

Medium Term Plan: 2021-22

Year 6:

Theme	Topic	In this unit of work, students learn...	Key Questions:
Autumn- Relationships	<p>Families and friendships Attraction to others; romantic relationships; civil partnership and Marriage</p> <p>Suggested number of sessions: 1-5</p> <p>PoS Refs: R1. To recognise that there are different types of relationships (e.g. friendships, family, relationships, romantic relationships, online relationships) R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	<p>What are the qualities of a loving relationship? What do we expect from a healthy relationship? What skills does each person in the relationship need? Why might a relationship change or end? How do people show they value each other in a relationship? Where can people get advice or ask for help if they are worried this is not the case?</p> <p>Why do people choose to get married? Or not to get married? What does it mean to get married or have a civil partnership? Are there other ways people demonstrate or celebrate their commitment to each other? How do people decide who to marry? Does someone always have the right to make up their own mind about who to marry? Why is it important that people make their own decisions about marriage?</p>

	<p>parents); that families of all types can give family members love, security and stability</p>		<p>If someone felt under pressure, worried or threatened, what could they do and who could they turn to? If someone were worried about a friend or a member of their family, who could they speak to? Why might they need to do this quickly?</p>
	<p>Safe relationships Recognising and managing pressure; consent in different situations</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: R26. About seeking and giving permission (consent) in different situations R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	<p>Where does pressure come from? How do people try to persuade others to do things? What should we do if we are ever under pressure to do something we feel uncertain about? Who/ what can help us when we feel under pressure to do something risky?</p> <p>What types of physical contact is acceptable/ unacceptable in different situations? How does this depend on the person and who they are with, where they are, what the touch is?</p> <p>How can we help and protect our bodies? What should we do if we, or someone we know, is at risk of their body being hurt or harmed (FGM)?</p>

	<p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Suggested number of sessions: 1-2</p> <p>PoS Refs: R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online R34. How to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<p>What body language and tone of voice should we use when wanting our concerns and opinions listened to without causing conflict? What helps someone to manage when someone disagrees with them? What strategies can be used for solving disputes in different settings or situations? Which are the most useful in different situations? How can someone give feedback or negotiate without making the situation worse?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring- Living in the wider world</p>	<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. About prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	<p>What is prejudice and discrimination? What are our individual responsibilities in this? How can the words that we use show that we are inclusive? How do the media, advertisements and popular culture reinforce stereotypes? How might stereotypical attitudes impact on relationships? How can people challenge stereotypes, at school or at home? How can we show that we value and respect different lifestyles?</p>

	<p>L21. Different ways to keep track of money</p>		
	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming L11. Recognise ways in which the internet and social media can be used both positively and negatively L13. About some of the different ways information and data is shared and used online, including for commercial purposes L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identity misinformation</p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people’s emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	<p>What types of images in the media are changed or adapted? How can we tell what is true? What can different images make people think or feel?</p> <p>What/ who influences someone's choices related to their health? How might the media’s portrayal of lifestyles influence someone’s choices about health? Do these influences always have everyone’s best interests in mind? How can someone make decisions for themselves when they are surrounded by different influences?</p> <p>What guidance is there to help people to use social media safely? How can someone feel if they see something upsetting online? How can we protect our and other people’s personal information?</p> <p><i>Safer Internet day 2021- Tuesday 9th February</i></p>

	<p>Money and Work Influences and attitudes to money; money and financial risks</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. To identify the ways that money can impact on people's feelings and emotions</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	<p>What do we mean by 'personal finances'?</p> <p>Is earning a high salary the most important thing to think about when someone is choosing a job or career?</p> <p>How can we be critical consumers and ensure we are getting value for money?</p> <p>What risks are involved in borrowing money?</p> <p>Before making decisions about saving or borrowing, what information does someone need?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer- Health & Well-being</p>	<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings 	<p>How can we describe the emotions and how they change?</p> <p>What can help us manage feelings?</p> <p>What can someone do when they experience strong, challenging or conflicting emotions?</p> <p>When should someone seek help about how they are feeling?</p> <p>How might someone feel if someone important to them stops being their</p>

	<p>H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<ul style="list-style-type: none"> • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online 	<p>friend, being close to them, goes away or dies? What sorts of things might help someone with their feelings during times like these? Where can people get help, advice or support?</p>
	<p>Growing and changing Human reproduction and birth; increasing independence; managing</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence 	<p>Why or when might a couple decide to have a baby?</p>

<p>Transitions</p> <p>Suggested number of sessions: 1-3</p> <p>PoS Refs: H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H35. About the new opportunities and responsibilities that increasing independence may bring H36. Strategies to manage transitions between classes and key stages</p>	<ul style="list-style-type: none"> • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>What roles and responsibilities do parents have?</p>
<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>Suggested number of sessions: 1-3</p> <p>PoS Refs: H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with</p>	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate 	<p>Can someone be sure a drug is safe? What are the effects of drugs on health and wellbeing? How can someone assess risk with drug use? Where/ from whom can we find accurate, reliable information?</p>

	<p>reference to social media, television programmes, films, games and online gaming</p> <p>H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. About the mixed messages in the media about drugs, including alcohol and smoking/ vaping</p> <p>H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<ul style="list-style-type: none"> • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	
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