

Year 6 Pink Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Hope	Peace	Respect	Forgiveness	Community	Faith
Scarf Unit	Me and My Relationships Assertiveness Cooperation Safe/unsafe touches	Valuing Difference Recognising and reflecting on prejudice based bullying Understanding by stander behaviour	Keeping myself safe Emotional needs Staying safe online Drugs: norms and risks (including the law).	Rights and Responsibilities Understanding media bias, including social media. Carrying communities and the environment Earning and saving money	Being my best Aspirations and goal setting Managing risk	Growing and Changing Keeping safe Body image Self-esteem
Scarf Lessons	Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV? *parents have the Right to withdraw

Outcomes	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	I can give an example of a secret that should be shared with a trusted adult.
	I can give examples of negotiation and compromise.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.	I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.	I can give examples of an emotional risk and a physical risk.	I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
	I can explain what inappropriate touch is and give example.		I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain the advantages and disadvantages of different ways of saving money.		I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).