

Citizenship Department – Year 6 Scheme of Work

National Curriculum/ AAA links:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1 + 2	Economic and Financial Capability: Fair Trade	<p>Key knowledge taught:</p> <p>Mental health week</p> <ul style="list-style-type: none"> To identify a range of emotions. To identify who to turn to and what strategies to use when experiencing negative emotions. <p>Bonfire night</p> <ul style="list-style-type: none"> To identify the chronological order of the gun powder plot and understand how and why we celebrate bonfire night. To explain the importance of personal safety and identify what this looks like in practice. <p>Diwali</p> <ul style="list-style-type: none"> To identify some key features of Diwali To explain why and how Diwali is celebrated. <p>Anti bullying</p> <ul style="list-style-type: none"> To explain the term 'bullying'. To identify some reasons why people, bully and strategies for people who are or have been victims. 	<p>Mental health/ illness Anxiety Depression</p> <p>Catholic Protestant Treason</p> <p>Diwali Lakshmi Rangoli Diva lamps</p> <p>Bullying Self esteem Supply Demand Supply chain Ethical Unethical Consumer Boycott</p>	

		<p>Fairtrade</p> <ul style="list-style-type: none"> • To explain that some countries are richer than others and identify these on a map. • To explain the concepts 'supply' and 'demand', and how the supply chain works. • To explain that trade relies on profit and that profit is not always equally shared. • To identify foods that are imported e.g. chocolate and bananas and explain why. • To define the terms 'ethical' and 'unethical'. • To identify the Fairtrade products, what it stands for and its benefits. • To explain the terms 'consumer' and 'boycott'. • To explain how as a consumer, you can make ethical decisions. • To explain how trade affects the environment and how this impacts our global footprints. • To identify the 'United Kingdom' on the map and explain how the range of identities in the United Kingdom can bring richness to our society. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Awareness of personal safety and strategies to manage Mental Health • Map analysis • Analyse media • Ethical consumerism • Awareness of national and global issues • Awareness of cultural and financial difference • Supermarket visit to research, identify and buy Fairtrade products • Social skills • Literacy, Comprehension, and Grammar 	<p>Fairtrade Global Footprint Multiculturalism</p>	
<p>Assessment point 1 – Learning not assessed through written assessments.</p>				
<p>Spring 1</p>	<p>Keeping Healthy:</p>	<p>Key knowledge taught:</p>	<p>Habits Accustomed</p>	

	<p>Drugs Education</p>	<ul style="list-style-type: none"> • To explain the difference between habits and addictions. • To explain the term ‘drug’ including examples of medicines, legal and illegal drugs. • To explain that legal and illegal drugs change the way you think feel and behave, can be addictive and seriously harmful if misused. • To identify and explain how to take medicine safely (adult supervision, instructions etc). • To explain that drug misuse can lead to risky, dangerous, and criminal behaviour. • To explain how the effects of drugs impacts age restrictions and legal statuses. • To identify examples of peer pressure, explain how these situations can be managed and how to access support. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Awareness of the law and legal consequences • Healthy habits • Strategies for avoiding peer pressure • Critical thinking • Literacy, Comprehension, and Grammar 	<p>Beneficial Addiction Crave Consequences Legal/ illegal Over the counter Prescription Medicine Smoking Cannabis Cocaine Heroin Nicotine Instructions Peer pressure Misuse Drug Abuse Dangerous Risk Assertive</p>	
<p>Spring 2</p>	<p>Social Education: Stereotypes</p>	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To explain the term ‘stereotype’ and how these can be positive or negative. • To identify the different ways in which we stereotype – gender, race, religion, and disability and explain what impact this can have on those targeted. • To identify the role that media plays in influencing how we feel about and perceive a range of individuals and groups and explain whether this is helpful or harmful. • To Identify ways in which we can challenge stereotypes <p>Key skills developed:</p> <ul style="list-style-type: none"> • Empathy and tolerance 	<p>Stereotype Oversimplification Superior Unique Gender Race Religion Disability</p>	<p>Spring 1 - Stereotyping</p>

		<ul style="list-style-type: none"> • Awareness of the Equalities Act 2010 • Strategies for interpreting media representation and challenging stereotypes • Critical thinking • Literacy, Comprehension, and Grammar 		
Assessment point 2 – Learning not assessed through written assessments.				
Summer 1	Keeping Healthy: RSE	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To identify the ways in which the male and female body and emotions change during puberty. • To explain the process of human reproduction and be able to identify parts body accurately using correct terminology. • To explain the importance of the protection of personal information and consider when it is appropriate to share in a relationship. • To name the different types of relationships and understand that these are a personal choice. • To identify the features of positive healthy relationships, skills needed to form them and how/ where to get relevant support. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Healthy habits • Awareness of identity and difference • Awareness of personal safety and where to get support • Literacy, Comprehension, and Grammar 	Puberty Hormones Sweating Period Erections Acne Body odour Personal hygiene Family Marriage/civil partnership Single Step/ blended family Gay/ lesbian Gay parent Disabled partner Bereavement Foster family Adoption Multi-ethnic/ Cultural	Summer 1 - RSE
Summer 2	Personal Wellbeing: All About Me	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To reflect and identify key areas which make up personal characteristics such as family, talents, interests, goals/ aspirations, emotions, areas for improvement/ progress. <p>Key skills developed:</p>	Family tree Talents Improvement	

		<ul style="list-style-type: none">• Complete 'All About Me' form• Awareness of identity and difference• Literacy, Comprehension, and Grammar• Forming an opinion		
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Assessment point 3 – Learning not assessed through written assessments.