

Year 6

National Curriculum	Composite	Component
<p>HEALTH EDUCATION</p> <p>PHYSICAL HEALTH AND WELLBEING UNIT: Healthy Lifestyles</p> <p>(Drugs, alcohol and tobacco/ Health and prevention)</p> <ul style="list-style-type: none">• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.• The facts and science relating to allergies, immunisation and vaccination.	<p>I know what legal and illegal harmful substances are and the risks they pose to our health.</p>	<ul style="list-style-type: none">• I know the risks that smoking, alcohol use and drug-taking can have on our bodies.• I know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others• I know strategies for recognising and managing peer influence and a desire for peer approval in friendships• I know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this• I know what allergies, immunisation and vaccinations are• I know why we need immunisations and vaccinations for our health• I know who Edward Jenner is and why he was important in the world of immunisations.
<p>RELATIONSHIPS EDUCATION</p> <p>RELATIONSHIPS UNIT: Caring Friendships</p> <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.	<p>I know that there are different types of friendships.</p>	<ul style="list-style-type: none">• I know how different friendships can make me feel differently• I know the importance of how to choose appropriate friends• I can recognise the qualities that make a good friend (including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests)

<ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. 		<p>and experiences and support with problems and difficulties)</p> <ul style="list-style-type: none"> • I know that that friendships have ups and downs and that friends can fall out • I know some strategies to solve friendship problems effectively and safely • I know how to recognise who to trust and not to trust • I can recognise signs that show when a friendship can make people unhappy or uncomfortable • I know when to seek help or advice when faced with a difficult friendship
<p>RELATIONSHIPS EDUCATION</p> <p>RELATIONSHIPS UNIT: Respectful relationships and being safe</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • The importance of self-respect and how this links to their own happiness. • The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>I know the importance of respecting others and self-respect.</p>	<ul style="list-style-type: none"> • I know what discrimination is • I know how to recognise examples of discrimination is • I know people who have stood against discrimination • I know how to challenge discrimination • I know what self-respect is • I know why positive self-respect leads to my own happiness • I know what permission is and why it is important to give permission in relationships. • I know that my body belongs to me • I know which body parts should be private • I know what sort of touch I am happy with and what sort I am not happy with. • I know what safe touch is.

<ul style="list-style-type: none"> • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. 		<ul style="list-style-type: none"> • I know the difference between appropriate and inappropriate touch • I know that I have the right to say “no” to unwanted touch • I know how to recognise feelings of being unsafe or feeling bad about any adult • I know where and how to ask for advice or help for myself and others • I know how to report concerns • I know what a trusted adult is
<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <p>ONLINE SAFETY AND RELATIONSHIPS UNIT: Online Relationships</p> <p>(Linked to computing)</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>Health and Wellbeing:</p>	<p>I know how to keep myself safe online.</p>	<ul style="list-style-type: none"> • I know some of the dangers of revealing personal information to an online friend. • I know how to keep myself safe when communicating with an online friend. • I know what bullying and cyberbullying are. • I know how the impact cyber bullying can have on our mental health and physical well being • I know ways in which people could address cyberbullying. • I know what a stereotype is • I know how a stereotype can be unfair, negative or destructive.

<ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online • 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. • Why social media, some computer games and online gaming, for example, are age restricted. <p>Relationships:</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • About different types of bullying (including cyberbullying) • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • How information is shared and used online. 		<ul style="list-style-type: none"> • I know how to identify a gender stereotype in an online media message. • I know what an age restriction • I know age restrictions for some computer games and social media sites. • I know why age restrictions are used to keep children safe. • I know why it is important to cite a source.
<p>LIVING IN THE WIDER WORLD</p> <p>MONEY MATTERS</p> <p>PSHE curriculum coverage (Economic wellbeing: Money)</p>	<p>I know about economic wellbeing.</p>	<ul style="list-style-type: none"> • I know what influences people’s decisions about spending money (manufacturers) • I know what ‘good value for money’ means • I know that people’s spending decisions can affect others and the environment • I know different ways to keep track of money

<ul style="list-style-type: none"> • 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’. • L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). • L20. to recognise that people make spending decisions based on priorities, needs and wants. • L21. different ways to keep track of money. • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. • L26 that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. • L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid. • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. • L31. to identify the kind of job that they might like to do when they are older. 		<ul style="list-style-type: none"> • I know some of the risks associated with money (money, can be lost, won or stolen) • I know ways of keeping money safe I know that there is a broad range of jobs/careers that people can have • I know that some jobs are paid more than others and money can be influential in people’s job or career choice • I know that there can be stereotypes in the workplace and a person’s career I know how to reflect on what I am good at • I know what job/career I would like to do when I am older • I know what skills would help me with my future career.
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<p>HEALTH EDUCATION</p> <p>GROWING AND CHANGING</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. • What constitutes a healthy diet (including understanding calories and other nutritional content). • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About personal hygiene and the importance of handwashing. 	<p>I know the key facts about puberty.</p>	<ul style="list-style-type: none"> • I know that puberty is when our bodies change from a child to an adult for reproduction • I know that puberty mostly happens between the ages of 8 and 18 years old although this can be different for different people • I know what a hormone is (testosterone, oestrogen and progesterone) and how it causes puberty • I know the physical changes that happen to female and male bodies in puberty (including pubic hair growth, spots or acne, genitalia growth, growth spurts, menstruation, wet dreams) • I know the importance of good hygiene and washing during puberty • I know what the menstrual cycle is the process where the body thickens the lining of the uterus and releases an egg needed for pregnancy • I know that menstruation is when your body releases the lining of the uterus through the vagina. • I know that the length of a menstrual cycle can vary from person to person • I know what happens before and during menstruation/period (light spotting, bleeding, stomach cramps or bloating, mood swings, increased appetite, spots, vaginal discharge) • I know what menstrual products are and why they are used.
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		<ul style="list-style-type: none">• I know that different menstrual products vary as people's menstruation varies too.• I know who you can talk to if you want help, advice or support about the menstrual cycle• I know some strategies for improving menstrual wellbeing• I know that testicles produce sperm• I know that erections happen when vessels in the penis fill with blood• I know some reasons why erections happen• I know what ejaculation is when sperm is released through the head of the penis• I know ejaculations can happen during sleep and this is called a wet dream• I know that emotional changes in puberty are caused by hormones• I know that emotional changes in puberty can lead to changes in behaviour• I know strategies for managing changes in emotions during puberty• I know a healthy diet rich in iron, calcium and vitamin D is important during puberty• I know that puberty causes changes to our sleep cycle• I know the importance of a healthy sleep routine and some strategies for this
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