

Y6	Open Hearts (kindness)		Open Minds (wellbeing)			Open Doors (community)		
	Personal Characteristics	Friendships and Anti-Bullying	Mental Health	Health/ Financial	Keeping Safe	Equality	Relationships	First Aid
Autumn 1	<p>To reflect on their time at school and discuss how their friendships have changed. To evaluate whether they have been a good friend and what they would change moving forward. To discuss what a healthy friendship is and link this to the roles of house captains. To reflect on the term role model and discuss how this impacts year 6. To discuss what a house captain should be. To discuss what example should be set by year 6 in our school.</p> <p>To show our school values everyday To show good manners to all members of our school family. To know expected and unexpected classroom behaviours. To know expected and unexpected behaviours on the playground.</p>	<p>To discuss how friendships change over time. To discuss how friendships have ups and downs. To discuss what bullying is and how their role as Year 6 (committees, house captains, etc) impacts this. To recall how to recognise when a friendship is no longer healthy. To discuss how our roles in school can help prevent loneliness.</p>	<p>To reflect on who makes us happy (including or friends) how they do this and how we can share this with others. To revisit strategies develop for intense periods of life. To begin to speak about how they are feeling using a varied vocabulary.</p>		<p>To name their trusted people are and understand these may change with time. To discuss how to manage conflict with others and know when to seek adult support. Using scenarios, To discuss what a trusted person is and discuss how they may become this for another person at a time. To seek advice from trusted adults when things are difficult. To revisit the term boundaries and discuss what sorts of boundaries are appropriate with people we know and people we don't.</p>	<p>To discuss how we can make everyone feel welcome in our House. To discuss the question: Does everyone deserve kindness?</p>	<p>To revisit how during puberty friendships become more meaningful and can feel very intense.</p>	<p>Children report injuries to lunchtime supervisors when necessary. Children monitor and treat minor injuries ind.</p>
Autumn 2	<p>To discuss what the term school family means.</p>	<p>To know expected and unexpected behaviours in friendships. To know that 'Bullying is when someone thinks they are more powerful than someone else and is mean to them deliberately over and over again.'</p>	<p>To know we each add value to our school family. To name what value they add to the school family. To know friendships and spending time with friends has a positive effect on our mental health.</p>		<p>To name who their trusted adults are in school and trusted friends. To identify their and Head/Deputy Head of House as someone who could help them or others. To recognise they may be the trusted friend to their reading friend and recall what values this means they should show.</p>	<p>To know no one person adds more value to the school family than another. To know that difference can sometimes be a barrier to friendship. To recognise when I, or others, are pre-judging people and make an</p>	<p>To introduce the youngest children in school to reading friends. To show the characteristics of a healthy friendship during reading friends. To make a conscious effort to not do actions</p>	

		<p>To recall what to do if someone is being bullied online. To know that a bystander is a person who is at an event but does not take part. To discuss the role and responsibilities of a bystander in bullying. To know the difference between the ups and downs of friendships and unhealthy friendships. To know that bullying is not acceptable.</p> <p>To think evaluative about their own friendships and recognise the characteristics of healthy or unhealthy friendships. To understand friendships can go through more ups and downs as we go through puberty. To recall how friendships become more intense as we go through puberty. To share strategies on how to repair friendships. To know it is important to not resort to physical, or verbal, attacks.</p>	<p>To know how kindness can have a positive impact on mental health and to share compliments.</p> <p>To know what makes them unique. To know their differences make them who they are. To speak confidently about what makes them unique and explain what they like about themselves.</p>		<p>To know what to do if a younger pupil seeks advice from them.</p> <p>To revisit the term boundaries and consent. To respect other people's views by stopping when they are asked. To discuss why consent is important. To recall that consent is gained and not assumed. To know that consent can be withdrawn at any time.</p>	<p>effort to overcome my assumptions. To support others in overcoming their assumptions.</p> <p>To learn about individuals who have experienced bullying through discrimination and the people who helped them through it.</p>	<p>or say words that would require an apology. To apologise when needed without direction from an adult.</p>	
Spring 1	<p>To discuss the question 'whose responsibility is it to deal with trolls?' To discuss the importance of following and interacting with people of differing opinions online (to a degree.)</p> <p>To look at the reliability of images on the internet and discuss photo editing software. To link this to the work on selfies last year.</p>	<p>To evaluate comments written online discuss how the tone they are read in cannot be controlled. To know that comments are not always read as they are written and are open to interpretation. To know repeated unkind behaviour online is cyberbullying and discuss this in time with our Preventing and Tackling Bullying Policy. To know the comments put online are there</p>	<p>To revisit the responsibility to show kindness online. To discuss online scenarios involving peer pressure discuss what should be done. To revisit the impact of selfies on mental health and body image. To share what they like about themselves and their appearance.</p> <p>To understand the changing opinions towards mental health</p>	<p>To recall physical health is about your body. To name things that have a positive and negative impact on our physical and mental health. To understand how mental health conditions can present themselves physically. To discuss how anxiety may present itself physically. To discuss when you would go and see a doctor regarding your</p>	<p>To know that search companies can manipulate where their website comes on a google search. To look at the increasing importance of customer reviews online and discuss why this is. To know that verification on websites like twitter increases reliability.</p> <p>To discuss the joy and dangers of social media. To recall that personal data is (information) that</p>	<p>To share compliments with other members of the class.</p> <p>To recall how we can show respect to all people we encounter online without putting ourselves in harm.</p>	<p>To know that negative experiences on social media can make people feel very alone. To recall who they can go to for support. To discuss whether the internet helps us be more connected or prevents us from being connected. To know their roles in year can help with loneliness. To feel confident asking for help.</p>	<p>To know that some people take medication for physical conditions and mental conditions.</p>

	<p>To recall that the life someone presents of social media is not always accurate.</p> <p>To recognise how I am feeling and apply strategies accordingly.</p>	<p>forever and are kept as a digital record.</p> <p>To look at examples of people who have made comments when they were young that have impacted their later life.</p>	<p>and revisit the word stereotypes.</p> <p>To discuss the positive effects of the increased acceptance of mental health conditions.</p> <p>To explain there are many mental health conditions which can present physically or mentally.</p> <p>To know that if they are not sure what is wrong they may need to consider and review their mental health.</p> <p>To discuss the emotional thermometer to their mental health throughout their life.</p> <p>To recall what they could do for each stage of the thermometer.</p> <p>To link this to inside out and how you may not always know how people are feeling.</p> <p>To understand it is common for people to experience ill mental health.</p> <p>To know that like your physical health you may visit a doctor about your mental health.</p>	<p>physical health and link this to our mental health.</p> <p>To link this to inside out and the importance of always being kind.</p>	<p>relates to you as an individual.</p> <p>To know that social media gathers a large quantity of personal data.</p> <p>To discuss how phones and smart watches gather personal data – where does this data go?</p> <p>To know to show an adult if they are hurt or upset by something that happens online.</p> <p>To discuss how you know if someone else is struggling with their mental health.</p> <p>To discuss what to do if you are concerned about someone else and their mental health.</p>			
<p>Spring 2</p>	<p>To know it is important to talk about how they are feeling.</p> <p>To understand the importance in asking questions and how not knowing is not a sign of weakness.</p>	<p>To discuss what makes a good friend, focusing on kindness and supporting each other.</p> <p>To discuss why people might feel peer pressure.</p> <p>To know that repeated pressure from individuals or groups may require thought about the value of the friendship.</p> <p>To revisit the importance of being kind to each, especially during puberty.</p> <p>To understand it is not acceptable to comment on someone's personal</p>	<p>To recall self-care techniques previously looked at including spending time outdoors and spending time with loved ones.</p> <p>To discuss how during puberty friends can seem to become more important spending time online can increase to stay in contact with them.</p> <p>To recall the positives and negatives of being online.</p>	<p>To understand the value of money.</p> <p>To recognise the need to budget.</p> <p>To discuss the choices that need to be made when budgeting.</p> <p>To use Barclays online resources to learn about money management – mental health and budgeting.</p> <p>To know an unhealthy lifestyle can have an impact on obesity, mental health and tooth decay.</p>	<p>To understand they should discuss with their parents and trusted adults/peers about the changes they are going through</p> <p>To name the people they can talk to in school and at home.</p> <p>To understand changes with their bodies should not be discussed with people they do not trust or feel comfortable with.</p> <p>To revisit the term consent especially how it needs to be given but can be taken away at any time.</p>	<p>To know that peer pressure is pressure to do something from your friends or people like you.</p> <p>To know that not all people have the same amount of money</p>	<p>To name their trusted adults.</p> <p>To know when to seek support including which adults to speak to in school if they are worried about money.</p>	<p>To revisit where sanitary products are kept in school.</p>

		appearance, including changes due to puberty, body shape, weight etc.	To discuss the importance of spending time offline. To know that spending too much time online can have a negative effect on their mental health. To revisit how a healthy diet can help with mood swings. To revisit how all of these strategies can help with puberty.	To know a healthy diet and fresh foods can help with the side effects of puberty. To know there are legal and illegal drugs. To know that illegal drugs are harmful and addictive.	To discuss boundaries and consent in relation to what they share online. To revisit how messages and comments sent over the internet are there forever.			
Summer 1	To review how I am a part of my school family and what this means for me.	To know someone's sexuality is not to be commented upon. To discuss the use of the word gay in slang conversations. To know using these words as an insult is unacceptable.	To recall the importance of spending time as a family and sharing moments for our mental health. To revisit strategies for coping with grief (remembering the person, knowing grief will always be there, talking to someone when needed.) To know how a healthy relationship should make us feel. To know that a relationship may start healthy and change over time. To discuss how to recognise when a relationship is becoming unhealthy		To know that no one should touch the private parts of their body with you their consent. To show respect for others and their personal space. To revisit consent and boundaries. To know that consent is permission either verbal or through gestures. To know that consent cannot be assumed and if they are unsure they should check. To know we all have the right to say no to any behaviour making them feeling unsafe or unloved.	To make a conscious effort to notice when I have preconceptions and to challenge them. To revisit what are expected and unexpected behaviours in a relationship. To revisit what are expected and unexpected behaviours in a family. To recognise that families might be different to my own and show acceptance of this. To know that as we grow older grief is an emotion we will experience if we haven't already. To know as they join secondary school they will meet new people and they need to be respectful and accepting.	To know that families show love to each other but we may feel other feelings as well. To know we may not like everyone in our family but we do love each other. To develop an understanding of why some people choose to get married and some do not; including religion, personal views, family dynamics etc. To reflect on how they have been shown love by others and how others show love to us. To know the correct way to speak about others.	
Summer 2	To learn who their new teacher and Teaching partner will be. To spend a morning with their new teacher. To reflect on the year they have had and what they have achieved.	To know that being unkind to people who are different to ourselves because of their difference is unacceptable. To revisit how we are all unique.	To know that giving back to the community can help our mental health. To know that being parts of a community can help our mental health.	To know what makes up a healthy diet. To know that a healthy diet does not just include fruit and vegetables but a balance of all food groups. To know the food groups we need to eat less of.	To know their new teacher will become one of their trusted adults in school. To know their current teacher will remain a trusted adult.	To know we should accept everyone in our community. To know they are entitled to make their own choice and vote at the age of 18. To revisit the term discrimination.	To recall the importance of feeling welcome. To discuss feeling welcome and link this to slavery. To know each sector of our community is made up of individuals with	To know the police ambulance service are supposed to help us.

	<p>To discuss what they would like to achieve next year and how they will do this.</p> <p>To recall the three main political parties. To know why it is important to listen to people with conflicting opinions.</p> <p>To know that the vote for prime minister happens every 4 years. To know some reasons why people vote.</p> <p>To know what a community is.</p>	<p>To know we should look after everyone our community.</p> <p>To know we should accept everyone despite their differences. To share what we like about others in their class.</p> <p>To know we do not have to have the same opinions as our friends. To review how to have disagreements respectfully.</p>		<p>To know the risks of not maintaining a healthy diet.</p> <p>To design a healthy balanced meal and reflect on how to make a carbohydrate and dairy-heavy dish (macaroni cheese) more healthy.</p> <p>To recall that not all police officers etc are trustworthy and this has led to the black lives matter movement in America and the UK.</p>		<p>To learn about slavery in Britain.</p> <p>To explore discrimination against black people. To recap the term mutual respect and apply this to fighting discrimination.</p> <p>To revisit other groups that have experienced discrimination including LGBTQ+ and gender.</p> <p>To recall what it means to have pride in ourselves and who we are.</p> <p>To know that everyone is unique. To know that everyone's brains work differently and everyone thinks/sees the world differently. To revisit autism and dyslexia as one of the way our brains work differently. To explore other neuro divergences including ADHD.</p>	<p>their own opinions and views.</p> <p>To know how our world has changed and moved forward.</p>	
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