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| Year 6  **Autumn 1**  **Me and My Relationships** | Solve the friendship problem | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* |  |
|  | Assertiveness skills | * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* |  |
|  | Behave yourself | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *Respectful relationships* * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* |  |
|  | Dan’s day | * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. *Families and people who care for me* * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships* * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties *Caring friendships*. * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* |  |
|  | Don’t force 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. *Families and people who care for me* * 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. *Families and people who care for me* * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *Families and people who care for me* * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* |  |
|  | Acting appropriately | * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *Respectful relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know *Being safe*. * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe*. * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe*. * Where to get advice e.g. family, school and/or other sources. *Being safe* |  |
|  | It’s a puzzle | * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. *Online relationships* * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* * How information and data is shared and used online. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe*. * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe*. * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe*. |  |
| **Autumn 2**  **Valuing Difference** | OK to be different | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring relationships* * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *Respectful relationships* |  |
|  | We have more in common than not | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *Respectful relationships* |  |
|  | Respecting differences | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* |  |
|  | Tolerance and respect for others | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* |  |
|  | Advertising friendships | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring relationships* * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring relationships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring relationships* * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *Caring relationships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring relationships* |  |
|  | Boys will be boys? –challenging gender stereotypes | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help *.Respectful relationships* * What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships* |  |
| **Spring 1**  **Keeping Myself Safe** | Think before you click | * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. *Online relationships* * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* |  |
|  | Traffic lights | * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How information and data is shared and used online. *Online relationships* |  |
|  | To share or not to share? | * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How information and data is shared and used online. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* |  |
|  | Joe’s story (Part1) | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring relationships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring relationships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring relationships* * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* |  |
|  | Joe’s story (Part 2) | * That families are important for children growing up because they can give love, security and stability. *Families and people who care for me* * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring relationships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring relationships* * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *Caring relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* |  |
| **Spring 2**  **Rights and Responsibilities** | Two sides to every story | * What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships* |  |
|  | Fake book friends | * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships* * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* |  |
| **Summer 1**  **Being My Best** | What’s the risk? (1) | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring relationships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring relationships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring relationships* * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * The importance of self-respect and how this links to their own happiness * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *Respectful relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* | **Science**  **Y6 animals including humans**  Recognise the impact of diet, exercise, drugs and life style on the way their bodies function.  Explore scientific research about the relationship between diet, exercise, drugs, lifestyles and health. |
|  | What’s the risk? (2) | * That families are important for children growing up because they can give love, security and stability. *Families and people who care for me* * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context *Being safe*). * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* |  |
| **Summer 2**  **Growing and Changing** | Helpful or unhelpful? Managing change | * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. *Families and people who care for me* * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. *Families and people who care for me* |  |
|  | I look great! | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* |  |
|  | Media manipulation | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* * What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships* * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships* |  |
|  | Pressure online | * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships* * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* * How information and data is shared and used online. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | Is this normal? | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. *Respectful relationships* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* | Health education   * Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes * About menstrual wellbeing including the key facts about the menstrual cycle |
|  | Dear Ash | * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* * Where to get advice e.g. family, school and/or other sources. *Being safe* |  |