

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	Relationships		Living in the wider World		Health and Wellbeing	
Objectives to cover (Directly from NC)	<p>To understand 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’.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitments 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.</p> <p>To understand 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 the decision freely for themselves. 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.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</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.</p> <p>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.</p>		<p>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.</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. To learn that these are universal and are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>To know that there are some cultural practices which are against British Law and universal rights.</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To explore and critique how the media present information, To critically examine what is presented to them in social media and what 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.</p> <p>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.</p> <p>To learn what is being meant by enterprise and begin to develop enterprise skills</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. How to recognise bullying and abuse in all its forms.</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</p> <p>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvements, set high aspirations and goals.</p> <p>To differentiate between the terms risk, danger, and hazard. To recognise, predict and assess risks in different situations and decide how to manage them responsibly and use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. 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.</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. Develop skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. How to recognise bullying and abuse in all its forms.</p>	

LQ1	How do I understand the qualities of healthy relationships?	Where and how do I get advice and report concerns about personal safety, including online?	How do I understand what prejudice means?	How do I understand the rules and laws relating to sharing things online?	How do I understand that mental wellbeing is a normal part of daily life? (include mental ill health)	How can I protect personal information online and identify the potential risks of personal information being misused?
LQ2	How do I understand what marriage and civil partnership means?	How do I assess the risk of different online 'challenges' and 'dares'?	How can I recognise the differences between prejudice and discrimination?	How do I recognise what is appropriate to share online?	How can I understand that anyone can be affected by mental ill-health and that there is help and support available? (help inside and outside of school)	How do I identify types of images that are appropriate to share with others and those which might not be?
LQ3	How do I understand the difference between gender identity and sexual orientation and everyone's right to be loved?	How do I understand what consent mean and how do I seek and give/not give permission in different situations?	How can I recognise acts of discrimination and strategies to respond to and challenge them?	How do I understand the role money plays in people's lives, attitudes towards it and what influences decisions about money?	To recognise negative and positive experiences that may affect mental wellbeing?	How do I understand that images or texts can be quickly shared with others, and the impact of this might be?
LQ4	How do I understand what it means to be attracted to someone and different kinds of loving relationships?	How do I understand how to be a positive role model?	How do I recognise stereotypes in different contexts and the influence they have on attitudes?	How do I understand how companies encourage customers to buy things and why it is important to be a critical consumer?	How do I understand changes that may occur in life including death, and how these can cause conflicting feelings?	How do I recognise the laws relating to drugs common to everyday life and illegal drugs?
LQ5	How do I understand that people have the right to choose whom they marry? (forced marriage is illegal)	How do I discuss issues respectfully?	How can I recognise the benefits of safe internet?	How can I recognise the importance of having or not having money and how this can impact on emotions, health and wellbeing?	How can I develop strategies that can help someone cope with the feelings associated with change or loss?	How do I recognise why people choose to use or not use drugs and the organisations where people can get help and support?
LQ6	How do I compare the features of a healthy and unhealthy friendships?	How do I constructively challenge points of view I disagree with?	How can I understand how and why images online might be manipulated, altered or faked?	How can I recognise the common risks associated with money, including debt, fraud and gambling?	How can I balance time online with other activities to help maintain my health and wellbeing?	How can I understand about human reproduction in the context of the human lifecycle? (SRE lessons optional)
LQ7	How do I respond to peer pressure including online?		How do I understand why people choose to communicate through social media and some of the risk and challenges?	How can I understand how money can be gained or lost e.g. stolen, scams, gambling and how these put people at financial risk?	How can I understand the transition to secondary school and how this may affect my feelings?	How can I understand how a baby is made and how it grows? (SRE lessons optional)