

PSHE – Year 6 GANGS (Living in the Wider World)



Link to school Value

Love, Hope, Trust, Peace, Justice

Golden Promise link/ Key concept Link

Link to
Heartsmart
**No Way Through,
isn't True!
Fake is a Mistake!**

Key Vocab & Definition

Enforced – to put in force; make people obey ie
The Police enforce the rules.

Anti-social – opposed or harmful to the values,
institutions, or laws of an organised society ie
Crime is an anti-social behaviour.

Discrimination – the act of treating some people
unfairly because of prejudice. The act of seeing
differences or distinguishing.

Communities – a particular area where a group
of people live. A group of people who live close
together or who have shared interests.

Possible Key Text:

Possible Images:



Key Questions:

- **What is a 'gang'?**
- **What does 'exploited' mean?**
- **Can I describe some strategies for dealing with peer pressure?**
- **Can I explain the term 'joint enterprise'?**
- **What is the age of criminal responsibility?**
- **What is a direct and indirect victim?**

Time:
5 hours



Core Knowledge:

H 11 – to learn to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H13 – how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14 – to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

L2 – to learn why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L6 – to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk

Lesson 1:

(led by GANGs Prevention Programme)

Do I know that pressure to behave in unacceptable or risky ways can come from a variety of sources, including people I know and the media?

Lesson 2:

(led by GANGs Prevention Programme)

Do I understand that increasing independence brings increased responsibility to keep myself and others safe?

Lesson 3:

(led by GANGs Prevention Programme)

Can I describe and use a variety of strategies to resist peer pressure?
Do I know where I can get help for myself or others who are at risk?

Lesson 4:

(led by GANGs Prevention Programme)

Can I explain how rules and laws protect people?
Can I explain why different rules and laws are needed in different situations?

Lesson 5:

(led by GANGs Prevention Programme)

Can I describe some of the consequences of anti-social and aggressive behaviours?

Lesson 6:

(led by GANGs Prevention Programme)

Can I describe some of the consequences of anti-social and aggressive behaviours?

Extended Write – letter to a friend explaining the dangers of being in a gang.

Link to curriculum intent statement:

Strand 1 c i, ii

Strand 2 a i, ii b i, ii, iii, iv

Strand 3 a i, ii, iii

Strand 4 a i, ii, iii