

## Caslon PSHE and RSE Curriculum

### Year 6

#### Lessons to be taught Summer 2021

| <u>Order of delivery</u> | <u>Essential skills and attributes</u>  | <u>Objectives</u>  | <u>Content</u>  |
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| 1                        | <p>Self-organisation</p> <p>Team working</p> <p>Empathy and compassion</p> <p>Values and beliefs</p> <p>Identify risk</p> | <p>For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2).</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3).</p> <p>To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).</p>  | <p><b><u>How do we take part in creating rules and laws?</u></b></p> <p>How and why laws are in place.</p> <p>Take part in making and changing class rules.</p> <p>Why might some rules have changed over time?</p> <p>Do we have to follow them? What if we don't agree with them?</p> <p>Their increasing level of responsibility to follow rules, rules being adapted for their age.</p> <p>Upholding rules within the local and wider community.</p> <p>Understanding Britain's democratic process for rule making.</p> <p>How laws can be changed at a national level.</p> <p>Importance of Human Rights (UNCRC Conventions on the Rights of the Child) laws covering most of the world (except Somalia and USA)</p> <p>Charities and organisations who help those whose rights are not met.</p>   |
| 2                        | <p>Respect for others</p> <p>Making decisions</p>   | <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).</p> <p><a href="#"><u>Education for a Connected World: Managing Online Information</u></a></p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can describe ways of identifying when online content has been politically sponsored, (e.g., extremism, ideological persuasion) and the importance of analysing and evaluating their validity</p> <p><a href="#"><u>Online relationships:</u></a></p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> | <p><b><u>Can I identify the roles of different groups?</u></b></p> <p>What it means to be part of a range of communities.</p> <p>Different communities/local groups we are a part of.</p> <p>Volunteers and the kinds of work they do.</p> <p>How pressure groups leading to social change.</p> <p>Voluntary and community groups that support health and wellbeing, environment, different 'causes'.</p> <p>Benefits of joining a 'group' and why they are needed.</p> <p>Different groups may have different drivers and purpose - how do we ensure we understand these?</p> <p>Apply in relation to online communities.</p> <p><a href="#"><u>Visitors from wider school community? Pressure groups? MP? Local charities?</u></a></p> <p><a href="#"><u>Project Evolve Resources:</u></a></p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/</a></p> <p>and</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/years/6/managing-online-information/">https://projectevolve.co.uk/toolkit/resources/years/6/managing-online-information/</a></p> |

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| 3 | <p>Resilience</p> <p>Self-regulation</p> <p>Respect for others</p> <p>Empathy and compassion</p> | <p>To work collaboratively towards shared goals (R11).<br/>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).</p>  | <p><b><u>When can collaboration be effective?</u></b></p> <p>Discuss shared goals they have achieved through collaboration.<br/>Identify positive effects of collaboration (individuals, group, wider community)<br/>Importance of everyone playing their part and contributing in their own way.<br/>Strategies for positive and inclusive collaboration.<br/><i>What would happen if no one worked towards shared goals?</i><br/>Team building games could be used.<br/><i>How can we resolve conflict within teams/groups?</i><br/>Give constructive feedback.</p>  |
| 4 | <p>Healthy self-image</p> <p>Risk management</p> <p>Making decisions</p>                         | <p>To understand what positively and negatively affects their physical, mental and emotional health (H1).<br/>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1).<br/>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).</p> <p><u>Education for a Connected World: Health, wellbeing and lifestyle:</u><br/>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.<br/>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.<br/>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> | <p><b><u>How can I take care of my mental wellbeing?</u></b></p> <p>What positively and negatively affects our mental health and wellbeing?<br/>Analyse positive and negative influences on mental health.<br/>All aspects of mental well-being - physical, emotional, mental.<br/>Consider topical issues impacting on mental health and wellbeing of this age group.<br/>Who/what influences us and our choices?<br/>How change can affect our mental health.<br/>Impact of the media.</p> <p><i>Recommended Resources:</i><br/><i>PSHE Mental Health and Wellbeing Y5/6 Lesson - Challenges and Change</i><br/><i>Project Evolve Resources:</i><br/><a href="https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-assess-and-action-different-strategies-to-limit-the-impact-of-technology-on-health-e-g-night-shift-mode-regular-breaks-correct-posture-sleep-diet-and-exercise/?from=years">https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/7-11/i-can-assess-and-action-different-strategies-to-limit-the-impact-of-technology-on-health-e-g-night-shift-mode-regular-breaks-correct-posture-sleep-diet-and-exercise/?from=years</a></p> |
| 5 | <p>Self-improvement</p> <p>Self-regulation</p>   | <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).</p>   | <p><b><u>How can I view food in a healthy way?</u></b></p> <p>About the benefits of a balanced diet<br/>About different influences on food and diet<br/>About developing skills to help make their own choices about food.<br/>Explore defining foods as 'unhealthy', 'fattening', 'good' or 'bad' foods are not helpful.</p>  |

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|   | Resilience<br>Healthy self-image<br>Making decisions     | To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23)   | Explain the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health)-evaluate why someone might choose one type of meal over another (e.g. home-cooked and takeaway) and how either can affect health.<br>Explore 'comfort eating'.  |
| 6 | Accessing help and support                               | To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).<br><br><u>Education for a Connected World: health, wellbeing and lifestyle:</u><br>I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.   | <b><u>Can I be responsible for my mobile phone and associated actions?</u></b><br>Risks associated with having a mobile phone (ranging from potential theft, online habits such as password safety, excessive use of mobile phones and other risks such as financial costs involved)<br>How to keep safe with their mobile phone.<br>Keeping their mobile phone safe.<br>Security of their mobile phone.<br>That a mobile phone can affect their lifestyle, health, mental wellbeing.<br>Getting in the routine of turning it off at night.<br><u>Project Evolve Resources:</u><br><a href="https://projectevolve.co.uk/toolkit/resources/years/6/health-well-being-and-lifestyle/">https://projectevolve.co.uk/toolkit/resources/years/6/health-well-being-and-lifestyle/</a> |
| 7 | Resilience<br>Self-regulation<br>Empathy and Compassion. | To recognise and respond appropriately to a wider range of feelings in others (R1).<br>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10).<br>To work collaboratively towards shared goals (R11).<br>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8) | <b><u>How can I show empathy in my relationships with others?</u></b><br>How can we be sensitive to the feelings of others?<br>Responding appropriately to a wide range of feelings of feelings in others.<br>Consider body language and tone of voice.<br>Benefits (to self and others) of recognising/responding appropriately to our own and others' feelings.<br>Empathising with others who are having difficult/challenging feelings.<br>Give reasons for how this skill can help to develop mutual respect in a relationship.   |
| 8 | Self organisation<br>Risk management                     | For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).<br>For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).<br>To be able to recognise and respond appropriately to a wider range of feelings in others (R1).   | <b><u>How can I manage my own intense feelings?</u></b><br>Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time.<br>Describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)<br>Explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome<br>Describe positive strategies for managing feelings.<br>Identify where they and others can ask for help and support with their feelings.   |

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|    |  | <p>Education for a Connected World: Online Relationships:<br/>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p>  | <p>Project Evolve Resources:<br/><a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/</a></p>  |
| 9  | <p>Self-regulation</p> <p>Empathy and compassion</p>   | <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14).</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).</p> <p>Education for a Connected World: Online Bullying:<br/>I can explain what bullying is, how people may bully others and how bullying can make someone feel.<br/>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.<br/>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.<br/>I can explain how to block abusive users.<br/>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> | <p>LINK TO ANTI-BULLYING WEEK (switch weeks as needed)<br/><b><u>I can understand how bullying can be a form of discrimination against others.</u></b><br/>About discrimination, teasing, bullying and aggressive behaviours.<br/>How to recognise bullying in different forms including online.<br/>How prejudice and discrimination can manifest.<br/>Their responsibility to do something if they witness discrimination/bullying/hurtful behaviours.<br/>Being inclusive of all people.<br/>Where to seek help.<br/><b><i>Could refer to: trolling/prejudice/cyber-bullying/stalking.</i></b><br/><b><i>Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required.</i></b></p> <p>Project Evolve: Online Bullying<br/><a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-bullying/">https://projectevolve.co.uk/toolkit/resources/years/6/online-bullying/</a></p> |
| 10 | <p>Self-regulation</p> <p>Empathy and compassion</p> <p>Identification and assessment of risk.</p> | <p>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 for others at risk (L6).<br/>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).<br/>To understand that their actions affect themselves and others (R7).</p> <p>Education for a Connected World: Online Reputation:<br/>In cases where someone's online reputation may be viewed negatively, I am able to offer reasons and provide context as to why it may not always reflect who they are.</p>   | <p><b><u>Can I define anti-social behaviour and how it affects others?</u></b><br/>What is anti-social behaviour?<br/>How can it affect others? Consequences physically, emotionally, socially and why it is wrong.<br/>How can aggressive behaviours be defused?<br/>Who to go to for help.<br/>How anti-social behaviour relates to the law.<br/>What situations might cause someone to take part in anti-social behaviour?<br/>Exit strategies.<br/>Responsibility for our own choices, behaviours and duties, increasingly now and into the future.<br/>Being a good citizen and making positive contributions to society.</p> <p>Project Evolve Resources:<br/><a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-reputation/">https://projectevolve.co.uk/toolkit/resources/years/6/online-reputation/</a></p>   |

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|    |   | I can explain and give examples of how what anyone writes online can also affect their school, family or social group, or future opportunities.   |  |
| 11 | <p>Recognising and managing influence</p> <p>Formulating questions</p> <p>Assessing validity of information</p> | <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves(H4).</p> <p>To explore and critique how the media present information (L17)</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).</p> <p><u>Education for a Connected World: Managing Online Information:</u><br/>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> | <p><b><u>Can I identify real/fake media articles?</u></b></p> <p>To be critical of what they see in the media.</p> <p>To consider the information they read and choose carefully what they share/forward to others.</p> <p>Consider how our views and choice are influenced by what we see and hear in the media/on social media.</p> <p>Explore the idea of 'fake news' and potential dangers.</p> <p><i>Is what the media show us true?</i></p> <p><i>How does the media influence people's views?</i></p> <p><i>Why and how should we question media representations?</i></p> <p>Project Evolve Resources: Managing Online Information.<br/><a href="https://projectevolve.co.uk/toolkit/resources/years/6/managing-online-information/">https://projectevolve.co.uk/toolkit/resources/years/6/managing-online-information/</a></p> |
| 12 | <p>Resilience</p> <p>Self-regulation</p> <p>Empathy and Compassion</p> <p>Enterprise skills</p>                 | <p>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).</p>   | <p><b><u>Can I consider my aspirations for Secondary School?</u></b></p> <p>Different goals, ways of achieving and celebrating them.</p> <p>How having high aspirations can support personal achievements. Having high aspirations and how this can provide motivation.</p> <p>Consider their aspirations for Secondary school and beyond.</p> <p>Planning for success.</p> <p><i>Set aside regular time for self-reflection throughout the year.</i></p>  |
| 13 | <p>Self-regulation</p> <p>Resilience</p>  | <p>To recognise and challenge stereotypes (R16).</p> <p>To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17).</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK (L11).</p>   | <p><b><u>Can I define what it means to be 'British'?</u></b></p> <p>What does it mean to be 'British'?</p> <p>Being proud to be British.</p> <p>UK is a rich and diverse nation/community.</p> <p>What contribute to people's identity?</p>  |

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|    | Peer influence<br><br>Getting help  | To think about the lives of people living in other places, and people with different values and customs (L12).  | Valuing all differences including race, religion, culture, gender, regions, sexuality and nationalities.<br>Showing mutual respect for different faiths and beliefs and how we demonstrate this.<br>Benefits of a diverse society.  |
| 14 | Identifying unhelpful thinking traps<br><br>Healthy self-concept<br><br>Discernment<br><br>Valuing and respecting diversity | To think about the lives of people living in other places, and people with different values and customs (L12)<br>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13).<br>To recognise and challenge stereotypes (R16).<br>To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17).<br><br><u>Education for a Connected World: Managing online information:</u><br>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. | <b><u>Can I identify prejudice and stereotypes?</u></b><br>Understand prejudice in the context of race/religion/customs/protected characteristics.<br>Describe some of the values/customs/beliefs of people living elsewhere in the UK/world/different faiths.<br>Explore 'stereotypes' within these different contexts.<br>Use correct terms for gender/sexuality.<br>Everyone is equal no matter what their identity or how they self-identify.<br>Careful use of words like 'them/us/those types of people or labelling groups in a demeaning manner.<br>What role can advertising play in reinforcing/ challenging prejudice? |
| 15 | Resilience<br><br>Peer influence<br><br>Self-regulation<br><br>Getting help   | To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13).<br>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 (H14).<br>To recognise and manage 'dares' (R15).<br>To learn what is meant by the term 'habit' and why habits can be hard to change (H16)<br><br><u>Education for a Connected World: Online Relationships:</u><br>I can describe different ways someone can give, gain or deny consent online and explain why context is important for assessing this. I can explain the differences between active, passive and assumed consent online | <b><u>What does it mean to feel 'peer pressure'?</u></b><br>Understand different influences on our behaviours. Including media and peer influences.<br>How can their peers' behaviours influence their own.<br>Difference between 'dares' (potentially dangerous) and 'challenges (can be useful).<br>Our shared responsibility if someone is put under pressure to do something harmful/dangerous.<br><i>Do we have to do something just because someone else is doing it?</i><br>Exit strategies.<br>Application of this when online.   |

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| 16 | Resilience<br><br>Self-regulation<br><br>Self-organisation                                 | <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) (H24).</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21)</p> <p><u>Education for a Connected World: Privacy and Security:</u><br/>I know what the digital age of consent is and the impact this has on online services asking for consent.<br/>I can explain app permissions and analyse them to make informed choices on which apps to use</p> <p><u>Online relationships:</u><br/>I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion.</p> | <p><b><u>Can I understand the correct uses of a mobile phone?</u></b><br/>Recognise when the safety of their mobile phone might be compromised.<br/>Keeping their phone safe and avoiding it being stolen.<br/>Appreciating value of mobile phones.<br/>Positive and negative impact of mobile phones of their lives e.g. lifestyle, relationships, getting enough sleep, personal safety.<br/>Personal boundaries and the right to privacy.<br/>When can mobile phone use breach privacy and break the law e.g. creating and sharing indecent images.<br/>What you share cannot be guaranteed to not be shared further.<br/>Managing own use of mobile phones.<br/>Safe charging and turning them off at night.<br/><u>Resources:</u><br/><a href="https://www.youtube.com/watch?v=z1n9Jly3CQ8">NSPCC Share Aware - I saw your willy</a><br/><a href="https://www.youtube.com/watch?v=z1n9Jly3CQ8">https://www.youtube.com/watch?v=z1n9Jly3CQ8</a></p> <p>Project Evolve: Privacy and Security<br/><a href="https://projectevolve.co.uk/toolkit/resources/years/6/privacy-and-security/">https://projectevolve.co.uk/toolkit/resources/years/6/privacy-and-security/</a></p> <p>And Online Relationships<br/><a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/</a></p> |
| 17 | Making decisions<br><br>Identifying risks<br><br>Formulating questions<br><br>Getting help | <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13).</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change (H16)</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)</p>   | <p><b><u>What are the dangers of drugs and people associated with them?</u></b><br/>What constitute bad habits?<br/>Context of drugs, alcohol, tobacco and solvents.<br/>Why might people choose to use drugs?<br/>Resisting peer pressure. Grooming.<br/>County Lines - what is it and what are the traps?<br/>What does the law say?<br/>Impact of illegal drugs on health. Risks of solvent abuse.<br/><i>Can someone be sure a drug is safe?</i><br/><i>What are the effects of drugs on health and wellbeing?</i><br/><i>How can someone assess risk with drug use?</i><br/><i>Where/from whom can we find accurate, reliable information?</i><br/><u>Resources:</u><br/><a href="#">Safe4me - Signposting and My Health and The law</a></p>   |
| 18 | Resilience<br>Healthy self-image   | <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</p>   | <p><b><u>What can cause committed relationships to change?</u></b><br/>Relationships (including marriage and civil partnership, friends, families, couples).<br/>How our relationships may change as we grow up.<br/>Qualities that enable relationships to flourish.</p>   |

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|    | Building healthy relationships<br>Empathy and compassion   | To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2).<br>To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).  | Skills in maintaining a healthy relationship - expectations and responsibilities.<br>Explain how relationships can change (as we grow up or as circumstances change)<br>Explain why sometimes relationships may change or end.  |
| 19 | Resilience<br>Healthy self-image<br>Building healthy relationships<br>Getting help                     | To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3)<br>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).<br><br><u>Education for a Connected World: Online Relationships:</u><br>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.<br>I can describe the benefits of communicating with a partner online. I can explain how relationships can safely begin (online dating), develop, be maintained, changed and end online.           | <b><u>How to identify healthy vs unhealthy relationships.</u></b><br>Recognise ways in which a relationship can be unhealthy/healthy.<br>Everyone's right to feel safe and happy within a relationship.<br>Signs of unhealthy relationships anywhere: school, home, work, friends, family members.<br>Resolving conflict and giving constructive feedback within relationships.<br>Explore elements of choice, control, coercion - what might these look like in an unhealthy relationship?<br>Healthy relationships should not make you feel unsafe or unhappy.<br>Where can we go if we aren't sure or are worried about a relationship?<br><br><u>Project Evolve Resources:</u><br><a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/</a> |
| 20 | Values, beliefs, decisions, actions.<br><br>Accessing appropriate help.<br><br>Empathy and compassion/ | To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5).<br>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19).<br>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10). | <b><u>What forms can a committed relationships take?</u></b><br>Committed loving relationships - Recognise that two adults may choose to be part of a committed relationship together - a 'couple'.<br>How do 'couples' show love for each other?<br>Understand marriage/civil partnership/cohabiting.<br>Legal age of marriage.<br>Consider different types of relationships including heterosexual, homosexual.<br>Our choices about relationships may be influenced by beliefs and values.<br>Individual right to make their own decisions.<br>Challenge prejudiced view-points and listen openly to the opinions of others and views in this context.   |
| 21 | Values, beliefs, decisions, actions.   | To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6.)   | <b><u>Why is forced marriage illegal?</u></b><br>That marriage must be agreed to by both parties.<br>Some cultural practices can be harmful to others.<br>Forcing anyone to marry is illegal.<br>Individuals have the right to choose who they are in a committed relationship with.  |

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|    | <p>Accessing appropriate help.</p> <p>Healthy self-concept.</p>                                       | <p>To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20).</p>   | <p>Importance of speaking out about forced marriage.</p> <p>Define difference between forced and arranged marriage - Not the same thing.</p> <p>Explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community.</p> <p>If someone were worried about a friend, or another member of their family, who could they speak to? Why might they need to do this quickly?</p>  |
| 22 | <p>Resilience</p> <p>Healthy self-image</p> <p>Building healthy Relationships</p> <p>Getting help</p> | <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</p>   | <p><b><u>How is my body starting to change now?</u></b></p> <p>Changes that happen in puberty.</p> <p>Recap learning from previous years.</p> <p>Changes that happen at different rates for boys/girls, physically and hormonally.</p> <p>Sexual and reproductive organs of both male and female bodies.</p> <p>Correct names of female and male reproductive organs, internal and external:</p> <p>Female: vagina, cervix, uterus, fallopian tube, ovaries, vulva, labia, clitoris, mons pubis, egg</p> <p>Male: testicles, penis, scrotum, foreskin, frenulum, shaft, glans, semen</p> <p>Both: pubic hair, urethra, anus</p> <p>Might need to mention circumcised/uncircumcised?</p> <p>Menstruation and ejaculation (wet dreams) and how to manage both.</p> <p><u>Recommended resource:</u></p> <p><i>PSHE Association Changing and Growing - Lesson 3</i></p> |
| 23 | <p>Resilience</p> <p>Healthy self-image</p> <p>Building healthy relationships</p> <p>Getting help</p> | <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</p> <p>To learn about human reproduction (H19)</p>  | <p><b><u>Can I understand the role of intercourse?</u></b></p> <p><b><u>This lesson is the only one which a child can be withdrawn from (see RSE Policy for fuller details)</u></b></p> <p>About the place of human reproduction in the human lifecycle.</p> <p>How a baby is made and how it grows.</p> <p>How gender parts relate to a baby being made. Process of sexual intercourse.</p> <p>Legal age of intercourse.</p> <p>Sexual intercourse as part of a loving, committed relationship.</p> <p>Meaning of 'consent' to be touched/have intercourse.</p> <p>Intercourse can result in pregnancy.</p> <p>That pregnancy can be prevented.</p> <p>When might a couple decide to have a baby?</p> <p><b><i>Be sensitive to different faiths/cultural views. Factual delivery only.</i></b></p>   |
| 24 | <p>Healthy self-concept</p> <p>Identifying risk</p>   | <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).</p> <p><u>Education for a Connected World:</u></p> <p><u>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing</u></p> | <p><b><u>When/where is it okay for someone else to touch me?</u></b></p> <p>Be able to judge whether physical contact is acceptable/not acceptable.</p> <p>What is acceptable/wanted attention? How do we know if it's acceptable or not?</p> <p>Uh-oh feelings.</p> <p>Need for consent.</p> <p>Look at acceptable touch in the context of:</p>  |

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|    | Making decisions  | <p>online is the same as sharing offline e.g. sharing images and videos.</p> <p>I can explain strategies for assessing the degree of trust I place in people or organisations online.</p> <p>I can explain the differences between active, passive and assumed consent online.</p>  | <p>i) the person, who they are with and their relationship,<br/> ii) where they are,<br/> iii) what the touch is (personal likes and dislikes)</p> <p>Identify sources of help/advice in school, outside school, locally, nationally by phone and online.</p> <p>Differentiate between active/passive and assumed consent for touch.</p> <p>Project Evolve Resources:<br/> <a href="https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/</a></p>  |
| 25 | <p>Self-organisation</p> <p>Management of risk</p> <p>Identifying risk</p>                            | <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread(H12).</p>   | <p><b>What is my responsibility in preventing the spread of infection?</b></p> <p>How the spread of infection can be prevented.</p> <p>Hygiene routines.</p> <p>Protecting themselves and others.</p> <p>Personal hygiene due to changes in puberty.</p> <p>In context of closer relationships:<br/> Spreading germs and viruses through close contact and intercourse.<br/> Use of contraception to prevent spread of germs.<br/> Where to seek help if have concerns.</p>   |
| 26 | <p>Healthy self-concept</p> <p>Empathy and compassion</p> <p>Identifying risk</p> <p>Seeking help</p> | <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (H20).</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (L5).</p> | <p><b>My right to protect my body.</b></p> <p>Everyone has the right to protect their own body.</p> <p>How do we look after our bodies?</p> <p>Unsafe contact and saying 'no'.</p> <p>What Female genital mutilation is - that it is illegal and harmful practice.</p> <p>Why do some cultures carry out FGM - what are the myths?</p> <p>Importance of speaking out - telling a trusted adult.</p> <p>DO NOT NEED TO GO INTO DETAIL OF 4 TYPES of FGM.</p> <p><b>Visitor to deliver ideally - contact FORWARD</b></p> <p>Useful resources:<br/> <a href="https://www.forwarduk.org.uk/">https://www.forwarduk.org.uk/</a><br/> <a href="https://www.forwarduk.org.uk/abridepricerealcost/">https://www.forwarduk.org.uk/abridepricerealcost/</a></p> |
| 27 | <p>Discerning and evaluating.</p> <p>Managing influence.</p> <p>Getting help and support</p>          | <p>For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. (H6)</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7)</p>   | <p><b>When might I need to share a secret with others?</b></p> <p>Think of all the possible reasons for needing to keep a secret. Evaluate them.</p> <p>About confidentiality.</p> <p>When is it appropriate and necessary to break a confidence.</p> <p>Do not keep things to yourself if they 'secret' makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else.</p> <p><i>What might stop someone from wanting to tell someone else a secret?</i></p> <ul style="list-style-type: none"> <li>·Can a secret put someone at risk?</li> <li>·Is telling a secret the same as telling tales?</li> </ul>  |

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|    |   | <p>To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (R9)</p> <p><u>Education for a Connected World: Online Relationships:</u><br/> I can describe actions someone could take if they experience or are targeted by illegal online behaviour.<br/> I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support.</p> | <p><i>·If a secret that might mean someone was hurt or unsafe, was kept, could it put them at further risk?</i><br/> <i>When should a confidence be broken?</i><br/> Warning signs: someone begs them to keep a secret, threatens them or tries to scare them. TELL!</p>   |
| 28 | Resilience<br><br>Self-regulation<br><br>Help and support<br><br>Empathy and compassion | <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).</p>  | <p><b><u>How does it feel when someone I love dies?</u></b><br/> Coping with changes and transition - bereavement focus.<br/> Why might we experience feelings of loss - consider different contexts.<br/> Process of grieving;<br/> How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies?<br/> What sorts of things might help someone with their feelings during times like these?<br/> Where can people get help, advice or support?<br/> <i>Recommended Texts:</i><br/> <i>Sad Book, Michael Rosen,</i><br/> <i>Remembering Mum, Ginny Perkins</i><br/> <i>See Elephant's Tea Party in 'Bereavement' folder.</i></p> |
| 29 | Healthy self-image<br><br>Risk management<br><br>Making decisions                       | <p>To understand what positively and negatively affects their physical, mental and emotional health (H1).<br/> For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1).<br/> To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).</p>  | <p><b><u>How will moving to Secondary School affect me?</u></b><br/> Feelings and common anxieties about secondary school transition.<br/> What are their expectations of secondary school?<br/> Do they have worries?<br/> <i>Suggested resources:</i><br/> Public Health England Transition resources<br/> Young Minds 'Find Your Feet'<br/> <a href="https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/">https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/</a><br/> <b><i>Teacher's discretion to cover further lesson related to transition.</i></b></p>                    |
| 30 | Making decisions<br><br>Self-organisation   | <p>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).</p>   | <p><b><u>How will I get money when I am older?</u></b><br/> Importance of finance in our lives.<br/> Being a critical consumer.<br/> Lifestyle choices. What does 'success' look like? Is it about finance?<br/> Job satisfactions vs financial gain. Career choices.</p>  |

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|    | Decisions and Actions  | To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).  | How shops use 'deals' to entice customers to spend more/buy more than they need.<br>Who really benefits?<br><i>Suggested resources:</i><br><i>Natwest Moneysense - 8-12 yr olds -</i><br><i>Lloyds Bank - Moneysmart Kids - What is the link between jobs and money?</i>   |
| 31 |  | To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14).  | <b>What is 'tax' and why do we pay it?</b><br>What is 'tax'? Relative to income from job (see last lesson).<br>Why do we pay tax? How are taxes collected e.g. V.A.T.<br>How does the government use money collected from taxes?<br>How do we benefit from the use of tax money?<br>How tax is used to meet the needs of everyone, including vulnerable members of society.<br><i>What is tax money used for?</i><br><i>Is it fair that higher earners pay more tax?</i>   |
| 32 | Clarifying own values<br><br>Empathy and Compassion<br><br>Values and beliefs      | To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).  | <b>What is my carbon footprint?</b><br>About how resources are allocated and the effect this has on individuals, communities and the environment.<br>Limited number of resources available for the number of people who want/need them.<br>How are decisions made about who is prioritised?<br>Which environmental issues should be prioritised? Why?<br><i>Who decides how and which resources are allocated?</i><br><i>Is this always fair?</i><br><i>Who is affected by the decisions made?</i><br><i>What can people do if they don't agree?</i><br><i>Suggested resources:</i><br><i>Documentary where lack of care for environment is shown could be the starting point.</i>   |
| 33 | Making decisions<br><br>Self-organisation<br><br>Self-regulation<br><br>Resilience | To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9).<br>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).<br>To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21). | <b>What does it mean to be more independent?</b><br>About independence, increasing responsibility for themselves and keeping safe.<br>Different between risk, hazards and dangers in contexts of water, rail, roads, online.<br>Personal responsibility for themselves and to others.<br>Evaluate the level of risk in different situations by predicting possible consequences and their likelihood.<br><i>How might someone become more responsible for their own safety as they get older?</i><br><i>What is a risk, a danger or a hazard? What sorts of behaviours might include risk?</i><br><i>How can we learn to manage influences and risks and make our own decisions.</i> |

*Where there is space for additional lessons in the annual timetable, teachers may use their professional judgement to do further lessons on content which they feel is necessary for their unique cohort.*