

Autumn Term	Spring Term	Summer Term
<b>Theme: Health and Wellbeing</b>	<b>Theme: Relationships</b>	<b>Theme: Living in the wider world</b>
<i>Where we learn to keep ourselves and others happy, healthy and safe in the world around us.</i>		
<p><b>Key Objectives:</b></p> <p><b>Lesson 1: Can I identify the ways in which Social Media may affect me?</b></p> <ul style="list-style-type: none"> <li>• To recognise how information in the media (and online) can affect how people feel about themselves</li> <li>• I know what social media is</li> <li>• I know that information on social media doesn't always reflect reality</li> <li>• I know that social media can affect how people feel about themselves</li> <li>• I know that sometimes people mask their real feelings</li> </ul> <p><b>L1 Key Vocabulary: Social media Emotions Feelings</b></p> <p><b>Lesson 2: Can I explore the risks of alcohol?</b></p> <ul style="list-style-type: none"> <li>• To begin to understand the risks of alcohol.</li> <li>• I understand the risks of drinking alcohol.</li> <li>• I can explain why some adults drink alcohol.</li> <li>• I can explain why some adults choose not to drink alcohol.</li> </ul> <p><b>L2 Key Vocabulary: excessive alcohol choice risk short term long term responsible</b></p> <p><b>Lesson 3: Can I understand the influence others can have on us when making a decision? (Alcohol, drugs and tobacco)</b></p> <ul style="list-style-type: none"> <li>• To begin to understand the influence others have on us and how we can make our own decisions.</li> <li>• I can explain some things I can make my own decisions about.</li> <li>• I understand that other people might try to influence my decisions and choices</li> <li>• I know some strategies I can use to overcome pressure from others.</li> </ul> <p><b>L3 Key Vocabulary: influence choice for against decision pressure peer pressure peer acceptance</b></p> <p><b>Lesson 4: Can I understand the changes that happen to me during puberty? (Parental consent)</b></p> <ul style="list-style-type: none"> <li>• To understand the changes that happen during puberty.</li> <li>• I understand changes that happen during puberty for boys, girls and both.</li> <li>• I can name the parts of the body.</li> <li>• I can use my knowledge to answer other people's problems.</li> </ul> <p><b>L4 Key Vocabulary: puberty change cervix ovary fallopian tube uterus vagina vulva clitoris vaginal opening labia penis bladder testicle scrotum sperm duct breasts nipples.</b></p> <p><b>Lesson 5: Can I understand what conception means? (Parental consent)</b></p> <ul style="list-style-type: none"> <li>• To understand the biology of conception.</li> <li>• I understand the menstrual cycle.</li> <li>• I understand how a baby is conceived.</li> </ul> <p><b>L5 Key Vocabulary: sperm egg erection fertilise conception sexual intercourse relationship</b></p> <p><b>Resources</b> See Kapow individual lesson plan and linked resources.</p>	<p><b>Lesson 1: Can I understand that respect is an important part of relationships?</b></p> <ul style="list-style-type: none"> <li>• To understand that respect is two-way and how we treat others is how we can expect to be treated.</li> <li>• I understand respect is an important part of relationships</li> <li>• I can explain how I want to be respected</li> <li>• I understand that I should treat others how I expect to be treated myself</li> </ul> <p><b>L1 Key Vocabulary: Respect Demonstrate Peers Online Disrespect</b></p> <p><b>Lesson 2: Can I explore the concept of marriage?</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of marriage</li> <li>• I understand that marriage is a legal commitment.</li> <li>• I understand that marriage is an individual choice.</li> <li>• I can explain why people might decide to get married.</li> </ul> <p><b>L2 Key Vocabulary: Wedding Marriage Choice Religion Legal Lifelong</b></p> <p><b>Lesson 3: Can I explore stereotypes?</b></p> <ul style="list-style-type: none"> <li>• To understand stereotypes and be able to share information on them</li> <li>• I understand a range of stereotypes</li> <li>• I can identify key information on a topic</li> <li>• I can effectively share information on a topic</li> </ul> <p><b>L3 Key Vocabulary: Stereotype Message</b></p> <p><b>Lesson 4:</b></p> <p><b>Lesson 5: Can I recognise prejudice and discrimination?</b></p> <ul style="list-style-type: none"> <li>• To recognise prejudice and discrimination and learn how this can be challenged</li> <li>• I understand what prejudice and discrimination are and why they are wrong</li> <li>• I can explain how I might challenge prejudice and discrimination</li> </ul> <p><b>L5 Key Vocabulary: Prejudice Discrimination Segregation Tackling Overcoming Homosexual/ gay</b></p> <p><b>Resources</b> See Kapow individual lesson plan and linked resources.</p>	<p><b>Lesson 1: Can I explore and understand my human rights?</b></p> <ul style="list-style-type: none"> <li>• To understand human rights, including the right to education.</li> <li>• I understand human rights are there to protect everyone</li> <li>• I can explain why education is important and is included as a human right</li> <li>• I understand why individuals campaign for causes they believe in</li> </ul> <p><b>L1 Key Vocabulary: Education Human rights</b></p> <p><b>Lesson 2: Can I understand how to show care and concern for others?</b></p> <ul style="list-style-type: none"> <li>• To understand how to show care and concern for others</li> <li>• I understand that I have responsibilities towards other people and living things</li> <li>• I can explain how I care about things in my day to day life</li> <li>• I can explain the issues or causes I care about</li> </ul> <p><b>L2 Key Vocabulary: Care Responsibility Concern Issue Cause</b></p> <p><b>Lesson 3: Can I understand the role of pressure groups?</b></p> <ul style="list-style-type: none"> <li>• To recognise the role of pressure groups.</li> <li>• I understand what a pressure group is.</li> <li>• I can explain how pressure groups can bring about change.</li> </ul> <p><b>L3 Key Vocabulary: pressure group change charity campaign celebrities</b></p> <p><b>Lesson 4: Can I begin to understand how government works?</b></p> <ul style="list-style-type: none"> <li>• To begin to understand how government works</li> <li>• I understand how government works</li> <li>• I can identify some roles in government</li> <li>• I can explain some ideas I have for the government</li> </ul> <p><b>L4 Key Vocabulary: Government Cabinet Prime Minister MP Elected Tax</b></p> <p><b>Lesson 5: Can I understand how budgeting money is an important part of spending money?</b></p> <ul style="list-style-type: none"> <li>• To understand how to put together a weekly budget</li> <li>• I understand that having a budget helps people know how much they can spend and prioritise spending</li> <li>• I can devise a budget</li> <li>• I understand that income might change and how families might deal with this</li> <li>• I understand some of the feelings associated with money</li> </ul> <p><b>L4 Key Vocabulary: Want Need Income</b></p> <p><b>Resources</b> See Kapow individual lesson plan and linked resources.</p>

**Cross-Curricular Links:**

**Computing:**

I can explain how someone would report online bullying in different contexts.

I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity

I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

**Enrichment:**

**Autumn:**

**Spring: Mindfulness afternoon (Parent Workshop)**

**Bike ability – Bee Active**

**Summer:**

**Key Skills which can be revisited throughout other Subject Areas:**

**Daily Mood tracker – Emotions**

**P.E- Healthy choices**

**Computing- Being safe online.**

**Key Days:**

**World Mental Health Day (October)**

**Children in need (November)**

**Anti-Bullying Week. (November)**

**Red Nose day (March)**

**Safer Internet day (February)**

**Earth Day (April)**

**World Day for Cultural Diversity (May)**

**International Friendship Day (July)**

**Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.**

- k. to explore how the media present information.
  - that people sometimes behave differently online, including by pretending to be someone they are not.
  - 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.
  - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
  - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
  - how information and data is shared and used online.
  - which commonly available substances and drugs are legal and illegal, their effects and risks;
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- c. about how the body changes as they approach puberty;
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

**Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.**

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- e. to recognise and challenge stereotypes;
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;

**Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.**

- a. to research, discuss and debate topical issues, problems and events;
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

**By the end of Year 6 children will be able to:**

Know the influence social media can have and identify its distortion of the real world.

Know the impact and risks of alcohol and understand how others may influence their use of drugs, tobacco and alcohol.

Know the changes that happen to them during puberty.

Know the biology of conception.

Know that respect plays a vital part in relationships.

Understand the concept of marriage and the legal commitment of marriage.

Identify a range of stereotypes within society.

Know what prejudice and discrimination is.

Know their human rights.

Identify the government's role in our country.

Know to budget money.