

unifrog

Year 6 PSHE and careers

Key lesson information

Unifrog's primary PSHE and careers curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to cover the Department for Education statutory R(S)HE guidance and the PSHE Association's learning objectives.

Unifrog's **primary Careers Lesson Pack** has been designed to cover the CDI's learning objectives and the PSHE Association's careers education learning objectives.

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)
- [Unifrog's primary Careers Lesson Pack: FAQs](#)

Unifrog's Year 6 curriculum

PSHE:

- What is the impact of loneliness?
- What is discrimination?
- What's real and what's fake online?
- What does a healthy committed relationship look like?
- How do good hygiene and medical care support our health?
- What should people do in an accident or emergency?
- How do people manage transitions?
- How do drugs impact people?
- How can pressure put people in danger?
- How can my identity help me in a new school?

- How do people budget and look after their money?
- How do we respectfully disagree?
- What is the difference between rules, rights, and laws?

Careers:

- How do challenges help you grow?
- What is it like to set up a business?
- How can I manage money?
- How might working life change in the future?
- Why are qualifications important for jobs?
- How can I prepare for change?

What is the impact of loneliness?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what it means to be lonely.
- Explain why it is important to seek support when lonely and how to do this.
- Explain how to recognise loneliness in others and how to support them.

Main student tasks

1. Discuss what loneliness is.
2. Answer the true and false questions about loneliness.
3. Create a mind map about how to recognise loneliness in others.
4. Decide on the best strategies for supporting those who are lonely.
5. Read the scenario about someone who is lonely and learn strategies about how to be proactive about helping yourself when lonely.
6. Explore what being excluded is and think of ways you can support others from being excluded.
7. Learn about intentional and unintentional exclusion and decide which of the scenarios on the slide shows each of these.
8. Create a story, comic, or role play which shows ways of getting support with loneliness.
9. Optional: Discuss ways of getting support with loneliness as an adult at work.

Keywords

Loneliness, exclusion, excluded, intentional, unintentional, supported, not supported.

What is discrimination?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain what discrimination is.
 - List the nine protected characteristics in the UK.
 - Explain ways of getting support for discrimination.
 - Explain how they can challenge discrimination.

Main student tasks

1. Listen to the scenario and identify the behaviours shown.
2. List the nine protected characteristics in the UK and discuss why these need to be protected.
3. Define discrimination and decide if scenarios are showing discrimination or not.
4. Discuss ways they can challenge discrimination and act out challenging discrimination in a calm and respectful way.
5. In response to scenarios, decide what is being discriminated against and how they can get support.
6. Optional: Match the careers which help to stop discrimination with their job roles.

Keywords

Discrimination, bullying, protected characteristics, age, gender reassignment, marriage, civil partnership, pregnancy, maternity leave, disability, race, religion, belief, sex, sexual orientation.

What's real and what's fake online?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Recognise that not everything online is real and that media and information online may be untrue or misleading.
- Explain some of the reasons why people might create fake content online.
- Evaluate whether some online content is true or may be trying to trick them.

Main student tasks

1. Examine whether images are real or fake.
2. Consider the risks of posting fake or untrue content online.
3. Discuss the pros and cons of fake content.
4. Scrutinise online content for things to be wary of.
5. Plan a presentation about online detective skills.
6. Examine an audio clip and assess its validity.
7. Optional: Discuss a job that involves digitally altering images and sound.

Keywords

Internet, online, fake, real, online content, reverse image search, AI, artificial intelligence, sponsored, trusted news source.

What does a healthy committed relationship look like?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that people who love and care for each other can be in committed relationships.
- Explain that civil partnerships and marriage are legally recognised forms of commitment.
- Explain that forced marriage is a crime.

Main student tasks

1. Define empathy and explain why it's important in families.
 2. Design icons to represent good behaviours in relationships.
 3. Read scenarios and decide what positive behaviours are being shown in the relationships.
 4. Discuss questions about marriage, civil partnerships, and arranged marriage.
 5. Discuss how to get support if someone is being forced into a marriage, or being emotionally or physically harmed in a relationship.
 6. Answer three questions about relationships and legal commitment.
- Optional: Look at careers which support relationships and decide on the skills needed in each of those jobs.

Keywords

Empathy, respect, boundaries, compassion, marriage, civil partnership, arranged marriage, forced marriage, physical harm, emotional harm.

How do good hygiene and medical care support our health?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Identify signs of illness and state what causes illness.
 - Explain ways to prevent illness, or reduce symptoms.

Main student tasks

1. List ways that people can prevent illness.
2. Explore different signs of illness by answering questions about scenarios.
3. Discuss the difference between bacteria, viruses, and allergens and categorise a set of examples.
4. Discuss good hygiene practices and offer advice to someone who wants to have better hygiene.
5. Match the medicines to their definitions and decide which medicines the people in the scenarios might need.
6. Link a set of words to make full sentences.
7. Optional: Explore how immunologists develop vaccines and how these work within the body.

Keywords

Immune, rash, symptoms, dizziness, swollen, bacteria, viruses, allergens, allergy, allergic reaction, hygiene, vaccine, painkillers, antibiotics, antihistamines, adrenaline auto-injector, immunologist, immunisation.

What should people do in an accident or emergency?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Name some of the most common injuries.
- Identify whether to call emergency services in certain situations.
- Act appropriately in an emergency situation.

Main student tasks

1. Decide whether statements are true or false.
 2. Discuss the severity of different injuries and identify how confident they would be at administering first aid.
 3. Evaluate whether the emergency services should be called in various situations.
 4. Learn how to act in an emergency and apply this when role-playing calling for an ambulance.
 5. Discuss defibrillators, CPR, and the recovery position.
 6. Review their true or false answers from the start of the lesson.
- Optional: consider rewarding and challenging aspects of being a first aider in a workplace.

Keywords

First aid, injury, emergency services, ambulance, call handler, defibrillator/AED, CPR, recovery position.

How do people manage transitions?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what a transition is.
- Explain some emotions someone might feel during a transition.
- List some strategies that can support people with any emotions associated with transitions.

Main student tasks

1. Discuss what a transition is and decide how people in the scenarios might be feeling during transition periods.
 2. Recognise some emotions that might happen during a transition and discuss the questions about emotions during transitions.
 3. Explore the strategies which can help support with the emotions associated with transitions. Read the scenarios and decide best which strategy might help to support them.
 4. Role play ways in which people can get support with transitions.
- Optional: Practise some strategies which support with mental health during transitions including active listening.

Keywords

Transition, emotion, conscience, routine, structure, resilience, mindfulness, active listening.

How do drugs impact people?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain the impact of legal and illegal drugs.
- Explain how to get help with addiction.

Main student tasks

1. Explain how cigarettes, vapes, and alcohol impact people.

2. Decide which of the pictures show drugs.

3. Sort the drugs into legal and illegal drugs.

4. Match the legal drugs with the impact they have.

5. Match the illegal drugs with the impact they have.

6. Explore what dependency and addiction are and how to get help with these.

Optional: Explore the careers that support people with issues related to drugs.

Optional: Define what gangs are, read the scenarios, and answer the questions about keeping safe.

Keywords

Drugs, illegal, legal, antibiotics, antihistamine, inhaler, caffeine, paracetamol, ibuprofen, cannabis, ecstasy, heroin, nitrous oxide, cocaine, gangs, police office, addiction psychologist, pharmacist.

How can pressure put people in danger?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Consider different types of pressure young people might face.
- Explain how to respond safely to pressure.
- Recognise what FGM is and know the steps to take if they have concerns about themselves or others.

Main student tasks

1. Identify whether statements about pressure are true or false.
 2. Discuss different types of pressure in a variety of scenarios.
 3. Develop an awareness of female genital mutilation (FGM) and identify what to do to keep themselves and others safe.
 4. Review true and false statements about pressure.
- Optional: suggest types of pressure people might face at work.

Keywords

Pressure, respect, trusted adult, illegal, female genital mutilation (FGM).

How can pressure put people in danger?

Optional additional lesson content

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Recognise how being involved in a gang might start.
 - Explain the dangers of being part of a gang.
 - Identify signs of danger and know how to seek help.

Main student tasks

1. Debate different opinions in a concept cartoon.
2. Identify different types of gang.
3. Analyse why people might want to join a gang and investigate how gang membership could start.
4. Discuss the pressures and dangers of being in a gang.
5. Identify common indicators of gang involvement and how to seek help.
6. Consider alternative, positive activities to joining a gang.

Keywords

Gang, pressure, exploitation, coercion, county lines, grooming.

How can my identity help me in a new school?

Key lesson information

Objectives

By the end of the session, children should be able to:

- List some emotions that might be experienced during a transition to a new school.
- List some strategies which can help during transition to a new school.
- Explain how different identities develop.

Main student tasks

1. Explain how each image links to independence.
 2. Explore the emotions that people might feel during transitions and strategies which can help with these.
 3. Explore the concept of identity development and learn how differences and similarities can help to connect to new people.
 4. Learn what gender identity is and discuss why we should respect differences.
 5. Answer the reflection questions.
- Optional: Explore the careers that might help during transitions.

Keywords

Transition, independence, emotions, identity, gender identity, personal qualities.

How do people budget and look after their money?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain why it is important to keep track of money.
 - Identify some of the benefits of keeping money in a bank.
 - Describe different ways to pay for things and outline some of their advantages and disadvantages.

Main student tasks

1. Investigate a bank statement.
 2. Consider the benefits of keeping money in a bank.
 3. Discuss different ways to pay for things.
 4. Create a budget.
 5. Decide advice to takeaway from the lesson.
- Optional: consider jobs which do not have a regular salary.

Keywords

Needs, wants, bank statement, bank account, interest, online banking, direct debit, contactless, cash, budget.

How do we respectfully disagree?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain how to share their opinion and debate respectfully.
 - Explain the difference between being assertive and being controlling.

Main student tasks

1. Define the terms 'debate' and 'respect'.
 2. Read the two debates and decide which one was respectful and why.
 3. Practise debating skills in pairs.
 4. Define the terms 'assertive' and 'controlling'.
 5. Identify which scenarios are showing assertive or controlling behaviours.
 6. Draw an example of one of the behaviours learnt within the lesson.
 7. Think of three situations where debating skills might be used in real life.
- Optional: Explore the careers which use debating skills.

Keywords

Controlling, assertive, debate, respect, MP, barrister, climate change analyst.

What is the difference between rules, rights, and laws?

Key lesson information

Objectives	By the end of the session, children should be able to: <ul style="list-style-type: none">• Explain what rules are.• Explain what rights are.• Explain what laws are.
Main student tasks	<ol style="list-style-type: none">1. Define rules, rights, and laws.2. Decide when and why we use rules.3. Look at some human rights and decide why they are important.4. Discuss how to advocate for others' rights.5. Decide when and why we use laws.6. Look at the statements and decide whether they are rules, rights, or laws. Optional: Look at the careers that link to rules, rights, or laws and decide which skills might be needed for each one.
Keywords	Rules, rights, laws, human rights, United Nations, respect, judge, immigration adviser, political scientist.

How do challenges help you grow?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain why challenging yourself is important.
 - Explain why accepting help is important.

Main student tasks

1. Read a scenario and decide how the character could adapt their mindset.
2. Watch a video and answer questions about facing challenges.
3. Read scenarios and in pairs, act out accepting help.
4. Reflect on when they've accepted help and why this can be challenging.
5. Read a case study about Helen Keller and answer questions about the challenges she faced and her acceptance of help.

Keywords

Mindset, perspective, neuron, neuroplastic, transition, lecture, braille, governess, author, activist.

What is it like to set up a business?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Answer questions about someone who has set up a business
- Explain some of the steps required to set up a business.

Main student tasks

1. Discuss what a business is.
2. Watch the video about someone who has set up a business and answer questions about their business.
3. In groups, design a business which solves a problem; decide who their customers are, what they are selling , and a business name.
4. Present the business to the class.

Keywords

Business, problem, solution, selling, customer, profit.

How can I manage money?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Define words linked to money.
 - Explain what wants and needs are within a budget.
 - Reflect on the importance of budgeting and saving.

Main student tasks

1. Define the words on the slide and put them into a sentence.
2. Manage an imagined weekly budget using pocket money, taking wants and needs into account.
3. Manage a budget for an event, taking customer wants and needs into account.
4. Discuss questions with a partner to reflect on budgeting and saving.

Keywords

Salary, wage, budget, wants, needs, events manager, value, customer, bonus, saving.

How might working life change in the future?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Identify ways that artificial intelligence can help people at work and the pros and cons of using it.
- Identify that some jobs can be remote whilst other can't.
- Identify ways companies are changing to become greener.

Main student tasks

1. Find differences and similarities between their own classroom and a classroom from the 1800s.
2. Identify pros and cons of using artificial intelligence.
3. Identify ways that artificial intelligence can help in some jobs.
4. Decide if they agree with a statement about remote work.
5. Identify which jobs can or can't be remote.
6. Discuss whether changes in companies will help or hurt the planet.
7. Design a school of the future.

Keywords

Artificial intelligence, remote work, scheme.

Why are qualifications important for jobs?

Key lesson information

Objectives	By the end of the session, children should be able to: <ul style="list-style-type: none">• Explain some different routes into careers.• Explain that different qualifications and experiences can help people get different jobs.
Main student tasks	<ol style="list-style-type: none">1. Read about Jay's career journey and answer the questions.2. Watch the video about qualifications and answer the questions.3. Decide which qualifications and experiences might help create a pathway to different jobs.4. Answer questions about different career journeys.5. Plan some possible future career pathways.
Keywords	Career journey, qualifications, skills, interests, experiences.

How can I prepare for change?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that it's okay to change your plans if something isn't working out, and that making a change can be a good and positive choice.
- Explain how labour market information get be useful when deciding career options

Main student tasks

1. Think of things that people might plan for before doing.
2. Listen to the scenarios about change and answer the questions.
3. Explore what labour market information is and then predict which careers have more jobs available.
4. Explore Unifrog's Careers library to find different career options for characters in the scenarios.
5. Reflect on their future and use the sentence stems to structure their answers.

Keywords

Labour market information, planning, change, future, options, consequences.

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