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| YEAR 6 AUTUMN |
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|  | **HEALTH EDUCATION** |
| 1 | 2 **MENTAL WELLBEING** | **3 PHYSICAL HEALTH AND FITNESS/HEALTHY EATING** | 4 **PHYSICAL HEALTH AND FITNESS** | 5 **DRUGS, ALCOHOL & TOBACCO** |
| To set a goal | To learn how to talk about mental health and wellbeingTo know who canhelp us and how to ask for helpTo know the difference between a big and a small feeling.To learn how to be a good listener. | To recap how to keep ourselves healthy. | To explain some of the health benefits of being active. | To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. |
| Year 6 to follow the ‘Zones of Regulation’ planning from Robson House |
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| **HEALTH EDUCATION** | **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** |
| 6 **DRUGS, ALCOHOL & TOBACCO** | 7 **DRUGS, ALCOHOL & TOBACCO** | 8 **RESPECTFUL RELATIONSHIPS** | 9 **RESPECTFUL RELATIONSHIPS** | 10 **RESPECTFUL RELATIONSHIPS** | 11 **INTERNET SAFETY & HARMS** |
| To learn about assessing the level of risk in different situations involving drug use. | To learn about ways to manage risk in situations involving drug use. | ANTI-BULLYING WEEK | To learn what is meant by privilege. | To understand what trust means when online. | To know what to do if they have any concerns about something they experience online. |
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| **RELATIONSHIPS****EDUCATION** |  |  |  |  |  |
| 12 **RESPECTFUL RELATIONSHIPS** |  |  |  |  |  |
| 13B To understand the concept of appearance ideals.ALTERNATIVE LESSON **13B My Hair My Crown**To learn to identify and critically evaluate current hair beauty stereotypes. Consider the effects of media and social media on their hair attitudes and beliefs. Consider the relationship between hair appearance pressures & bullying. |  |  |  |  |  |

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| YEAR 6 SPRING |
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|  |  | **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** |
| **1**  | **2**  | **3 RESPECTFUL RELATIONSHIPS** | **4 RESPECTFUL RELATIONSHIPS** | **5 MENTAL WELLBEING** | **6 MENTAL WELLBEING** |
| To know there are a range of salaries for different jobs. | To understand ‘value for money’. | To understand stereotypes associated with homelessness. | To understand hidden homelessness. | To learn about mental health; what it means and how we can take care of it. | To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. |
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| **RELATIONSHIPS/HEALTH EDUCATION** | **RELATIONSHIPS EDUCATION** |
| **7 ONLINE RELATIONSHIPS/ INTERNET SAFETY & HARMS** | **7 ONLINE RELATIONSHIPS/ INTERNET SAFETY & HARMS** | **9 BEING SAFE** | **10 BEING SAFE** | **11 RESPECTFUL RELATIONSHIPS** | **12 RESPECTFUL RELATIONSHIPS** |
| Identify different tactics someone might use to manipulate another persononline. | Explain what to do if someone tries to pressure or manipulate them. | To begin to identify risks and risky behaviour. | To begin to identify risks and risky behaviour. | To challenge gender stereotypes. | To challenge gender stereotypes. |

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| YEAR 6 SUMMER |
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| **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** | **RELATIONSHIPS EDUCATION** | **SEX EDUCATION** | **RELATIONSHIPS EDUCATION** |
| **1 RESPECTFUL RELATIONSHIPS** | **2 CHANGING ADOLESCENT****BODY** | **3 RESPECTFUL****RELATIONSHIPS** | **4 SEX EDUCATION** | **5 SEX EDUCATION** | **6 RESPECTFUL****RELATIONSHIPS/BEING SAFE** |
| To identify the qualities of a good friend. | To remind pupils about the physical, emotional and social changes that take place during puberty.To dispel any myths about puberty. | To know what constitutes a positive healthy relationship.To know that relationships change over time. | To know the difference between an adult intimate/loving relationship and other types of relationships.To know how a baby is made(sexual intercourse). | To know how a baby is made and grows (conception and pregnancy).To know what conception and pregnancy are. | To understand the difference between a healthy and unhealthy relationship. |
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| **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** |  |
| **7 RESPECTFUL RELATIONSHIPS/ ONLINE RELATIONSHIPS** | **8 MENTAL WELLBEING** | **9 MENTAL WELLBEING** | **10 MENTAL WELLBEING/ INTERNET SAFETY & HARMS** | **11 MENTAL WELLBEING/ PHYSICAL HEALTH AND FITNESS** |  |
| To explore ways to communicate in a relationship and know when it is appropriate to share personal information.To know some of the risks of meeting people online. | Be able to: identify the differences between primary and secondary school.Describe how it might feel to move to secondary school explain different ways of managing change. | To understand how to develop positive self-talk. | To learn how to manage screen time and maintain a healthy balance. | To learn the importance of good sleep. |  |