

Year 6

Autumn 1	Concepts and components	Statement	I Now Know
Lesson 1	<b><u>Safety – Being safe – Feeling safe</u></b>	<ul style="list-style-type: none"> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	INK how to respond in safe way to unsafe situations (children to specify)
Lesson 2	<b><u>Safety – Being safe – Protecting ourselves (Inc Consent)</u></b>	<ul style="list-style-type: none"> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul>	INK how to report concerns (children to specify)
Lesson 3	<b>CONSENT</b>	<ul style="list-style-type: none"> <li>To know the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	INK why permission seeking is important in relationships.
Lesson 4	<b><u>SAFETY: Internet safety and harms – Online risks</u></b>	<ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> <li>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. Understand the difference between 'fact' and 'opinion';</li> <li>Give examples of strategies for safe browsing online.</li> </ul>	INK that my actions online have consequences and that it is important to be respectful and safe online.
Lesson 5	<b><u>SAFETY: Drugs, alcohol and tobacco</u></b>	<ul style="list-style-type: none"> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>	INK alternatives to taking medicine when I feel unwell (children to specify). INK that increasing young people are choosing not to smoke and drink alcohol.
Lesson 6	<b><u>SAFETY: Basic First Aid</u></b>	<ul style="list-style-type: none"> <li>Understand how to recognise if a diabetic has low blood sugar and what to do <a href="https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/">https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/</a>  (Specifically due to need in the school)</li> </ul>	INK what to do if a diabetic person has low blood sugar.

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Autumn 2	Concepts and components	Statement	INK
Lesson 1	<b><u>Health and Wellbeing – mental wellbeing – mental health</u></b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	INK that mental health can be helped by finding the right support. The support I could find is... (children to specify)
Lesson 2	<b><u>Health and Wellbeing – mental wellbeing – understanding emotions</u></b>	<ul style="list-style-type: none"> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>	INK how to decide if my feelings and reactions are appropriate to a situation.
Lesson 3	<b><u>Health and Wellbeing – mental wellbeing – community</u></b>	<ul style="list-style-type: none"> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>	INK ways I can be a part of different communities and that this is beneficial to my mental health.
Lesson 4	<b><u>Health and Wellbeing – mental wellbeing – trusted adults</u></b>	<ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>	INK who to ask for help and how to ask for advice for myself and others (children to specify).

Lesson 5	<b><u>Health and Wellbeing – physical health and fitness – healthy living</u></b>	<ul style="list-style-type: none"> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	INK why exercise is important to my health and how I can build it into my routine.
Lesson 6	<b><u>Health and Wellbeing – physical health and fitness – health risks</u></b>	<ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>	INK how to spot physical signs of illness.

Spring 1	Concepts and components	Statement	INK
Lesson 1	<b><u>Relationships – families and people who care for me – family life</u></b>	<ul style="list-style-type: none"> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	INK characteristics of healthy family life include... (children to specify 1/2)
Lesson 2	<b><u>Relationships – families and people who care for me – difference</u></b>	<ul style="list-style-type: none"> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	INK that stable and caring relationships are what create a happy and secure family.
Lesson 3	<b><u>Relationships – caring friendships – making friends</u></b>	<ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	INK characteristics of healthy friendships include... (children to specify 1/2)

Lesson 4	<b><u>Relationships – caring friendships – healthy friendships</u></b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	INK that some friendships can make me unhappy or uncomfortable and how to deal with these situations when they arise.
Lesson 5	<b><u>Relationships – respectful relationships - respectfulness</u></b>	<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness.</li> </ul>	INK ways I can support or improve respectful relationships – especially if there has been a breakdown.
Lesson 6	<b><u>Relationships – respectful relationships - responsibilities</u></b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	INK that respect is an important part of relationships and it is a “two-way street”.

Spring 2	Concepts and components	Statement	INK
Lesson 1	<b><u>SAFETY: Fire Safety</u></b> (London Fire Brigade Activity booklet resource)	<ul style="list-style-type: none"> <li>Be able to articulate confidently, how to predict, assess and manage risk in different situations FIRE</li> </ul>	INK how to predicting, assessing and managing risk in fire safety situations.

<p>Lesson 2</p>	<p><b><u>SAFETY: Money Management (including jobs/ aspirations)</u></b></p>	<ul style="list-style-type: none"> <li>• Define the terms loan, credit, debt and interest.</li> <li>• Suggest advice for situations involving personal finance.</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services.</li> </ul>	<p>INK what loan, credit, debt and interest mean.</p>
<p>Lesson 3</p>	<p><b><u>SAFETY: Road Safety</u></b> <i>(Based on <a href="https://www.think.gov.uk/">https://www.think.gov.uk/</a>)</i></p>	<ul style="list-style-type: none"> <li>• To know The Highway Code, rules of the road and road signs.</li> <li>• To know risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others.</li> </ul>	<p>INK about the highway code and important rules of the road and road signs. INK the effect of risky behaviour around the road and how to cope with dangerous situations caused by others.</p>
<p>Lesson 4</p>	<p><b><u>SAFETY: Water safety</u></b> <a href="https://mli.org/youth-education/">https://mli.org/youth-education/</a> (Water Safety Passport 2)</p>	<ul style="list-style-type: none"> <li>• To know my responsibilities as an individual and in a group when around water</li> </ul>	<p>INK how to be responsible as an individual and group when around water.</p>

Lesson 5	<p><b>SAFETY: Gang culture/ CCE/ CSE</b>                  (<a href="https://www.london.gov.uk/what-we-do/health/healthy-schools-london">https://www.london.gov.uk/what-we-do/health/healthy-schools-london</a>)</p>	<ul style="list-style-type: none"> <li>• To recognise the different risks in different situations and then decide how to behave responsibly</li> <li>• To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>• Where individuals, families and groups can get help and support</li> </ul>	<p>INK the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p>
Lesson 6			

Summer 1	Concepts and components	Statement	INK
	<p><b><u>Health and Wellbeing - testing</u></b></p>	<p>SATS focus on resilience, self-esteem, worries</p>	
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Lesson 1	<p><b><u>Health and Wellbeing – healthy eating – healthy diet</u></b></p>	<ul style="list-style-type: none"> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• To know and recognise 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).</li> </ul>	<p>INK the principles of planning and preparing a range of healthy meals.</p>

Year 6

Lesson 2	<b><u>Health and Wellbeing – keeping healthy – sleep hygiene</u></b>	<ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	INK that good quality sleep is beneficial for my overall health.
Lesson 3	<b><u>Health and Wellbeing – keeping healthy – personal hygiene</u></b>	<ul style="list-style-type: none"> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>	INK information about allergies, immunisation and vaccination.
Lesson 4	<b><u>Health and Wellbeing – changing adolescent body – my changing body</u></b>	<ul style="list-style-type: none"> <li>To know and understand menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	INK key facts about the menstrual cycle. (children to specify) INK ways to look after menstrual wellbeing.

Summer 2	Concepts and components	Statement	INK
Lesson 1	<b><u>Relationships – respectful relationships - bullying</u></b>	<ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> <li>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	INK what a stereotype is and that they can be unfair, negative or destructive.
Lesson 2	<b><u>Relationships – online relationships – online relationships</u></b>	<ul style="list-style-type: none"> <li>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</li> </ul>	INK that it is crucial to critically consider relationships with online friendships.
Lesson 3	<b><u>Health and Wellbeing – changing adolescent body – my changing body</u></b>	Making babies – SCARF unit	INK facts about puberty for reproduction.

Year 6

Lesson 4	<b><u>Health and Wellbeing – changing adolescent body – my changing body</u></b>	<ul style="list-style-type: none"><li>• To know how a baby is conceived and born including recognising that babies come from the joining of an egg and sperm</li></ul>	INK how a baby is conceived.
Lesson 5		SRE – CONSENT (scarf??)	INK why consent is important in all relationships.
Lesson 6			