

## Year 6 – Autumn Term - Relationships

<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p><a href="#">Medway Public Health Directorate Primary RSE – KS2 Y6 Lesson 3 Positive and healthy relationships</a></p>
<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> </ul>	<p><a href="#">NSPCC Share Aware Thinkuknow play like share</a></p> <p><b>Go Givers: Bullying</b></p> <p><b>Go Givers: Moral Values</b></p>

	<ul style="list-style-type: none"> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	
<p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p><a href="#">Premier League Primary Stars – KS2 Behaviour/relationships</a></p> <p><a href="#">Do the right thing</a></p> <p>Go Givers: Working for peace</p> <p>Go Givers: Gandhi: Great Soul</p> <p>Go Givers: you can't buy anything for a penny</p> <p>Go Givers: Stephen Lawrence</p>
<p><b><u>Year 6 – Spring Term – Living in the Wider World</u></b></p>		
<p><b>Belonging to a community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p> <p><a href="#">PSHE association inclusion, belonging and addressing extremism KS2 Lesson 3</a></p> <p><a href="#">Stereotypes</a></p> <p><a href="#">PSHE association inclusion, belonging and addressing extremism KS2 Lesson 4</a></p> <p><a href="#">Extremism</a></p> <p><a href="#">Premier League Primary Stars –KS2 PSHE Inclusion</a></p> <p>Go Givers: History of the Olympics.</p>

		<p>Go Givers: Rights and Responsibilities: Freedom</p> <p>Go Givers: Democracy</p> <p>Go Givers: Our interconnected world.</p> <p>Go Givers: Child Slavery.</p> <p>Go Givers: Strong Communities Go Givers: What kind of farming?</p> <p>Go Givers: Charitable giving through history.</p>
<p><b>Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p><a href="#">NSPCC Share Aware</a></p> <p><a href="#">Childnet Trust Me Y5/6</a></p> <p><a href="#">Lesson 1 Online Content</a></p> <p><a href="#">Google and Parent zone be internet legends</a></p> <p><a href="#">BBFC KS2 lessons Let's watch a film! Making choices about what to watch</a></p> <p><a href="#">City of London Police – Cyber Detectives</a></p>
<p><b>Money and Work</b></p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes</li> </ul>	<p><a href="#">PSHE Association and</a></p>

<p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<p>towards it and what influences decisions about money</p> <ul style="list-style-type: none"> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p><a href="#">Gambleaware Lesson 2</a>  <a href="#">Chancing it! Exploring risk in relation to gambling</a>  <b>Go Givers: The Benefits System</b></p>
<p><b><u>Year 6 – Summer Term – Health and Wellbeing</u></b></p>		
<p><b>Physical health and Mental wellbeing</b></p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> </ul>	<p><a href="#">PSHE Association Mental Health and Wellbeing in lessons (KS2 Y5-6)</a>  <a href="#">NSPCC Making sense of relationships</a>  <a href="#">Public Health England Rise Above KS2 Social Media</a>  <a href="#">Guardian foundation and National literacy trust</a>  <a href="#">NewsWise – KS2 Lesson 3</a>  <a href="#">Managing feelings about the news</a></p>

	<ul style="list-style-type: none"> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	
<p><b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> </ul>	<p><a href="#">Medway Public Health Directorate Primary RSE – KS2 Y6 Lesson 2 Puberty Change and becoming independent</a></p> <p><a href="#">Lesson 4 How a baby is made.</a></p> <p><a href="#">NSPCC Making sense of relationships – secondary school and changing friendship</a></p> <p><a href="#">Public Health England Rise Above KS2 Transition to</a></p>

	<ul style="list-style-type: none"> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception – link with religion</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<a href="#">secondary school</a>
<p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> </ul>	<p><a href="#">NSPCC Share Aware</a></p> <p>1 decision – Computer safety £</p> <p><a href="#">BBFC KS2 Lessons Let's watch a film! Making choices about what to watch</a></p> <p><a href="#">Childnet Trust me – Y5/6 Lesson 2 Online contact</a></p> <p><a href="#">Google and Parent zone Be internet Legends</a></p> <p><a href="#">Islington Healthy Schools Team – Drugwise £</a></p> <p><a href="#">Drug and Alcohol Education (Year 5-6)</a></p> <p><a href="#">City of London Police – Cyber Detectives</a></p>

	<ul style="list-style-type: none"><li>• how to ask for help if they have concerns about drug use</li><li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li></ul>	
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