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PSHE/RHE Year 6

Theme	Children should learn…
Friendships and relationships	• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Staying safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.
Staying safe online	• 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.

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Physical Health	• How and when to seek support including which adults to speak to in school if they are worried about their health. • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Mental Health	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • What bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Sex Education	Non-statutory content for PSHE but we will teach sex education at Uplands through PSHE and Science in Year 6.
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
First Aid	• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Living in the wider world	• To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

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	• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • What is meant by enterprise and begin to develop enterprise skills • To explore and critique how the media present information • 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 •

British values and school behaviours	• The school behaviours are:
	   o Respectful, kind, resilient, brave and motivated
	• The five British Values are:
	   o Democracy
	   o The rule of law
	   o Individual liberty
	   o Mutual respect
	   o Tolerance of those of different faiths and beliefs.

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