupils will explore how different needs in other parts of the world mean different scientific projects and developments occur  Guided reading: The Great Adventurers – To celebrate about the achievements of great explorers from different faiths, cultures, disabilities etc.  Music as part of celebrations and annual ceremonies e.g Harvest, Remembrance Day.  Drumz Aloud – Creating music and dancing with friends using different rhythms and tempos.  Science - Pupils will understand that scientific development comes from all across the world, from people of all backgrounds and cultures. |
| Providing opportunities for children to follow and support school teams – cheerleading.  Promoting international events/celebrations around school | No Outsiders – Leaf,  Sandra Dickenson. To overcome fears of difference.  Providing opportunities for children to follow and support school teams – cheerleading.  Promoting international events/celebrations around school | No Outsiders - The Thing, Simon Puttock and Daniel Egneus.To welcome difference and stand up to discrimination  Providing opportunities for children to follow and support school teams – cheerleading.  Promoting international events/celebrations around school  Participation in Sporting Week.  Respecting the musical heritage of different cultures- learning to name and play instruments from other cultures – World music day. |
| Additional PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Bikeability – To know how to keep safe when riding on the road.  Road Safety – To celebrate the heroic work of road safety professionals and explain how we can all play a part in making journeys safer for everyone.  Celebrate world days with themed lunches.  Science – To recognise the importance of diet, exercise, drugs and lifestyle on the way their bodies function. To know how to make choices that support a balanced, healthy diet. | Children’s mental Health Week – To be aware of how to recognise the early signs of mental ill-health and what to do about this, including whom to speak to in and outside of school.  To be aware that health problems can build up if they are not recognised or managed.  To know that anyone can experience mental ill-health and to discuss concerns with a trusted adult.  To know that mental health difficulties can usually be resolved or manages with the right strategies and support.  MFL – Able to describe a healthy meal / diet in Spanish  Celebrate world days with themed lunches. | Relationship and Sex Education – See curriculum outline.  It’s Your Move transition workshop with Teresa Nixon from St John’s Church.  Celebrate world days with themed lunches. |