

| Y6       | Open Hearts (kindness)   |   | Open Minds (wellbeing)  |                  |  | Open Doors (community)  |   |  |
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|          | 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.<br/>To evaluate whether they have been a good friend and what they would change moving forward.<br/>To discuss what a healthy friendship is and link this to the roles of house captains.<br/>To reflect on the term role model and discuss how this impacts year 6.<br/>To discuss what a house captain should be.<br/>To discuss what example should be set by year 6 in our school.</p> <p>To show our school values everyday<br/>To show good manners to all members of our school family.<br/>To know expected and unexpected classroom behaviours.<br/>To know expected and unexpected behaviours on the playground.</p> | <p>To discuss how friendships change over time.<br/>To discuss how friendships have ups and downs.<br/><br/>To discuss what bullying is and how their role as Year 6 (committees, house captains, etc) impacts this.<br/><br/>To recall how to recognise when a friendship is no longer healthy.<br/><br/>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.<br/><br/>To revisit strategies develop for intense periods of life.<br/><br/>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.<br/>To discuss how to manage conflict with others and know when to seek adult support. Using scenarios,<br/>To discuss what a trusted person is and discuss how they may become this for another person at a time.<br/><br/>To seek advice from trusted adults when things are difficult.<br/><br/>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.<br/><br/>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.<br/><br/>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.<br/>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.<br/>To name what value they add to the school family.<br/><br/>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.<br/>To identify their and Head/Deputy Head of House as someone who could help them or others.<br/>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.<br/><br/>To know that difference can sometimes be a barrier to friendship.<br/>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.<br/>To show the characteristics of a healthy friendship during reading friends.<br/><br/>To make a conscious effort to not do actions</p> |  |

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|   |  | <p>To recall what to do if someone is being bullied online.<br/>To know that a bystander is a person who is at an event but does not take part.<br/>To discuss the role and responsibilities of a bystander in bullying.<br/>To know the difference between the ups and downs of friendships and unhealthy friendships.<br/>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.<br/>To understand friendships can go through more ups and downs as we go through puberty.<br/>To recall how friendships become more intense as we go through puberty.<br/>To share strategies on how to repair friendships.<br/>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.<br/>To know their differences make them who they are.<br/>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.<br/>To respect other people's views by stopping when they are asked.<br/>To discuss why consent is important.<br/>To recall that consent is gained and not assumed.<br/>To know that consent can be withdrawn at any time.</p>   | <p>effort to overcome my assumptions.<br/>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.<br/>To apologise when needed without direction from an adult.</p>   |  |
| <p style="text-align: center;">Spring 1</p> | <p>To discuss the question 'whose responsibility is it to deal with trolls?'<br/>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.<br/>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.<br/>To know that comments are not always read as they are written and are open to interpretation.<br/>To know repeated unkind behaviour online is cyberbullying and discuss this in time with our Preventing and Tackling Bullying Policy.<br/>To know the comments put online are there</p>   | <p>To revisit the responsibility to show kindness online.<br/>To discuss online scenarios involving peer pressure discuss what should be done.<br/>To revisit the impact of selfies on mental health and body image.<br/>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.<br/>To name things that have a positive and negative impact on our physical and mental health.<br/>To understand how mental health conditions can present themselves physically.<br/>To discuss how anxiety may present itself physically.<br/>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.<br/>To look at the increasing importance of customer reviews online and discuss why this is.<br/>To know that verification on websites like twitter increases reliability.</p> <p>To discuss the joy and dangers of social media.<br/>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.<br/>To recall who they can go to for support.<br/>To discuss whether the internet helps us be more connected or prevents us from being connected.<br/>To know their roles in year can help with loneliness.<br/>To feel confident asking for help.</p> | <p>To know that some people take medication for physical conditions and mental conditions.</p> |

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|                 | <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> |

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|          |   | appearance, including changes due to puberty, body shape, weight etc.   | To discuss the importance of spending time offline.<br>To know that spending too much time online can have a negative effect on their mental health.<br>To revisit how a healthy diet can help with mood swings.<br>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.<br><br>To know there are legal and illegal drugs.<br>To know that illegal drugs are harmful and addictive.         | To discuss boundaries and consent in relation to what they share online.<br>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.<br>To discuss the use of the word gay in slang conversations.<br>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.<br>To revisit strategies for coping with grief (remembering the person, knowing grief will always be there, talking to someone when needed.)<br><br>To know how a healthy relationship should make us feel.<br>To know that a relationship may start healthy and change over time.<br>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.<br>To show respect for others and their personal space.<br><br>To revisit consent and boundaries.<br>To know that consent is permission either verbal or through gestures.<br>To know that consent cannot be assumed and if they are unsure they should check.<br>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.<br><br>To revisit what are expected and unexpected behaviours in a relationship.<br>To revisit what are expected and unexpected behaviours in a family.<br><br>To recognise that families might be different to my own and show acceptance of this.<br>To know that as we grow older grief is an emotion we will experience if we haven't already.<br><br>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.<br>To know we may not like everyone in our family but we do love each other.<br>To develop an understanding of why some people choose to get married and some do not; including religion, personal views, family dynamics etc.<br><br>To reflect on how they have been shown love by others and how others show love to us.<br>To know the correct way to speak about others. |   |
| Summer 2 | To learn who their new teacher and Teaching partner will be.<br>To spend a morning with their new teacher.<br>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.<br>To revisit how we are all unique.                              | To know that giving back to the community can help our mental health.<br>To know that being parts of a community can help our mental health.   | To know what makes up a healthy diet.<br>To know that a healthy diet does not just include fruit and vegetables but a balance of all food groups.<br>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.<br>To know their current teacher will remain a trusted adult.   | To know we should accept everyone in our community.<br><br>To know they are entitled to make their own choice and vote at the age of 18.<br><br>To revisit the term discrimination.  | To recall the importance of feeling welcome.<br>To discuss feeling welcome and link this to slavery.<br><br>To know each sector of our community is made up of individuals with   | To know the police ambulance service are supposed to help us. |

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|  | <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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