

## Year 6

### Sex Education Unit

Learning Objective	Learning Outcomes
Puberty Myths	Challenging stereotypes, know the facts about puberty
All about girls	Menstruation, facts, hygiene + hygiene products
All about boys	Erections, sperm, semen, wet dreams
Conception of a baby	How is a baby conceived? (including consent and the law) Loving, caring relationships Facts of pregnancy
Consent	Consent, privacy, personal boundaries, saying no, Loving, caring relationships, respectful relationships, pressure
Agony Aunt	Discuss & talk freely about topics surrounding growing up

### Health Education

Learning Objective	Learning Outcomes
<u>LOH15: the skills needed in an emergency:</u> <u>- what to do in an emergency</u> <u>- basic emergency aid</u>	<ul style="list-style-type: none"> <li>• distinguish between an emergency and non-emergency</li> <li>• describe different reactions to an emergency</li> <li>• describe helpful language and strategies to use to help self and others maintain calm</li> <li>• identify the responsibilities of people involved in emergency situations</li> <li>• explain the importance of following basic emergency procedures</li> <li>• describe or demonstrate basic emergency aid procedures putting someone in the recovery position, applying pressure to and elevating cuts</li> <li>• explain or demonstrate how to attract attention to get help during an emergency, including how to summon the emergency services and give accurate answers to information that may be requested</li> </ul>
<u>LOR1: respond appropriately to a wider range of feelings in others</u>	<ul style="list-style-type: none"> <li>• describe ways of recognising a range of feelings in others</li> <li>• explain the benefits (to self and others) of recognising/responding appropriately to others' feelings</li> <li>• demonstrate language and strategies to use if not sure how others may be feeling</li> <li>• explain ways we can respond positively to others' feelings</li> <li>• empathise with others who are experiencing difficult or challenging feelings</li> </ul>
<u>LOH6/7: further describe the range and intensity of our feelings to others and find strategies for managing complex or conflicting emotions</u>	<ul style="list-style-type: none"> <li>• use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time</li> <li>• describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)</li> <li>• explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome</li> <li>• describe positive strategies for managing feelings</li> <li>• identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available</li> <li>• identify where they and others can ask for help and support with their feelings</li> </ul>
<u>LOH8: coping with change and transition - how this relates to bereavement and the process of grieving</u>	<ul style="list-style-type: none"> <li>• describe different examples of change that occur in life and how these can cause conflicting feelings and emotions</li> <li>• explain when / why change might include feelings of loss</li> <li>• explain the process of grieving, how it can feel and how grief is expressed</li> </ul>

	<ul style="list-style-type: none"> <li>• identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)</li> <li>• describe what help people to cope with the feelings associated with loss, change and transition</li> <li>• identify appropriate places to ask for help and support for different aspects of change</li> </ul>
<u>LOH23: who is responsible for our health and wellbeing and where to get help advice and support</u>	<ul style="list-style-type: none"> <li>• describe the roles that people in school, the wider community, online have to help people stay healthy and safe</li> <li>• explain how their responsibility to keep themselves and others safe is changing as they become more independent</li> <li>• recognise they are not yet solely responsible for this and that adults they know well and trust are responsible</li> <li>• explain their responsibility to report things that mean they or others may not be safe</li> <li>• explain what will happen if they do seek help</li> <li>• give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust</li> </ul>
<u>LOH13/14: different influences on behaviour (including peer pressure and media influence) and how to resist unhelpful pressure and ask for help</u>	<ul style="list-style-type: none"> <li>• identify where pressure including positive and negative influences on behaviour and attitudes come from</li> <li>• give examples of how the media influences opinions and attitudes</li> <li>• recognise how the need for peer approval can put pressure on us to do what others say or do</li> <li>• recognise that peers' acceptance or approval rarely depends on this</li> <li>• describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively</li> <li>• recognise when someone might need to seek further help or advice</li> <li>• identify how to access appropriate help, advice and support</li> </ul>
<u>LOH16: habits (including drug, alcohol and tobacco education)</u>	<ul style="list-style-type: none"> <li>• explain that a habit might be something someone does occasionally, often or all the time</li> <li>• identify how choices can create and maintain a habit</li> <li>• explain habits relate to smoking, drinking coffee, drinking alcohol or other drugs</li> <li>• give reasons why habits can be hard to change</li> <li>• explain that whilst difficult, habits can be changed or stopped</li> <li>• identify the help available to support people with making positive lifestyle changes</li> </ul>

## Relationships Education

Learning Objective	Learning Outcomes
<p><u>LOR10: respectfully listen to others but raise concerns and challenge points of view when necessary</u></p>	<ul style="list-style-type: none"> <li>• demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive and non-threatening manner</li> <li>• explain why we have a responsibility to care about and protect other people's feelings in order for a relationship to be healthy and positive</li> <li>• give reasons for how this skill can help to develop mutual respect in a relationship</li> </ul>
<p><u>LOR13/16/17: the factors that make people the same or different and recognising and challenging 'stereotypes'</u></p> <p><u>Also: the correct use of the terms sex, gender identity and sexual orientation</u></p>	<ul style="list-style-type: none"> <li>• identify a wide range of factors that contribute to someone's identity</li> <li>• explain the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity</li> <li>• describe how images and language can be used to either perpetuate stereotypes or challenge stereotypes</li> <li>• explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or label groups of people usually using a term that is demeaning or abusive</li> <li>• explain that everyone is equal no matter their identity</li> <li>• explain or demonstrate ways we can value others who are similar or different from us</li> </ul>
<p><u>LOR14/18: discrimination, teasing, bullying and aggressive behaviour and its effect on others</u></p>	<ul style="list-style-type: none"> <li>• explain what is meant by prejudice and discrimination and how this can manifest</li> <li>• describe the potential consequences of discrimination</li> <li>• explain the importance of taking care over the type and use of language in relation to discrimination</li> <li>• explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied</li> <li>• identify sources of support and how to access them in school, locally, by phone or online</li> <li>• suggest ways we can be more inclusive and why we should work towards this</li> </ul>
<p><u>LOL6: how anti-social behaviours can affect wellbeing and how to handle, challenge or respond to anti-social or aggressive behaviours</u></p>	<ul style="list-style-type: none"> <li>• explain what is meant by anti-social behaviour</li> <li>• describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others</li> <li>• justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong</li> <li>• give examples of or demonstrate strategies that can be used to defuse aggressive behaviour</li> <li>• identify when managing other people's behaviour is beyond their ability and where and who to go to for help</li> <li>• explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves</li> <li>• identify appropriate examples of where people can help, advice and support regarding anti-social</li> </ul>
<p><u>LOL1: research, discuss and debate issues concerning young people's wellbeing</u></p> <p><u>Also: communicating with others respectfully and listening to others opinions</u></p>	<ul style="list-style-type: none"> <li>• research topical issues that concern wellbeing</li> <li>• summarise their findings, including identifying the problems arising from the issue</li> <li>• generate ideas for how this issue and the related problems may be addressed</li> <li>• prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve wellbeing</li> </ul>

<p><u>LOL2: why and how laws are rules and laws are made and how to take part in making and changing rules</u></p>	<ul style="list-style-type: none"> <li>• give examples of rules and laws that protect us and keep us safe</li> <li>• identify who helps to uphold rules and laws in our local community / wider community</li> <li>• explain how the democratic process works in Britain (voting system, political parties, Parliament)</li> <li>• explain how laws can be changed democratically at a national level</li> </ul>
<p><u>LOL3/4: the importance of human rights (and the Rights of the Child) and about the UN declaration on the Rights of the Child</u></p>	<ul style="list-style-type: none"> <li>• explain what ‘human rights’ mean to them and how they can demonstrate these rights in the classroom, school and wider community</li> <li>• explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (except Somalia and the USA) has agreed to this convention</li> <li>• identify that not all people have their human rights met</li> <li>• describe how life can be for children living and growing up in places where their human rights are not recognised</li> <li>• identify some organisations that work to help people whose human rights aren’t being met and explain how they work to meet those needs</li> <li>• evaluate ways in which human rights can be promoted</li> </ul>
<p><u>LOL5: that harmful practices (such as forced marriage) are against British law (illegal) and in contradiction with human rights and that human rights overrule any beliefs, ideas or practices that harm others</u></p>	<ul style="list-style-type: none"> <li>• identify that practices which can harm others (such as forced marriage) do exist</li> <li>• recognise that these are illegal in British law and go against human rights</li> <li>• identify that these human rights laws take precedence over (overrule) any other beliefs, ideas</li> <li>• explain that these laws related to human rights apply to everyone, regardless of family, culture or religion</li> <li>• identify what to do if they come across ideas or beliefs that are in conflict with human rights</li> <li>• recognise ideas, beliefs, language, behaviours that may be in conflict with human rights</li> <li>• identify where people can seek help, advice and support from safe sources</li> </ul>