



BRACKENHILL PRIMARY SCHOOL
CREATIVE CURRICULUM - MEDIUM TERM PLANNING



Year group: Year 6 PSHE

Term:	By the end of Autumn term	
Topic & key Learning Challenge	Health and Wellbeing (Core theme 1)	
Safe, online safety zone.	Using computers at Brackenhill	<p>Year 6 LESSON 1: Online Reputation and Managing Online Information</p> <p>Online Reputation</p> <ul style="list-style-type: none"> • I can explain the ways in which anyone can develop a positive online reputation • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity <p>Managing Online Information</p> <ul style="list-style-type: none"> • I can explain how search engines work and how results are selected and ranked • I can explain how to use search technologies effectively • I can describe has some online information can be opinion and can offer examples • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it, true, fair, or perhaps even legal • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and ad-targeting and targeting for fake news) • I can demonstrate how to analyse and evaluate the validity of 'facts' and information, and I can explain why these strategies are Important <p>Year 6 LESSON 2: Online Relationships and Online Bullying</p> <p>Online Relationships</p> <ul style="list-style-type: none"> • I can explain how sharing something online may have an impact either positively or negatively • I can describe how to be kind and show respect for others online, including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not • I can describe how things shared privately online can have unintended consequences for others e.g. screen-grabs • I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this <p>Online Bullying</p> <ul style="list-style-type: none"> • I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me • I can explain how someone would report online bullying in different contexts



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British Values	Rule of Law	Democracy
Dimension objectives.	Themes	Success steps for pupils to achieve the outcome:
	<p>Core Theme 1 Unit 3 Aspirations LESSON 1: Identified Strengths Big Dreams</p> <p>Core Theme 1 Unit 3 Aspirations LESSON 2: Identified Strengths Big Achievers</p> <p>Core Theme 1 Unit 5 Safety LESSON 6: Internet Safety Fake News</p> <p>Core Theme 1 Unit 3 Aspirations LESSON 3: Setting Goals Super Futures</p> <p>Core Theme 1 Unit 3 Aspirations LESSON 4: Setting Goals I Can Do That!</p>	<ul style="list-style-type: none"> • I can recognise my strengths and how they can contribute to different groups • I can identify and talk about my own and others' strengths and weaknesses and how to improve • I can self-assess, understanding how this will help my future actions • I can identify the skills I need to develop to make my own contribution in the working world in the future <ul style="list-style-type: none"> • Be able to reflect on past achievements • Recognise achievements of others as being worthwhile and important • I can recognise my strengths and how I can contribute to different groups • I can identify and talk about my own and others' strengths and weaknesses and how to improve • I can self-assess, understanding how this will help my future actions <ul style="list-style-type: none"> • To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <ul style="list-style-type: none"> • I can work collaboratively towards common goals <ul style="list-style-type: none"> • I can recognise my strengths and how I can contribute to different groups • I can identify and talk about my own and others' strengths and weaknesses and how to improve <ul style="list-style-type: none"> • I can identify the skills I need to develop to make my contribution in the working world in the future • I can make connections between my learning, the world of work and my future economic well-being • I can begin to set personal goals <ul style="list-style-type: none"> • I can recognise how my behaviour and that of others may influence people both positively and negatively



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	<p>Core Theme 1 Unit 1 Health LESSON 4: Physical Illness Bleugh!</p> <p>Core Theme 1 Unit 1 Health LESSON 6: Immunisation One Sharp Scratch</p> <p>Core Theme 1 Unit 1 Health LESSON 5: Healthy Minds Young Minds</p>	<ul style="list-style-type: none">• I can identify and talk about my own and others' strengths and weaknesses and how to improve• I can identify the skills I need to develop to make my contribution in the working world in the future• I can make connections between my learning, the world of work and my future economic well-being• I can begin to set personal goals • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body• I can self-assess, understanding how this will help my future actions• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency• I can talk with a wide range of adults • To know the facts and science relating to allergies, immunisation and vaccination• I can listen to and show consideration for other people's views• I can make responsible, informed decisions • To know how and when to seek support including which adults to speak to in school if they are worried about their health• To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough• I can take responsibility for my own safety and the safety of others and be able to seek help in an
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		<p>emergency</p> <ul style="list-style-type: none"> • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures <p>pressures</p> <ul style="list-style-type: none"> • I can identify how to find information and advice through help lines
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Subject Term:	By the end of Spring term	
Topic & key Learning Challenge	Relationships (Core theme 2)	
Safe, online safety zone.	<p>Year 6 LESSON 3: Self-Image and Identity</p> <ul style="list-style-type: none"> • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate representations online • I can describe issues online could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline • I can explain the importance of asking until I get the help needed 	<p>Year 6 LESSON 4: Health, Well-being and Lifestyle and Managing Online Information</p> <p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose • I recognise, and can discuss the pressures that technology can place on someone and how/when they could manage this • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use)



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		<ul style="list-style-type: none"> • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet, and exercise) <p>Managing Online Information</p> <ul style="list-style-type: none"> • I understand the concept of persuasive design and how it can be used to influence people's choices • I can explain how companies unused providers target people with online new stories. They are more likely to engage with and how to recognise this <p>Year 6 LESSON 4: Health, Well-being and Lifestyle and Managing Online Information cont.</p> <p>Managing Online Information</p> <ul style="list-style-type: none"> • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain hassle of Martin counter these online (e.g. advertising and 'ad-targeting' and targeting for fake news) • I can describe the difference between online misinformation and disinformation • I can explain more information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation) • I can demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies are important
BV	Mutual respect	Individual liberty
	Themes	Success steps for pupils to achieve the outcome:



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<p>Dimension objectives.</p>	<p>Core Theme 2 Unit 4 Healthy Relationships LESSON 4: Mental Well-being Mind Business</p> <p>Core Theme 2 Unit 3 Similarities and Differences LESSON 1: Race and Ethnicity – United States?</p> <p>Core Theme 2 Unit 4 Healthy Relationships LESSON 3: Marriage I Promise...</p> <p>Core Theme 2 Unit 4 Healthy Relationships LESSON 2: Support and Care Connections</p>	<ul style="list-style-type: none">• Know that mental well-being is a normal part of daily life, in the same way as physical health• Know that bullying (including cyberbullying) has a negative and, often, lasting impact on mental well-being• I can recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying• I can recognise that positive friendships and relationships can promote health and well-being• Know the importance of self-respect and how this links to their own happiness• Learn about racial discrimination and its impact on societies, past and present• I can identify different forms of discrimination against people in societies• I can recognise and respect similarities and differences between people• I can recognise stereotyping and discrimination• I can recognise the factors influencing opinion and choice, including the media• I can challenge stereotyping and discrimination• Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• I can reflect on the many different types of relationships that exist• Know that relationships can change as a result of growing up• I can recognise how my behaviour and that of others may influence people both positively and negatively
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		<ul style="list-style-type: none"> • I can reflect on how to deal with feelings about myself, my family and others in a positive way • I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure • I can recognise that when the body changes during puberty it can affect feelings and behaviour • I can manage changing emotions and recognise how they can impact on relationships
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Subject Term:	By the end of Summer term	
Topic & key Learning Challenge	Living the Wider World (Core theme 3)	
Safe, Online Safety zone	Year 6 LESSON 5: Privacy and Security <ul style="list-style-type: none"> • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser) • I can explain what to do if a password is shared, lost or stolen • I can describe how and why people should keep their software and apps up to date, e.g. auto updates • I can describe simple ways to increase privacy on apps and services that provide privacy settings • I can describe ways in which some online content targets people to gain money or information 	Year 6 LESSON 6: Copyright and Ownership <ul style="list-style-type: none"> • I can demonstrate the use of search tools to find an access online content, which can be reused by others • I can demonstrate how to make references to and acknowledge sources I have use from the Internet



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	illegally; I can describe strategies to help me identify such content (e.g. scams, phishing) • I know that online services have terms and conditions that govern their use	
Top up Theme	Rule of law	Acceptance
	Themes	Success steps for pupils to achieve the outcome:
Dimension objectives.	Core Theme 3 Unit 4 Making Money LESSON 1: Generating Income 1 Making Money Core Theme 3 Unit 4 Making Money LESSON 2: Generating Income 2 Raising Money	<ul style="list-style-type: none">• Know and understand the principles of enterprise• Understand profit and loss• I can work collaboratively towards common goals• I can reach agreements, make decisions and manage discussions to achieve positive results• I can recognise my strengths and how I can contribute to different groups• I can take the lead, prioritise actions and work independently and collaboratively towards goals• I can respond to challenges, including recognising, taking and managing risk• I can identify the skills I need to develop to make my own contribution in the working world in the future• I can show initiative and take responsibility for activities that develop enterprise capability <ul style="list-style-type: none">• Know and understand the principles of charity work• I can work collaboratively towards common goals• I can reach agreements, make decisions and manage discussions to achieve positive results• I can recognise my strengths and how I can contribute to different groups• I can take the lead, prioritise actions and work independently and collaboratively towards goals• I can respond to challenges, including recognising, taking and managing risk• I can identify the skills I need to develop to make my own contribution in the working world in the future• I can show initiative and take responsibility for activities that develop enterprise capability



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	Additional Unit Tough Topics	
	Themes	Success steps for pupils to achieve the outcome:
	Tough Topics Child Labour: The Pinwheel Tough Topics Knife Crime: The Knife Angel	<ul style="list-style-type: none">• To understand what child labour is• To understand some of the causes and consequences• To know some ways that we can help to eliminate child labour • To understand some of the reasons why young people choose to carry a knife• To know the potential consequences of carrying a knife• To know how young people can take steps to live knife-free• To know that help and support is available



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	Additional Unit Extremism and Radicalisation	
	Themes	Success steps for pupils to achieve the outcome:
	<p>Building Courage and Resistance</p> <p>Extreme Reactions</p> <p>Minority Groups</p> <p>Vulnerability</p> <p>Terrorism</p>	<ul style="list-style-type: none">• Understand the meaning and importance of resilience and courage• Recognise and know how to deal with situations involving peer pressure <ul style="list-style-type: none">• Recognise the features of extremism• Identify why and how people are recruited into extremist activity• Identify some of the stereotypes relevant to extremism• Understand how extremism can lead to harm <ul style="list-style-type: none">• Recognise individuality and celebrate differences• Identify and challenge stereotypes, including LGBT and other minority groups <ul style="list-style-type: none">• Recognise extremism and radicalisation• Identify why and how people are recruited into radicalised activity• Identify some of the stereotypes relevant to radicalisation• Identify the risks faced in relation to extremist activity• Understand how they can lead to harm <ul style="list-style-type: none">• Recognise extremism and radicalisation• Identify why and how people are recruited into radicalised activity• Identify some of the stereotypes relevant to extremism• Identify the risks faced in relation to extremist activity• Understand how they can lead to harm