

Deykin Avenue J.I. School – Relationships and Health Education scheme of work for Year 6

British Values and Law	Healthy Relationships	Keeping Myself Safe	My Healthy Body	Finance and Jobs.	Transition Y6- Y7
Unit 1: British Values and Law					
Pupils should know...	Suggested Teaching and Learning Activities			Links to RSHE	
<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <i>(Used to be between a man and a woman, can now be between two men or two women as well.)</i> what a stereotype is, and how stereotypes can be unfair, negative or destructive. <i>(Cover gender, race, religion, age, disability, etc. and the impact of the media in reinforcing equal opportunities.)</i> about the rule of law and that everyone in this country is equal. about individual liberty. know their individual rights and responsibilities at home, in school and in the community gain simple knowledge about the law and understand that rules and the law are designed to protect appreciate the positive impact of human beings on plants, animals and the environment 	<ul style="list-style-type: none"> Use of television, magazine and hoarding advertisements to explore, persuasion, target group and equal opportunities. Presentation of issues in a range of media. Making a DVD, CD or photograph display to communicate class views on an issue such as bullying, racism or disability. Compiling a rights and responsibilities list looking at the <i>UN Convention on the Rights of the Child</i>. Use short case studies to illustrate laws which children must maintain or are protected by. Talk to local police officers about laws and how they are enforced. A mock election, producing manifestoes. A mock court trial taking on the role of judge, barristers, jury, etc. A visit to a court if possible. Discuss what is meant by national and ethnic identities. Look at a world map. Identify the UK. Indicate as an example, the places your own parents, grandparents and earlier ancestors originate from Scenario cards – children to decide which are appropriate and which are not. Linked to equality, eg, an employer chooses a white man instead of a black woman because the man will not have to take maternity time off from work and the employer doesn't trust black people, etc. Create a story showing a society with no rules/laws and the negative effect it has on the people/wildlife. Lessons 1-6 Year 6 Birmingham plans (including puberty) – Being a respectful and responsible individual – additional links to RSHE. <p style="text-align: center; color: red; margin-top: 20px;">Self-image and identity EVOLVE</p> <ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. 			<ul style="list-style-type: none"> Families and people who care for me Respectful relationships 	

Unit 2: Healthy Relationships

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Make links to domestic abuse.) • 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. (Think about how they react when they fall out with their friends and the emotions that are involved.) • 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. (Discuss what we mean by uncomfortable – may be different for different people.) • the importance of self-respect and how this links to their own happiness. (Explain what we mean by self-respect.) • 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. (Equality for all and mutual respect – British values) 	<ul style="list-style-type: none"> • Women's Aid Year Six lesson – Court Room Game. • Watch Body language – BBC Bitesize - YouTube and discuss how we can read body language, eg for people's feelings, to tell if someone is lying, etc. • Drama strategies to explore feelings – <i>freeze frame, role play, hot-seating, etc.</i> • Artwork, looking at artists' work, music to explore language of feelings and emotions. • Newspaper photographs and pictures as triggers to discuss body language, emotions, conflict situations and consequences. • Pupils could draw themselves in the middle of a large sheet of paper and then draw, or get a photo of, people they are close to and put around themselves and write about them • Ask the pupils to think of different relationships in their network. Which are good? Which vary? Which cause tension? Could be sensitive so be discreet. • Class teacher to ask small group of pupils to think about what makes a good friend and to give examples of when someone has been a good friend to them (or they've been a good friend to someone else). Discuss ideas • Pupils could make an 'advert' for a good friend: "Wanted – Good Friend", must have/must be, etc. as a list. Display work • Explore what is 'not okay' in a relationship. Along with general negative qualities ensure points which could link to 'being groomed' for sexual exploitation, are covered. E.g. Is it ok if: <ul style="list-style-type: none"> ○ there is a large age difference when young? (12yr old 'going out' with a 16yr old or 14yr old with an 18yr old OR OLDER!); ○ there is an imbalance of power/control in the relationship? ○ someone is being asked to keep inappropriate secrets? ○ someone is being asked to do things they do not want to do? ○ someone is being asked not to continue seeing friends/family? ○ someone is 'buying' friendship/relationship by giving presents or items e.g. jewellery, chocolates, etc. • Different sorts of touch – talking about comfortable and uncomfortable feelings. 	<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships

Unit 3: Keeping Myself Safe

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • 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. (Examples of good and bad secrets.) • that people sometimes behave differently online, including by pretending to be someone they are not. (Grooming – leading to potential sexual abuse.) • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Never share personal information.) • how information and data is shared and used online. (Once on the internet, can never be certain it has been deleted. Anyone can copy it.) • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. (Include cyberbullying, stalking, identity theft, etc.) • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (Also include photoshopping and celebrities who have been trolled.) • how to be a discerning consumer of information online including understanding that information, 	<ul style="list-style-type: none"> • Show what information is needed when ringing 999 and when this number is to be used. • Discuss the negative consequences of keeping 'bad' secrets. What is meant by a 'bad' secret? Give scenario cards for the children to think about and discuss. • Watch Risks children face online: Grooming (Primary) - YouTube about grooming. (Check it is suitable for your class beforehand.) • How many online friends do you have that you do not know? What info do you know about them, and what do they know about you? Have you lied to them, eg, told them a wrong name? How do you know they are truthful? Eg, are they a child or an adult pretending to be a child? • Look at cyberbullying and how and why this can be harmful. • Discuss sexting/sending naked photos to someone they either know or don't know. Why do some people do this? Once these photos have been sent, they can be copied and sent to hundreds or thousands of other people around the world. NSPCC: I saw your willy - YouTube . • https://www.ceop.police.uk/ceop-reporting/ report to CEOP. • What is trolling? Another form of cyberbullying. Look at the effects this can have on mental health and why. • St John Ambulance (or another similar organisation) to deliver first aid training. <p style="color: red; text-align: center;">SELF IMAGE AND IDENTITY EVOLVE</p> <ul style="list-style-type: none"> • I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. • I can explain the importance of asking until I get the help needed. <p style="color: red; text-align: center;">ONLINE RELATIONSHIPS EVOLVE</p> <ul style="list-style-type: none"> • I can explain how sharing something online may have an impact either positively or negatively. • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. 	<ul style="list-style-type: none"> • Being safe • Online relationships • Internet safety and harms • Basic first aid

including that from search engines, is ranked, selected and targeted.

- where and how to report concerns and get support with issues online.
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example, dealing with common injuries, including head injuries.

- I can describe how things shared privately online can have unintended consequences for others. e.g screen shots.
- I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

ONLINE BULLYING EVOLVE

- I can explain how someone would report online bullying in different contexts.
- I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me

Unit 4: My Healthy Body

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Focus on illegal drugs, glue sniffing, etc and potential links to crime, eg, county lines.) • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Signs that you should see a doctor. also discuss, eg, bulimia, anorexia and other dangerous eating disorders.) • the facts and science relating to allergies, immunisation and vaccination. (Make links through science as well as to Covid 19.) • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (Important to look after our physical and mental health.) • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (Make links to Covid and lockdown.) • 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.) (No shame in asking for help.) 	<p><u>What do we already know and understand about drugs?</u> Use a 'draw and write' activity, to assess the children's current levels of knowledge and understanding about medicines and drugs. Display and discuss the children's answers. Explain that drugs can include medicines, alcohol, tobacco, illegal drugs, i.e. 'legal drugs' (sometimes called legal highs), glues and other volatile substances, as well as everyday substances such as caffeine</p> <p><u>What do we know about solvents?</u></p> <ul style="list-style-type: none"> • Write 'Solvents' and 'Volatile Substances' on the board and ask what they mean. Has anyone seen/heard of someone sniffing solvents/volatile substances? What would they/did they do? Explore the difference between risk, danger and hazard • Give out a copy of the quiz with true/false answers and let children fill them in. Discuss answers and clarify uncertainties and allow class to ask questions. One of the questions could be: <ul style="list-style-type: none"> ○ "If a friend was sniffing solvents, I would ... <ul style="list-style-type: none"> a) do nothing b) tell an adult c) try to help them stop d) try it myself e) something else ... <p><u>What influences me?</u></p> <ul style="list-style-type: none"> • Write 'Influence' on the board and discuss what it means • Children write 'Me' in the middle of a piece of paper. Write down very close to the word 'Me' those people who influence them a lot. Next write the names of those people who have some influence a little further away from 'Me'. Finally around the edge of the paper write the names of those who have only a little influence over them. (Can include film stars/TV personalities/sports people, etc.) • Discuss drawings in pairs or small groups <ul style="list-style-type: none"> ○ Underline those people who are good influences on them ○ Circle all those who may have a less positive influence on them • Discuss how easy/hard it is to ignore the influence of others when we think they are wrong. How hard/easy is it to decide for yourself? Awareness of conflicting emotions and when they might need to listen to their emotions or overcome them • In small groups ask children to identify/imagine drug related situations they may be in. Groups choose one situation and develop a role play, e.g. finding drugs; responding to a friend who is under the influence of drugs; being offered drugs. Perform the role play discussing how realistic they are: <ul style="list-style-type: none"> ○ What are the choices? ○ What is a sensible choice? 	<ul style="list-style-type: none"> • Drugs, alcohol and tobacco • Health and prevention • Mental wellbeing • Changing adolescent body

- 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. ([Who can help us?](#))
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ([Separate boys and girls learn about the changes to the other gender's bodies.](#))
- about menstrual wellbeing including the key facts about the menstrual cycle. ([Boys and girls only in Y6.](#))
- Know the correct names and terms for private body parts.

- Was there any peer pressure involved?

Would that really happen?

What influence does peer pressure have on me?

- In groups ask children:
- What people say to persuade others to take drugs, e.g. make you feel if you don't want to join in
- What people can do to resist
- Where can people who have a drug problem (or someone close to them has a problem) get help?
- Explain that if you feel good about yourself, it will help you resist unwanted pressure from other people. Ask children to name 3 things they like
- About where they live
- Going out on their own or with friends
- About themselves – may need help with this one!
- Put children into groups. Ask each to do a role play based on the following:
 - 2 friends trying to persuade 2 friends of same age to take a drug
 - 2 friends trying to persuade 1 friend of the same age to take a drug
 - 2 friends trying to persuade 1 child of a younger age to take drugs
 - 2 friends trying to persuade 2 younger children to take drugs
- Influences can also impact on your appearance, eg, being called fat could lead to an eating disorder.
- In some cultures, mental health is considered a taboo subject. What could you do if you feel depressed, sad, suicidal and cannot talk to your family?
- Tackle the subject of suicide sensitively – children have killed themselves because they have been bullied and had no-one to turn to. Discuss the Samaritans who can also help.
- Specialist invited in to deliver the puberty talks for boys and girls separately.
- Children to be reminded of the correct body names and why it is important we know what they are, even if we do not use them on a daily basis.
- Invite parents in to discuss these issues (mothers with the girls and fathers with the boys).

HEALTH WELL BEING EVOLVE

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

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).

Unit 5: Finance and Jobs

Objectives-	Suggested Teaching and Learning Activities	Learning Outcomes
<ul style="list-style-type: none"> • interview adults to find out about job roles and responsibilities • know that certain skills can be used for different tasks • know the range of knowledge, skills and personal qualities required for different types of work • respect other people's work and career choices • act confidently <ul style="list-style-type: none"> • to look after their money and realise that future wants and needs may be met through saving • to examine ways of earning money • to explore the decisions required in spending, saving and budgeting • be able to manage money, budgeting and accounting. • to learn about planning for the future • to gain understanding of the world of work • to start thinking about what types of jobs they might like for the future 	<ul style="list-style-type: none"> • Visitors or visit to local employers. • Investigation of work-related skills through review of job details in local press, and develop a checklist of skills. • Presentation through role play of jobs, demonstrating skills, success criteria, experience challenges. • Information and communication technology in workplace – survey of school systems which support school as a workplace. • Teams for work, class, school, families, sport, workplace – comparing to investigate skills of team work – <i>what makes an effective team?</i> • Write a personal statement about own strengths, skills, ambitions and aspirations. • Interview situations – role play of real situations in school, eg: for positions of responsibility, monitors, buddies, school council membership. • Learning and practising relaxation skills. • Pupils discuss aspects of jobs and paid employment. • Study job advertisements. Create imaginary job descriptions/adverts/ application forms. • Role play job interviews. • Pupils develop a questionnaire to find out what people actually do in their jobs. • Use a story involving a variety of job roles, eg: <i>Postman Pat</i> – identify all jobs in the story and compare to local jobs. • Paired activity – write down how many ways people can obtain money legally. Write down three things that they could do with that money. Discuss approximate cost of items and how people are encouraged to 'live within their mean' and what this means in a real life situation • Teacher led discussion about budgeting. Explain to the children that they are going to have to plan a well-balanced healthy diet with varying budgets therefore cost the items they wish to buy. Discuss budget monitoring and control, and financial understanding • Group or individual activity – Each pupil is handed an occupation card and a range of salary cards. They choose which they think is the most likely salary and report back to group or whole class. Discuss other values to a job, i.e. worth to the community, etc. • Explore their desired lifestyle activity and the financial implications • Information about annual salaries can be found at www.nationstatistics.gov.uk 	<ul style="list-style-type: none"> • work independently or in a group to research information • show an understanding of the different roles undertaken in the work context • identify and demonstrate various skills such as co-operation, communication skills, information and communication technology skills and teamwork • demonstrate understanding of the importance of balance between work and leisure, and the value of positive relationships • make choices and describe their reasons. • Recognise how money is generated and understand its value

- Discuss how different values influence how we spend our money. To consider why saving is so important
- Discuss why adults go out to work. Ask children to form into small groups to consider questions they would like to ask about someone's job or voluntary work

- Realise the importance of financial understanding and control and how decisions are based upon income generation
- Understand that saving money can provide people with security but some people do not have access to money to spend or save
- Choose an appropriate decision in a real or imaginary situation about the use of resources, including their own money.

Unit 6: Transition from Y6-Y7

Objectives-	Suggested Teaching and Learning Activities	Learning Outcomes
<ul style="list-style-type: none"> • Enable children to face challenges in a supportive environment • Look ahead to the transition to secondary school • Have confidence about the near future and discuss feelings about the change of schools/concerns and anxieties • Become more independent • Take responsibility for themselves including their behaviour • Understand that transition and change are part of everyone's life experiences • To create and sustain different roles • To develop strategies for managing change • To reflect on what they have learnt about change and transition 	<ul style="list-style-type: none"> • Display pictures of secondary schools and discuss possible worries/concerns over anxieties, e.g. "Many of you will be thinking ahead to a few months' time when you will be going to secondary school". As children discuss fears/similarities and differences, make a note on the board. These can then be transferred to form a list that can be re-examined after their visits. • Teacher led discussion / Circle time activity – list questions that need answers finding, re: transition/induction visit, e.g. personal diary/learning log/journal • Ask teachers from secondary schools during pre-visit to primary, to answer pressing questions • Invite a secondary ex pupil to school to be interviewed by class (This could form part of transition work) • Activity – "A map to help me as I change school". Children can draw a map of transition and answer key questions along with way, e.g. What will I miss? Am I happy about it? My family says how will I make new friends? etc. • Produce 'Top Ten Tips' for successful secondary transfer to give upcoming Y5's Share and display around school • Discuss what the word 'transition means. In pairs, encourage the children to identify and consider points of change and transition that they have already experienced in their life, e.g. starting school, moving homes, etc. Children share views and consider choices involved in these changes and what influences the decision that they made? Are there any changes that they are looking forward to? Changes that they find worrying? • Ask the children to complete a simple questionnaire about the move to secondary school. The class could then analyse the data to identify major worries and concerns of the whole class. (There will be common areas of concern). Discuss the questions/concerns during circle time or answers/solve the problems by using group problem solving skills. • In pairs, children list and discuss 3 things they are looking forward to about moving to a new school and 3 things they have learnt or can help them cope with change. These points could be recorded in a Citizenship portfolio • As a class, draw up a list of suggestions as to how they might celebrate leaving their old school/class and moving to a new one, e.g. organising an 'Achievement/Celebration Evening' for parents/whole school to share the achievements/link to Prom night or leaving assembly 	<p>Children can:</p> <ul style="list-style-type: none"> • Recognise similarities and differences between primary and secondary school • Identify questions & find answers to issue that may be causing anxiety and allay fears of the unknown • Recognise solutions to possible problems that may arise • Understand that it is 'natural' to feel apprehensive • Recognise that some issues concern the whole class, others may concern only certain people • Recognise the differences between routines at the existing school and new school

