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Year 6 Curriculum Overviews
The British International School Casablanca



Year 6 English	Autumn 1 Historical Recounts	Autumn 2 Stories With Flashbacks	Spring 1 The Environment (Balanced Arguments) + Advertising	Spring 2 Nature Poetry and Poetic Language	Summer 1 Science Fiction + Stories By A Significant Writer	Summer 2 (T3B) Plays by a significant writer
Curriculum Content	Analyze non-fiction historical recount texts to see how register and layout adapt for different audiences. Build grammar and spelling precision using suffix rules (-tion, -cian, -sion, -ssion), active and passive voice, subordinate clauses, and quantifier agreement (fewer vs. less). Extract key details and construct organized historical reports, biographies, or entries using subheadings and structured lists.	Examine standard English conventions in narrative and dialogue versus spoken communication, analyzing how writers structure non-chronological plots using flashbacks, tense shifts, and connectives. Build vocabulary with consonant spelling rules while exploring character viewpoints through speech, gesture, and drama. Draft, proofread, and refine multi-chapter stories that seamlessly link past and present events.	Research environmental topics through informational non-fiction and balanced arguments, evaluating data and viewpoints. Build vocabulary using prefixes and suffixes while mastering cohesive formal connectives to sequence logical points. Construct written arguments and participate in structured class debates featuring clear main arguments and counter-arguments. Analyze multi-platform persuasive advertising campaigns across print, digital, and video media to distinguish fact from opinion. Build persuasive writing skills using emotive language, targeted slogans, rhetorical questions, and cohesive paragraphs. Collaborate in groups to design visual media, develop original advertising campaigns, and pitch them to a target audience.	Compare narrative poems with short stories while studying classic poetic forms like haiku, cinquain, limericks, and sonnets. Explore how sentence lengths and complex punctuation—such as colons, semicolons, brackets, and dashes—alter cadence and structural flow. Refine handwriting, polish presentation skills, and recite original or studied nature poems with deliberate rhythm.	Explore the science fiction genre, library classification systems, and predictive reading strategies while examining specialized genre vocabulary. Build language accuracy with homophones, relative pronouns (who, which, that, where), and context-appropriate spoken registers. Craft detailed genre narratives that use descriptive settings, distinct character dynamics, and atmosphere to build suspense. Read across distinct fiction genres to distinguish between a narrator's voice and an author's stylistic voice while unpacking explicit and implicit themes. Expand vocabulary using prefix and suffix transformations while varying sentence structures for dramatic effect. Plan and write multi-chapter stories featuring accurately punctuated direct and reported speech.	Study classic playscripts to analyze historical word origins, shifting registers over time, and dramatic features like scenes, acts, and stage directions. Explore character motivation by using dialogue, gesture, tone, and movement to convey personality on stage. Draft original theatrical scenes complete with character dialogue and detailed production notes.
	Formative and Summative Unit Assessment – Recount Writing Task, Reading Comprehension (Non-Fiction), Grammar, Punctuation &	End-of-Term Assessment : Narrative Writing (Flashback focus), Fiction & Non-Fiction Reading Comprehension	Formative and Summative Unit Assessment – Balanced Argument Writing, Non-Fiction Reading Comprehension, Grammar, Punctuation &	End-of-Term Assessment : Poetry / Persuasive Writing Task, Poetry & Literary Analysis Reading Comprehension	Formative and Summative Unit Assessment – Science Fiction Narrative Writing, Fiction Reading	End of Year Exam: Cambridge Primary Progression Test & GL Assessment

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	Spelling (GPS)		Spelling (GPS)		Comprehension	
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Year 6 Mathematics	Autumn 1 Place Value and Calculation	Autumn 2 Fractions and Mensuration	Spring 1 Ratio, Proportion, and Algebra	Spring 2 FDP and Shapes	Summer 1 Statistics and Geometry	Summer 2 Transformations, Cartesian plane, and Consolidation
Curriculum Content	Place Value Reading, writing numbers up to 10,000,000, negative numbers, powers of 10, estimating on number lines Four Operations Long multiplication, long division, common factors/multiples, primes, order of operations, mental strategies	Fractions (Part A / B) Equivalent fractions, simplifying, mixed $\leftrightarrow$ improper, ordering, adding/subtracting fractions, multiplying fractions (by integer, by fraction), dividing fractions by integer, fraction of an amount, combining operations on fractions Converting Units Metric conversions, converting between miles and km, working across units (e.g. mm $\rightarrow$ m, cm $\rightarrow$ km)	Ratio & Proportion Describing relationships, scale factors, ratio problems Third Space Learning Algebra Expressions, equations, formula manipulation, sequences Decimals Place value of decimals, operations on decimals, linking to fractions	Fractions, Decimals & Percentages Conversion between forms, ordering, equivalence, percentages of amounts, reverse percentages Area, Perimeter & Volume Area of parallelogram, triangles, composite shapes, volume of cuboids (and other 3D shapes)	Statistics Mean, interpreting charts, pie charts, line graphs, data handling Shape / Geometry Properties of polygons, angles (interior, exterior, in triangles, quadrilaterals), symmetry, nets of 3D shapes, recognizing and classifying 2D and 3D shapes	Position & Direction Revisiting transformations, more complex coordinate geometry, translations/reflections/rotations Consolidation and Revision Consolidating key ideas covered this year in preparation for progressing to the next academic year.
Assessment:	Progress test and end of unit tests.	Progress tests and whole-term summative assessment	Progress test and end of unit tests.	Progress tests and whole-term summative assessment	Progress test and end of unit tests.	Progress tests and whole-year summative assessment

Year 6 Science	Autumn 1 Forces and movement, on Earth and beyond	Autumn 2 Human health and disease	Spring 1 Materials, including rocks, and physical change	Spring 2 Chemical changes and mixtures	Summer 1 Electricity, conductors and light	Summer 2 Ecosystems + Puberty
Curriculum Content	In this unit learners will understand the difference between mass and weight, they will have opportunities to use the terms correctly. They will build on their knowledge of force diagrams and how to use them to show the forces acting on an object. They will also learn to describe, in detail, the forces acting on an object and how	In this unit learners will develop an understanding of two of the major body systems of humans, and most vertebrates; the respiratory system and the circulatory system. They will understand that these two systems are fundamental for human life and many of the processes of the human body.	This unit covers a range of properties of materials and substances and how they change under specific conditions. Learners will continue to develop their understanding of the particle model in the context of boiling and evaporation; they will understand that different substances change state at	In this unit learners will understand how chemical reactions result in the formation of new substances and how to recognise when a chemical reaction has occurred. They will then consider mixtures including dissolving by investigating how dissolving	In this unit learners will continue to develop their understanding about phenomena that are abstract and difficult to conceptualise. Learners will consider aspects of electrical circuits: they need to be closed to work, they need an energy source and there are international	In this unit, learners will extend their understanding of food chains into more complex food webs. They will explore different food webs that are found in different ecosystems and how each food web is made up of interacting food chains. They will explore how energy moves through a food web and



	forces affect whether objects float or sink. Learners will then consider the movement of objects in the Solar System and that the movement is caused by the forces that exist between them. (Stage 6 learners are expected to know forces affect the movement of objects in the Solar System and are not required to describe or explain how the forces create movement)	They will also develop their understanding about disease and how many diseases are caused by a variety of pathogens. Learners will consider how diseases spread through a population in a variety of ways and how the spread of disease can be controlled by good hygiene and other preventative measures. They will also learn about the human body's physical defences against disease.	different temperatures and that many physical changes of substances are reversible. Learners will apply their knowledge of substances and physical change within the context of rocks. Learners develop their understanding of how different types of rock are formed, and how each type of rock is part of the rock cycle. Finally learners will consider how fossils are formed and why fossils are important to help us understand Earth's past.	is affected by temperature. Learners will then expand their understanding of mixtures to looking at soils which are different mixtures of many different substances. By considering chemical change and mixtures together there is the opportunity to ensure learners have clarity between the two concepts and do not mistake mixtures for chemical change or think adding two substances together always results in a chemical change.	conventions on how circuit diagrams are drawn. They will also learn the difference between series and parallel circuits. Learners will then investigate electrical conductivity and the related concept of thermal conductivity.	how producers are able to make their own food by using energy from the Sun. Finally, learners will understand how some substances are toxic and can effect a whole food web. They will be introduced to the concept of bioaccumulation and how some toxic substances may not affect organisms high in a food web until it builds up to a toxic level. Puberty This unit introduces the organs of the human reproductive system and the physical changes that occur during puberty. It does not cover human reproduction, pregnancy or child birth.
Assessment	Progress test and end of unit tests.	Progress tests and whole-term summative assessment	Progress test and end of unit tests.	Progress tests and whole-term summative assessment	Progress test and end of unit tests.	Progress tests and Cambridge style whole-year summative assessment

Year 6 Humanities	Autumn 1 Earthquakes and Volcanoes	Autumn 2 Ancient Civilizations (Greece)	Spring 1 Global Climate and Environmental Change	Spring 1 Our World — People and Places	Summer 1 Space Explorers I	Summer 2 Space Explorers II
Curriculum Content	Enquiry Question: How does the movement beneath our feet shape both the Earth's surface and human lives? Key Content: Layers of the Earth and tectonic plate	Enquiry Question: How did the geography, beliefs and ideas of Ancient Greece shape its people and legacy? Key Content: Athens and Sparta:	Enquiry Question: How is our planet changing, and what can we do to protect it? Key Content: - Climate zones and global patterns - Causes and effects	Enquiry Question: What makes our world diverse and interconnected? Key Content: - Location of major countries, cities, and biomes - Contrasting	Enquiry Question: How has human exploration of space changed the world? Key Content: Key milestones in space exploration: from early astronomy to Moon	Enquiry Question: If humanity were to leave Earth, how would we sustainably map, build, and govern a new colony in space? Key Content Students will work in



	- movement - Causes and effects of Earthquakes - Geological formations created by tectonic activity - Types and feature of volcanoes - Impact of volcanic eruptions on people and the environment - Research project on a famous volcano Skills - Describing and explaining physical geographical processes - Using maps, diagrams, and models to show tectonic movement - Conducting independent research and presenting findings - Interpreting data and case studies about natural disasters	Comparing two very different city-states, including government, education, daily life and military culture. Gods, Myths and Beliefs: Exploring Greek gods and goddesses, myths, temples, festivals and the importance of religion in everyday life. War and Conflict: The Persian Wars and the rivalry between Athens and Sparta, including how conflict shaped Greek society. Ideas and Achievements: Democracy, philosophy, theatre, the Olympic Games, architecture, mathematics and scientific thinking. The Greek Legacy: How Ancient Greek ideas continue to influence modern politics, sport, language, art, architecture and education. Skills: - Chronological Understanding: Placing key events such as the rise of Athens, the Persian Wars and the Peloponnesian War on	- of climate change - Human impact on ecosystems and environments - Sustainable living and environmental protection Skills: - Analysing environmental data and satellite images - Explaining global physical processes - Evaluating human responses to environmental challenges - Proposing solutions and presenting persuasive arguments	localities — comparing a UK region with one abroad - Population distribution and migration - Cultural diversity and global citizenship Skills: - Using maps, atlases, globes, and digital mapping tools - Comparing human and physical geography of different regions - Presenting findings through maps and reports - Developing global awareness and appreciation of diversity	landing and Mars missions. - Contributions of different countries and astronauts (USA, USSR/Russia, Europe, China). - The impact of space exploration on society, technology, and culture. Skills: - Chronological understanding: timeline of space exploration. - Analysing primary and secondary sources (photos, mission reports, videos). - Identifying cause and effect (e.g., how space technology affects daily life).	small "Space Agency Teams" to design a self-sustaining human colony on Mars or the Moon. - Extreme Environments: Comparing Martian/lunar terrain and climate to extreme Earth biomes. - Settlement & Land Use: Zoning the colony for housing, agriculture, energy, and waste systems. - Resources & Sustainability: Planning water extraction, energy harvesting, and vital supply lines. - Governance & Space Law: Reviewing the Outer Space Treaty to design a fair system of law and citizenship. Skills - Digital Mapping: Using satellite imagery and GIS tools to identify safe, resource-rich landing sites. - Comparative Geography: Analyzing how physical geography dictates human survival and infrastructure. - Data Interpretation:
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		a timeline - Source Analysis: Using artefacts, pottery, buildings, myths and written accounts to find out about life in Ancient Greece. - Comparison: Identifying similarities and differences between Athens and Sparta and between Ancient Greece and modern society. - Cause and Effect: Explaining how geography, war and political ideas influenced the development of Greek civilisation.				Using environmental data (radiation, temperature) to solve design challenges. Independent Research: Collaborating to pitch a final "Colony Masterplan" using maps and reports.
Assessment	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.

Year 6 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content BEGINNERS AND INTERMEDIATE	Greeting others, introducing themselves, asking simple questions, and expressing feelings. Recognising and pronouncing basic words and phrases.	Talking about daily routines and school subjects. Following classroom instructions and using classroom objects vocabulary (C'est..., Ce sont...).	Talking about family members using mon/ma/mes. Making simple family trees. Describing people's appearance	Vocabulary for food and meals. Expressing likes/dislikes (J'aime le pain / Je n'aime pas le poisson).	Learning vocabulary for places in town. Asking for and giving simple directions. Talking about where they live and what they can find nearby.	Talking about holidays and trips (where, how, with whom). Naming transport and destinations. Saying what they do during a trip.

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	Numbers 0–20. Expressing simple preferences (J’aime / Je n’aime pas). Using colours to describe objects. INTERMEDIATE During this term, pupils will explore, through the story *The Child and the Dolphin*, sentence structure, verbs, nouns and determiners, singular and plural forms, and the present tense of the verbs *to be* and *to have*. They will also cover sentence structure, verbs, nouns and determiners, singular and plural forms, and the present tense of the verbs ‘to be’ and ‘to have’, as well as alphabetical order, punctuation, common and proper nouns, and spelling rules, whilst developing their writing skills through descriptions, lists and short stories.	Learning to tell the time, weather, and seasons. Using simple action verbs and adverbs of time. INTERMEDIATE During this term, pupils will explore the theme of emotions through non-fiction and poetry. They will practise subject-verb agreement, adjectives and the present tense, including common irregular verbs. They will also study word families, how to use a dictionary, plurals and adjective agreement, whilst developing their writing skills through explanatory texts and descriptions.	Learning vocabulary about the house and home. INTERMEDIATE This term, pupils will explore the theme of wonder and imagination through the illustrated story *Little Alice in Wonderland*. They will develop their reading and comprehension skills whilst learning noun complements, subject-verb agreement, past tenses and the imperfect tense. They will also practise suffixes, adjective plurals and masculine and feminine nouns, whilst developing their writing skills through portraits, accounts of past events and the beginning of a fairy tale.	Talking about meal times and reading simple recipes. Ordering food and drinks politely. Learning about animals and their food chain INTERMEDIATE Through informative and dramatic texts on health and life in hospital, pupils will consolidate their reading and comprehension skills. They will learn how to form affirmative and negative sentences, verb complements and the past perfect tense. They will also practise synonyms, antonyms, past participles and subject-verb agreement, whilst developing their writing skills: writing rules, continuing a story and creating a short play.	Making simple itineraries. INTERMEDIATE Through traditional tales centred on solidarity and mutual support, pupils will consolidate their reading and comprehension skills. They will learn about sentence complements, questions, the past perfect and the future tense. They will also work on polysemous words, word families, prefixes, spelling and punctuation, whilst developing their writing skills through calligrams and the dramatisation of a story.	INTERMEDIATE Through non-fiction texts about discovering the world, pupils will consolidate their reading and comprehension skills whilst developing their curiosity. They will learn question forms, nouns and adjectives, as well as the future tense of common verbs. They will also practise word associations, literal and figurative meanings, spelling and agreement, whilst developing their writing skills by composing a letter and expressing their ideas about the future.
ADVANCED	Students will explore a detective story and identify its main characters, setting and clues. They will learn to narrate a short investigation, use present-tense verbs and recognise the main parts of a simple sentence. Work will also focus on subject-verb	Through a text about an everyday hero, students will identify important information and explain the purpose of a document. They will write a short heroic action, study the imperfect and future tenses and use	Students will read and compare texts about natural phenomena. They will describe events, recite a poem and write simple verses. Language work will include the simple past of regular verbs, interrogative	Students will discover a text about a talented child and present information orally. They will write a short application for a class competition and study the simple past of irregular verbs, sentence types and noun-group agreement.	Students will read a fable, identify its characters and moral and discuss the lesson it teaches. They will write a short fable, revise past tenses and distinguish between simple and complex sentences. Vocabulary work will include	Students will write a simple fable with animal characters and a clear moral. They will practise reading aloud and revise past tenses, sentence structure and grammatical agreement.

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	agreement and common homophones.	adjectives and personal pronouns correctly.	sentences, complements and vocabulary formation.		antonyms, lexical fields and homonyms.	
Assessment	Formative assessment	Listening and reading tests	Speaking and writing tests	Reading and writing tests	Progress and End-of Unit assessments.	Progress tests and whole-year summative assessment

Year 6 Arabic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content BEGINNERS and INTERMEDIATE	Greeting others, introducing themselves, asking simple questions, and expressing feelings. Vocab topics: Introducing myself Likes and dislikes The alphabet, numbers , days of the week , colours Describing yourself and someone else Grammar: - letters of the alphabet - parts of the word - reading the word	Talking about daily routines and school subjects. Vocab topics: Daily routine, school subjects My day, Daily School routine Subjects and opinions Holidays Grammar: - letters of the alphabet - parts of the word - reading the word	Talking about family members using Vocab topics: Talking about family members, Pets and colours Physical description Describing personality Rooms of the house Activities around the house Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Vocabulary for food and meals. Vocab topics: Learn about Types of Greens and Fruits Names of Greens and Fruits Colors of Fruits and Greens Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Learning vocabulary for places in town. Vocab topics: Learn about Means of transportation Air transportation Sea transportation Land transportation Importance of transportation modes Pros and cons of transportation modes Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Talking about holidays and trips (where, how, with whom). Naming transport and destinations. Vocab topics Learn about Sports The Importance of Sports Types of Sports The Most Difficult Sports in the World Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure
ADVANCED	Advanced grammar: - Conversion according to singular/dual pronouns. - Verb tenses. - Nominal sentences:	Advanced grammar: - Hamzat al-Wasl. - Punctuation marks. - Noun: singular / dual. Noun: singular: plural	Advanced grammar: - Demonstrative pronouns. - Hamzat al-qata'.	Advanced grammar: - Sun and moon letters - Words containing the extreme hamza. - Hamzat al-Wasl	Advanced grammar: - Writing words ending with an extended alif. - Words that include the state.	- Consolidating spelling. - Applications for consolidating morphology and conversion.

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Assessment	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress tests and whole-year summative assessment
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Year 6 ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Computer systems: - Hardware - Software - Typical and advanced input/output devices - Storage devices - Computer connections and power - Types of computers Operating Systems: - Types and uses Online Safety and security: - Secure websites	Binary: - Understanding binary - Counting in Binary - Converting decimal to binary - Converting Alphabet to binary - Game States	Spreadsheets: - Recall add, edit and calculate - Organising data - Charts and graphic - Solving problems Online Safety and security: - Using email safely	Networks: - The World Wide Web and the Internet - Communication devices - Wired and Wireless networks - Computers networks and protocols	Flowcharts: - Programming Outputs - Inputs and Decisions - Subroutines - Repeat/Until - Do/While - If/ Else If - Subroutines Online Safety and security: - Cyberbullying	Coding Programming with Kudo: - Code Investigator - When and Do - Creating Worlds - Deconstructing Code - Racing Game Designing and Making a More Complex Program: - Using Functions - User input
Assessment	Assessment: Oct 2024	Assessment: Dec 2024	Assessment: Feb 2025	Design / evaluation of project: Mar 2025	No formal assessment	Summer term 2: Jun 2026 End of Year exam

Year 6 Music	Autumn 1 Music Notation and Recorder Flute / Melodica	Autumn 2 I've got rhythm	Spring 1 Special occasions	Spring 2 All about the bass	Summer 1 Word variation	Summer 2 Variety show
Curriculum Content	In this unit, students will learn how to read and write basic music notation, including pitch, rhythm, and key signatures. They will also learn how to play the recorder flute, applying their knowledge of notation to real-life musical performance. The unit will cover both	This unit focuses on simpler rhythmic patterns, understanding their use in music of different genres, and using them to make original music. Learners will develop confidence in performing as	This unit focuses on the characteristics of music used for different special occasions. Learners will develop confidence in performing and describing music, as well as applying this to the	This unit focuses on basslines and their importance in music. Learners will develop confidence in performing and composing music.	This unit focuses on how words are set to music, and how composers vary material. Learners will develop confidence in working with lyrics as part of a composition, and understanding how musical material is varied	In this unit, learners will select their favourite work from the year and Stage 5 to revise, refine and perform as part of a final, variety show. Music-making will include singing in two parts, rhythmic percussion, using basslines,

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	theoretical and practical aspects, helping students to connect the written and performed elements of music.	soloists and in ensembles with accuracy and expression.	composition of short pieces of music.			singing in harmony and sharing compositions, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available. Learners will consolidate their understanding of how melodies and rhythms are constructed, whilst also beginning to use chords. Learners will use their bodies and visual symbols to make connections between sound and symbol.
Assessment:	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.

Year 6 Art	Autumn Term Fire and Earth	Spring Term Still life project	Summer Term African Masks
Curriculum Content	Year 6's art will have a geological twist this term. They'll be exploring crystals and geodes before studying the artist Margaret Godfrey. She's known for her vibrant volcanoes. The children will explore watercolours and inks, learning about some interesting techniques.	Students will be working on a still life project looking at the work of Cezanne. They'll learn about observational drawing, colour and tone, and composition. They'll be giving their work a Beatles theme by creating art inspired by the song 'Strawberry Fields'."	In this unit, students will be studying African masks and exploring their cultural, spiritual, and social significance. They will investigate the patterns, shapes, and symbols commonly used in traditional African art and examine how colour and contrast are used to convey meaning and emotion. Pupils will also explore the materials and techniques employed in mask-making across different African cultures, analysing examples from various regions to understand their purpose, style, and cultural context.
Assessment	Formative and Summative Assessments of projects	Formative and Summative Assessments of projects	Formative and Summative Assessments of projects

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PE	Autumn 1 and Autumn 2 Basketball	Spring 1 Handball / Dodgeball	Spring 2 Volleyball	Summer 1 Badminton	Summer 2 Football
Theme	Rules and regulations, basic skills competency		Life Skills : Years 6 will focus largely on fair play and the introduction of referees.		
Curriculum Content	Components of Fitness and how to test for each individual strand of fitness. Power, Speed, Stamina or aerobic endurance, muscular endurance, flexibility, balance, coordination, reaction time etc. Badminton – Serve, footwork, long and short plays.	How to execute and basic serve, dig shot, volley and smash will all be covered	How to execute and basic Dribble, Pass, Shot and Layup, rebound, defend.	Students will study the fundamentals of dodgeball / and or tag rugby. Here emphasis is on speed and agility of movement and throwing skills. Students will have a chance to apply their learning to a game scenario.	Here the emphasis will be on organisation and fair play – Can students create an atmosphere of fair play? Each session will focus on a skill such as dribbling or passing with a chance to apply this into a game.
Assessment	Fitness Testing (Bleep test , agility run)	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?

Year 6 PSHE	Autumn 1 Relationships — Families, Friendships & Attraction	Autumn 2 Relationships — Safety, Consent & Respecting Difference	Spring 1 Health & Wellbeing — Physical Health, Mental Wellbeing & Self-Care	Spring 2 Health & Wellbeing — Puberty, Reproduction & Substance Safety	Summer 1 Living in the Wider World — Citizenship, Rights & Global Issues	Summer 2 Living in the Wider World — Financial Literacy & Secondary Transition
Curriculum Content	Changing Friendships & Dynamics: Managing transitions in friendships; recognizing peer pressure, attraction, and romantic feelings; maintaining healthy boundaries as independence grows.	Consent & Personal Boundaries: Explicitly understanding bodily autonomy, personal space, and physical/digital consent; strategies for asserting boundaries and responding to unwanted contact.	Mental Health & Emotional Regulation: Recognizing emotional changes, stress, and anxiety; learning positive coping strategies, mindfulness, and self-talk techniques.	Puberty & Human Reproduction: Understanding physical and emotional changes during puberty; biological facts of human reproduction (conception and birth) using accurate scientific vocabulary.	Human Rights & Democracy: Understanding fundamental human rights, the role of government, voting, and democratic processes in society. Global Community &	Financial Literacy & Consumer Awareness: Understanding practical money management (income, saving, interest, debt, gambling risks); evaluating advertisement techniques and consumer choices.

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	Family Diversity & Commitment: Understanding various family structures (single parents, blended families, foster/adoptive families); recognizing the features of loving, stable relationships and long-term commitments. Managing Online Relationships: Recognizing online safety risks, catfish/fake profiles, and cyberbullying; understanding how content shared online creates a permanent digital footprint.	Challenging Discrimination & Bias: Exploring stereotyping, prejudice, and discrimination based on race, gender, disability, religion, or background; understanding the impact of bullying and how to be an active bystander. Seeking Help & Advice: Identifying trusted networks outside of school (e.g., Childline, local support systems) and knowing how to seek confidential support.	Healthy Habits & Screen Time: Assessing the impact of screen time on mental health and sleep hygiene; developing balanced daily schedules that prioritize physical activity, rest, and face-to-face interaction. Immunizations & Illness: Understanding basic human hygiene, how infectious diseases spread, and the role of vaccines and medical treatments in maintaining community health.	Substance Education & Risk: Understanding legal and illegal drugs, alcohol, tobacco, and vaping; evaluating peer influences, legal consequences, and health risks associated with substance use. First Aid & Emergency Response: Basic emergency first aid procedures, calling 999/emergency services, CPR awareness, and responding to head injuries or choking.	Sustainability: Exploring global citizenship, fair trade, environmental protection, and individual actions that address climate change. Valuing Diversity: Recognizing how diverse perspectives enrich communities; promoting social cohesion and active inclusion.	Media Literacy & Critical Thinking: Identifying bias, misinformation, and fake news across news platforms and social media. Transition to Secondary School: Managing worries, changing routines, increasing personal responsibility, building new support networks, and fostering resilience for the move to Year 7.
Assessment:	Baseline assessment task, case study discussions, and self-reflection logs.	Scenario-based problem-solving activities and peer feedback tasks.	Wellbeing reflection logs and teacher-assessed group presentations.	Practical first-aid assessments and end-of-unit knowledge evaluations.	Class debates, collaborative project presentations, and teacher review against curriculum goals.	Secondary transition readiness portfolios and end-of-year self-evaluations.