

Y6 Summer 1 and 2 What will change as we become more independent?

<p>Year 6 Summer 1 and 2 What will change as we become more independent?</p> <p>Theme :Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>		
<p>PoS Core theme 1 Health and wellbeing</p>	<p>Core theme 2 Relationships</p>	<p>Core theme 3 Living in the wider world</p>
<p>Mental health H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Ourselves growing and changing H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages</p>	<p>Families and close positive relationships R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different Friendships R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	

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Prior Learning:

- Y5 Spring 2 How can friends communicate safely?
- Y5 Autumn 1 What makes up a person's identity?
- Y4 Spring 2 How we will grow and change?
- Y4 Autumn 2 How do we treat each other with respect?
- Y3 Spring 1 What are families like?
- Y3 Autumn 1 How can we be a good friend?
- Y2 Autumn 2 What makes a good friend?
- Y1 Autumn 2 Who is special to us?

End points :-

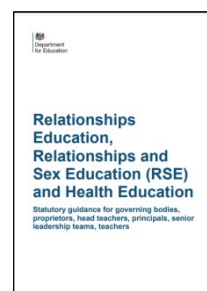
- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Key vocabulary

Equally
Crime
independent

Relationship education, relationships and Sex education RSE and Health education statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



Relationship Education – graduated age appropriate programme links

Relationship
Families and people who care for me
Families are important for children growing up because they can give love, security and stability
that other families both in school and wider world sometimes look different from their own families, but they Respect differences and now families are characterised by love and care

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Stable, caring relationships, which may be of different types are at the heart of happy families and important for children’s security as they grow up
Marriage represents a formal and legally recognised commitment of two people intended to be life long
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help if needed
Caring friendships
Most friendships have ups and downs, these can be worked through so friendships can be repaired or even strengthened, and that resorting to violence is never right

Physical health and mental well being : Primary

Mental well being
Isolation and loneliness can affect children and important for children to talk to adults about this and get support
Changing adolescent bodies
Pupils should know Key facts about puberty and changing adolescent bodies 9 through to 11 – physical and emotional changes
Menstrual wellbeing including key facts of menstrual cycle

Citizenship	Character Education –	British values	Careers Curriculum
	Penketh Powers Resilience Responsibility Respectfulness Kindness: Penketh School expectations Listen, Do as asked Work well with others	Rule of Law Tolerance and respect Democracy Individual Liberty Protected Characteristics Equality Act	

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	Be the best you can be		
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Spiritual	Moral	Social	Cultural
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people's faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to</p>

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			understand, accept and respect diversity.
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Sequence of lesson to follow

Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

<https://pshe-association.org.uk/hcms/mem/login?hsLang=en>

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access resources

<p>Summer 1 & 2</p> <p>What will change as we become more independent?</p>	<p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	<p>Medway Public Health Directorate - Changing and growing up</p> <p>FPA – Growing up with Yasmine and Tom (E)</p> <p>The Rez</p>
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[†] Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

<p>How do friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made² how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>PSHE Association – Mental health and wellbeing</p> <p>City to Sea – Rethink Periods</p> <p>Every Mind Matters – Transition to secondary school</p> <p>Internet Matters - Digital Matters</p> <p>NSPCC - Talk Relationships</p>
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