



PSHE/Relationships and Health Education: Year 6

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Working together	• Identify skills needed for a collaborative approach to a task; • Demonstrate effective, assertive communication; • Demonstrate how to build kind relationships by including others, respecting their ideas and celebrating their successes; • Demonstrate how to settle differences of opinion respectfully in order to find a compromise.
Let's negotiate (optional)	• Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Solve the friendship problem	• Recognise that healthy friendships can support wellbeing; • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach; • Identify when and how to seek help if a friendship is making someone unhappy or uncomfortable.
Dan's day	• Recognise that our feelings can affect our behaviour; • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways to positively manage feelings and react to frustration; • Suggest ways that people can respond more positively to others.

Behave yourself	• Recognise and empathise with patterns of behaviour in peer-group dynamics; • Identify basic emotional needs and recognise that they change according to circumstance; • Recognise that different people may feel or react differently to situations; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Assertiveness skills	• Recognise peer influence and pressure; • Describe and demonstrate some assertive behaviours; • Recognise the importance of respecting the needs and wishes of others; • Identify when, why and how to seek help if needed.
Don't force me	• Describe different ways in which people show their love and commitment to each other; • Identify the ages at which a person can marry or have a civil partnership; • Recognise that everyone has the right to be free to choose who and whether to marry or have a civil partnership; • Identify when and how to seek help if they are concerned about their own or others' safety.
Acting appropriately	• Recognise safe and unsafe behaviours, and identify physical and emotional responses that people may have to them; • Identify parts of the body that are private, and recognise that some inappropriate touch is also illegal; • Describe how to respond to uncomfortable or unsafe situations assertively; • Identify safe adults, and other sources of support and advice that can help if they are concerned about their own or others' safety.

VALUING DIFFERENCES	LEARNING OUTCOMES
Ok to be different	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.
We have more in common than not	• Appreciate that all people are unique but that we have far more in common with each other than what is different about us;

	• Recognise that everyone should be treated with respect; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	• Appreciate diversity in behaviour across different cultures; • Recognise the shared responsibility we have to respect and care for others; • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	• Understand and explain the term prejudice and discrimination; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Advertising friendships!	• Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe other types of relationships (e.g. neighbour, parent/carer, relative) and why they are important to us; • Recognise when a relationship is making us feel uncomfortable or unsafe and how to seek help from safe adults.
Boys will be boys? Challenging gender stereotypes	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that we are all unique, and the responsibility we have to respect others; • Challenge stereotypical gender portrayals of people respectfully and assertively.

KEEPING SAFE	LEARNING OUTCOMES
Thinking before you click!	• Explain how information can spread rapidly online and why false information can be difficult to stop; • Recognise the difference between reliable information and misinformation or disinformation; • Understand that online actions leave a digital footprint and are very difficult to remove completely; • Apply strategies to make safe and responsible choices before posting, sharing or responding online.

It's a puzzle (optional)	• Identify how to protect their personal information and privacy online; • Recognise the importance of strong passwords and secure online accounts; • Demonstrate respectful and responsible behaviour when communicating and sharing content online; • Know how to respond to online risks, including unwanted contact, bullying and inappropriate content.
To share or not to share?	• Recognise the importance of privacy, consent and boundaries when sharing content online; • Assess the risks and consequences of sharing photos, videos and personal information online; • Recognise how online behaviour can contribute to a lasting digital footprint; • Identify strategies and sources of support for staying safe and responding to online risks.
Rat park	• Explain the difference between a habit and an addiction; • Recognise that addiction can be influenced by a person's environment, relationships and emotional wellbeing; • Identify healthy ways to meet emotional needs and support positive wellbeing.
What sort of drug is..?	• Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
Drugs: it's the law!	• Explain the difference between legal and illegal drugs and understand why laws exist to regulate them; • Recognise that all drugs, including medicines, can be helpful or harmful depending on how they are used; • Apply their understanding of drug-related laws to real-life situations and scenarios; • Identify sources of support for people who are worried about drug use or addiction.
Alcohol: what is normal?	• Recognise that most young people choose not to drink alcohol; • Explain the short- and long-term effects of alcohol on health and wellbeing; • Recognise how perceptions, media and social influences can affect beliefs about alcohol use.

Joe's story (optional)	• Identify how emotional needs support wellbeing; • Recognise how friendships and other influences can affect choices; • Identify healthy ways to meet emotional needs and cope with challenges; • Recognise how healthy relationships, self-esteem and safe adults can support positive choices.
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RIGHTS AND RESPECT	LEARNING OUTCOMES
Two sides to every story	• Identify and explain the difference between facts, opinions and bias in news reports; Analyse how language and selective use of facts can be used to present different viewpoints on the same issue; • Understand how bias and stereotyping in the media can influence attitudes and lead to unfair or harmful views; • Develop skills in evaluating news and information, including recognising bias and respectfully challenging stereotypes.
Fakebook friends	• Understand that people may present an unrealistic version of themselves on social media; • Explain how online posts and profiles can create misleading impressions about people's lives and experiences; • Recognise that information shared online may not always be accurate or truthful, and to question what that is; • Describe safe and responsible behaviours when using social media, including thinking carefully before sharing content.
What's it worth?	• Understand the benefits of saving money and the different ways money can be stored safely; • Explain the factors that influence the value and price of items; • Recognise how choices about spending can be influenced, including pressures in online games and digital environments; • Apply decision-making skills when saving, spending and valuing items, including considering needs, wants and affordability.

Jobs and taxes (optional)	• Recognise that different jobs require different skills, responsibilities and levels of training, which can influence how they are valued and paid; • Explain why people, earn different amounts of money and how decisions about pay can be made fairly; • Recognise what taxes are and how they are used to fund public services; • Evaluate the importance of different public services and develop informed opinions about how public money should be spent..
Happy shoppers	• Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
Action stations (optional)	• Understand the role and purpose of voluntary, community and action groups in supporting and improving society; • Explain how these groups help different people, causes and communities, including health, wellbeing and environmental issues; • Present information about a chosen group and encourage others to support or get involved with its work.
Democracy in Britain 1 – Elections	• Understand, consider and implement the 5 fundamental British Values
Democracy in Britain 2 – How (most) laws are made	• Develop their research skills; • Gather information and form ideas about environmental projects; • Understand the importance of looking after the environment.
Community art (optional)	• Define the term 'community'; • Recognise the benefits to mental health and wellbeing of being part of community groups; • Understand the value of community members and how they can be valued for contributing to communities.

BEING MY BEST	LEARNING OUTCOMES
This will be your life!	• Identify personal aspirations and goals for the future; • Explore the steps, skills and support needed to achieve long-term goals; • Recognise that challenges and mistakes are part of working towards a goal.
Our recommendations	• Research a health or wellbeing issue using reliable sources of information; • Explore how healthy eating choices can support physical and emotional wellbeing; • Present informed recommendations to improve health and wellbeing.
What's the risk? (1)	• Identify risk factors in a given situation, including online environments; • Explain the possible outcomes of risk-taking in a given situation, including emotional risks; • Recognise where to go for advice and support when feeling worried or concerned about something online.
What's the risk? (2)	• Identify and assess risks in a range of everyday and online situations; • Evaluate the possible consequences of taking risks; • Explore strategies for managing and reducing risks; • Recognise how personal opinions and social influences can affect.
Basic first aid (including sepsis)	• Identify how to respond safely and appropriately in a range of first aid situations; • Describe basic first aid skills that can help someone who is injured or unwell; • Recognise the signs of serious illness, including sepsis, and identify where to seek support.
Five Ways to Wellbeing project	• Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle; • Give examples of how they can be implemented in people's lives.

GROWING AND CHANGING	LEARNING OUTCOMES
I look great!	• Recognise that technology can be used to create fake or altered images or films of people; • Explain how these unrealistic images can often affect people's feelings about their own appearance; • Identify personal qualities that are important beyond physical appearance; • Suggest positive ways to respond to pressure to look or act in a certain way.
Media manipulation	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people
Pressure online	• Describe the risks of sharing images online and how these are hard to control, once shared; • Recognise that people need permission before they share images of someone else; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Helpful or unhelpful? Managing change	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Identify helpful strategies for dealing with changes that can prompt difficult feelings; • Identify people who can support someone who is dealing with a challenging time of change.
Is this normal?	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety.