

Year 6

Health and Wellbeing:

What is meant by a healthy lifestyle and how to maintain, manage risks and the different influences of physical, mental and emotional health and wellbeing.

Managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing, including keeping physically and emotionally safe, and to recognise sources of help with this including how to respond in an

H1. What positively and negatively affects their physical, mental and emotional health.

H3. 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.

H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

H6. 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.

H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

H8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.

H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.

H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.

H16. What is meant by the term 'habit' and why habits can be hard to change.

H17. 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.

H18. How their body will, and their emotions may, change as they approach and move through puberty.

H19. About human reproduction.

H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that 12 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.

H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

H24. 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 etc.)

H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

AFL Questions

- ***What examples are there where things we see in the media might not be trustworthy?***
- ***What impact does physical health have on our overall wellbeing?***
- ***Is all physical contact appropriate? When is/isn't it?***
- ***Who can you talk to if a situation makes you feel uncomfortable or concerned?***
- ***What changes can we experience in our lives and how might we manage them?***
- ***What do we know about human reproduction?***

Relationships:

How to develop and maintain a variety of health relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse and how to respond and ask for help. How to respect equality and diversity in relationships.

R1. To recognise and respond appropriately to a wider range of feelings in others.

R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.

R5. That civil partnerships and marriage are examples of 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.

R6. That marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.

R7. That their actions affect themselves and others.

R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

R10. 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 others' points of view.

R11. To work collaboratively towards shared goals.

R12. 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.

R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.

R19. 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.

R20. 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.

R21. 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.

AFL Questions

- ***Why and how do friendships change and develop?***
- ***What is the difference between someone's gender and their sexual orientation?***
- ***What is meant by 'personal boundaries' and how can they be respected?***
- ***What is marriage and what is a civil partnership? What does the law state about them?***
- ***When is it wrong to expect someone to keep a secret?***

Living in the wider world

Respect for self and others, including diversity and equality within different groups and communities, and how to be a productive member of a diverse community. Rights and responsibilities as family members and citizens and the importance of responsible behaviours and actions. A basic understanding of enterprise, where money comes from, keeping safe and the importance of managing in effectively.

L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

L3. 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.

L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.

L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).

L7. 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.

L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

L12. To consider the lives of people living in other places, and people with different values and customs.

L15. 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.

L17. To explore and critique how the media present information January 2017 additions:

L18. 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 misrepresent or mislead; the importance of being careful what they forward to others.

AFL Questions

- ***Why is it important to discuss and debate topical issues and what should be considered when offering recommendations for a solution?***
- ***Why shouldn't we believe everything on the internet?***
- ***As we get older, what different types of responsibilities might we have at home, school and the wider community?***
- ***What is set out in the United Nations Declaration of the Rights of the Child?***
- ***What resources do we all rely on in our lives and how can the choices we make in the use of these have an impact?***