

## Medium Term Plan Year 6

| Half Term/Key Question  | Topic  | In this unit of work, pupils will learn...  |
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| <b>Transition</b>   | <b>Protective Behaviours</b>   | <p>During the first few weeks in September, children will take part in the 'Protective Behaviours' Unit of work. This explores the theme of 'feeling good and feeling safe'. Protective Behaviours is based on two key messages:</p> <p>We all have the right to feel safe all of the time,</p> <p>We can talk with someone about anything, even if it feels awful or small.</p>  |
| <p><b>Autumn 1 &amp; 2</b></p> <p>How can we keep healthy as we grow?</p> | <p><b>Health and wellbeing</b></p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p> | <ul style="list-style-type: none"> <li>• How mental and physical health are linked,</li> <li>• How positive friendships and being involved in activities such as clubs and community groups support wellbeing,</li> <li>• How to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>○ how to plan a healthy meal,</li> <li>○ how to stay physically active,</li> <li>○ how to maintain good dental health, including oral hygiene, food and drink choices,</li> <li>○ how to benefit from and stay safe in the sun,</li> <li>○ how and why to balance time spent online with other activities</li> <li>○ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>○ how to manage the influence of friends and family on health choices</li> </ul> </li> </ul> <p>That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one,</p> <ul style="list-style-type: none"> <li>• How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them including cannabis and VSA,</li> <li>• How to recognise early signs of physical or mental ill-health and what to do about this, including</li> </ul> |



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|   |   | <p>whom to speak to in and outside school,</p> <ul style="list-style-type: none"><li>• That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on,</li><li>• That anyone can experience mental ill-health and to discuss concerns with a trusted adult,</li><li>• That mental health difficulties can usually be resolved or managed with the right strategies and support,</li></ul>  |
| <p><b>Spring 1 &amp; 2</b></p> <p>How can the media influence people?</p> | <p><b>Living the wider world</b></p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p> | <ul style="list-style-type: none"><li>• How the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions,</li><li>• That not everything should be shared online or social media and that there are rules about this, including the distribution of images,</li><li>• That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions,</li><li>• How text and images can be manipulated or invented; strategies to recognise this,</li><li>• To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts,</li><li>• To recognise unsafe or suspicious content online and what to do about it,</li><li>• How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them,</li><li>• How to make decisions about the content they view online or in the media and know if it is appropriate for their age range,</li><li>• How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue,</li><li>• To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have,</li><li>• To discuss and debate what influences people's decisions, taking into consideration different viewpoints.</li></ul> |
| <p><b>Summer 1 &amp; 2</b></p> <p>What will change as we</p>              | <p><b>Relationships</b></p> <p>Different relationships,</p>   | <ul style="list-style-type: none"><li>• That people have different kinds of relationships in their lives, including romantic or intimate relationships,</li></ul>   |



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| <p>become more independent?</p> <p>How do friendships change as we grow?</p> | <p>changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p> | <ul style="list-style-type: none"><li>• That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership,</li><li>• That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime,</li><li>• How puberty relates to growing from childhood to adulthood,</li><li>• About the reproductive organs and process - how babies are conceived and born and how they need to be cared for,</li><li>• That there are ways to prevent a baby being made,</li><li>• How growing up and becoming more independent comes with increased opportunities and responsibilities,</li><li>• How friendships may change as they grow and how to manage this</li><li>• How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</li></ul> |
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