



# Year 6 2021 – 2022

## RSHE

### Long Term Plan

Term	Objectives	Cross curricular	Examples of English or Reciprocal Reading text Or Resources
<p><b>Throughout the year</b></p> <p><i>Mental wellbeing</i> <i>Carina friendships</i> <i>Physical Health and fitness</i></p>	<p><b>R5.</b> How to navigate changing friendships and understand managing conflict and peer pressure.</p> <p><b>Hw1.</b> How to care for their mental health and physical health daily.</p> <p><b>Hw10.</b> How to incorporate regular exercise into their daily and weekly routine and the importance of this.</p>	<p>PE</p> <p>Forest School</p> <p>Travel plan</p>	<ul style="list-style-type: none"> <li>• Daily check ins</li> <li>• Mood meter</li> <li>• Walk to school</li> <li>• JTA's</li> <li>• NSPCC Y6 Changing friendship resources</li> </ul>
<p><b>Autumn 1</b></p> <p><i>Families and People who care for me</i> <i>Respectful relationships</i> <i>Mental wellbeing</i></p>	<p><b>R1.</b> That Marriage &amp; Civil partnerships (Religious and Humanist) in England, Scotland &amp; Wales are also a legal and formal commitment for same sex couples. There are different rules in Northern Ireland.</p> <p><b>R2.</b> That relationships should offer children security as they grow up (Teachers, friends, family, guardians etc)</p> <p><b>R3.</b> That they have lots of different types of relationships in their life.</p>	<p>RE</p> <p>Computing</p> <p>RRS</p>	<ul style="list-style-type: none"> <li>• Marriage PPT</li> <li>• Religious stories</li> <li>• Transition to Y6 work</li> <li>• E-safety</li> <li>• Class Charter</li> </ul>

<p><i>Online relationships</i></p>	<p><b>Ss4.</b> <u>The importance of modelling courtesy and manners, including online or when conversing anonymously</u></p> <p><b>Hw5.</b> <u>Discuss mental and physical self-care strategies including, community participation and volunteering, physical exercise and time outdoors</u></p>		<ul style="list-style-type: none"> <li>• My family your family</li> <li>• Letter writing/emailing anonymously</li> <li>• Pig heart boy</li> <li>• Wonder</li> <li>• Boy in Striped PJs</li> <li>• Winter Fayre fundraising opportunities</li> <li>• Safe online friendships PPT</li> </ul>
<p><b>Autumn 2</b></p> <p><i>Online relationships</i> <i>Carina friendships</i> <i>Internet safety and Harm</i> <i>Being safe</i></p>	<p><b>R4.</b> <u>What to expect from a friendship including that they might have up's and down's.</u></p> <p><b>R6.</b> <u>How to recognise who to trust and who not to trust.</u></p> <p><b>R7.</b> <u>To identify their unique qualities that they bring to a friendship.</u></p> <p><b>R8.</b> <u>To understand why and how people choose friends.</u></p> <p><b>Ss9.</b> <u>How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.</u></p> <p><b>Ss8.</b> <u>That people may behave differently online, including being dishonest about their identity.</u></p> <p><b>Ss10.</b> <u>How to critically question online friendships and information sourced from the internet.</u></p> <p><b>Ss12.</b> <u>That secrets are not always right to keep if they relate to being safe.</u></p> <p><b>Ss13.</b> <u>To identify appropriate boundaries in friendships including online</u></p>	<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Talk Charter</li> <li>• Wonder</li> <li>• NSPCC toolkit worksheet</li> <li>• NSPCC virtual assemblies</li> <li>• P4C concept lines and debates.</li> <li>• Skellig</li> <li>• Forming Positive friendships Rise Above PPT</li> </ul>
<p><b>Spring 1</b></p> <p><i>Respectful relationships</i></p>	<p><b>Ss1.</b> <u>What peer pressure is and why it might happen.</u></p> <p><b>Ss2.</b> <u>How to navigate decision making when under peer pressure.</u></p> <p><b>Ss3.</b> <u>The power and importance of self-respect and how that can impact on and link to their happiness.</u></p> <p><b>Ss5.</b> <u>To model respectful behaviour and their right to be treated with respect.</u></p> <p><b>Ss6.</b> <u>What bullying looks and feels like (Impact, Power, Context)</u></p> <p><b>Ss7.</b> <u>That stereotypes can be unfair, negative or destructive</u></p>	<p><b>RE</b></p> <p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Letter writing</li> <li>• I am Malala</li> <li>• What would you do? Anti-bullying scenarios</li> <li>• United against bullying puzzle piece</li> <li>• Equity work</li> <li>• Privilege race video</li> </ul>
<p><b>Spring 2</b></p> <p><i>Being safe</i> <i>Mental wellbeing</i></p>	<p><b>Ss11.</b> <u>What to do or who to speak to if they need to report concerns or abuse and understand the importance of using Penis, Vulva, Buttocks and Chest/Breasts if the concern relates to these areas of their body and have the confidence to do so.</u></p> <p><b>Ss14.</b> <u>To understand appropriate, inappropriate, safe and unsafe contact.</u></p>	<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Kensukes Kingdom</li> <li>• Poetry writing</li> </ul>

	<p><u>Hw6. Know that bullying can have a lasting effect on wellbeing.</u></p> <p><u>Hw7. Explain where and how to seek support (including recognising their own triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including from issues arising online).</u></p>		<ul style="list-style-type: none"> <li>• Anna Freud - Talking mental health</li> <li>• NSPCC Speak out stay Safe toolkit</li> </ul>
<p><b>Summer 1</b></p> <p><i>Internet safety and Harm</i></p> <p><i>Health and Prevention</i></p> <p><i>Physical Health and fitness</i></p> <p><i>Basic First Aid</i></p>	<p><u>Hw8. The importance and common use of the internet as an integral part of life.</u></p> <p><u>Hw9. Identify the risk of excessive time on electronic devices and the impact that content can have on their mental and physical wellbeing (both positive and negative including body image, self-esteem, expectations, experiences)</u></p> <p><u>Hw12. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</u></p> <p><u>Hw11. Know when to seek support if they have questions or worries about their health.</u></p> <p><u>Hw13. Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</u></p>	<p><b>Computing</b></p> <p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• St Johns Ambulance</li> <li>• Badgers parting gift (if bereavement is a cohort challenge)</li> </ul>
<p><b>Summer 2</b></p> <p><i>Mental wellbeing</i></p>	<p><u>Hw2. They might not feel happy all the time and how to manage other feelings.</u></p> <p><u>Hw3. To use a variety of vocabulary to talk in depth about their emotions.</u></p> <p><u>Hw4. How to judge whether what and how they are feeling is appropriate and proportionate (actions, energy).</u></p>	<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Graduation</li> <li>• Transition booklet</li> <li>• NSPCC Changes</li> <li>• Mood meter</li> <li>• Anna Freud – Talking Mental Health video</li> </ul>