 LONGTON LANE PRIMARY SCHOOL PSHE PHYSICAL HEALTH AND WELLBEING RELATIONSHIPS EDUCATION YEAR Y6

 ‘Believe and Achieve’

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| Mental wellbeing* that mental wellbeing is a normal part of daily life, in the same way as physical health 1
* that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations 2
* how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 4
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 6
* isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 7
* where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) 9
* it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 10

Internet safety and harms* about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing 12
* why social media, some computer games and online gaming, for example, are age restricted 14
* where and how to report concerns and get support with issues online 17

Physical health and fitness* how and when to seek support including which adults to speak to in school if they are worried about their health 21

Drugs, alcohol and tobacco* the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 25

Changing adolescent bodyPupils should know: | * key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 34
* about menstrual wellbeing including the key facts about the menstrual cycle 35

Families and people who care for me* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care 3
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up 4
* that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 5

Respectful relationships* practical steps they can take in a range of different contexts to improve or support respectful relationships 13
* the conventions of courtesy and manners 14
* the importance of permission-seeking and giving in relationships with friends, peers and adults 19

Being safePupils should know:* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 28
* how to recognise and report feelings of being unsafe or feeling bad about any adult 29
* how to ask for advice or help for themselves or others, and to keep trying until they are heard 30
* how to report concerns or abuse, and the vocabulary and confidence needed to do so 31
* where to get advice, for example family, school or other sources 32

\*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. |
| **Autumn Term Weeks 1-4****Belonging to a Community**  | **Autumn Term Weeks 5-8****Respecting Ourselves and Others**  | **Autumn Term Weeks 9-12****Physical Health and Mental Wellbeing** |
| **L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities**L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes**L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced**R21.** about discrimination: what it means and how to challenge it | **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online**R34.** how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | **H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online**H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health**H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations**H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others**H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult**H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement**H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools |
| **Spring Term Weeks 1-4****Safe Relationships**  | **Spring Term Weeks 5-8****Media Literacy and Digital Resilience** | **Spring Term Weeks 9-12****Keeping Safe** |
| **R26.** about seeking and giving permission (consent) in different situations**R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret**R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this**R29.** where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | **H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming**L11.** recognise ways in which the internet and social media can be used both positively and negatively**L13.** about some of the different ways information and data is shared and used online, including for commercial purposes**L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images**L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation | **H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming**H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break**H47.** to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others**H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines);**H49.** about the mixed messages in the media about drugs, including alcohol and smoking/vaping**H50.** about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns |
| **Summer Term Weeks 1-4****Family and Friendships** | **Summer Term Weeks 5-8****Money and Work** | **Summer Term Weeks 9-12****Growing and Changing** |
| **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)**R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different**R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong**R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others**R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart**R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability | **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’**L22.** about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe**L23.** about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations**L24.** to identify the ways that money can impact on people’s feelings and emotions | **H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools**H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ **H35.** about the new opportunities and responsibilities that increasing independence may bring**H36.** strategies to manage transitions between classes and key stages |