

Me and My Relationships (Y6)

What you have already learnt in year 5:

You can identify strategies you can use to keep yourself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency. You know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks. You know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people you know both on and offline and the media. You know the internet has many benefits but know you need to balance your time spent on and offline and adhere to the age rating of social media and computer games. You understand how some people use online technology to bully other people and how to seek help if this happens to you or a friend. You know how to present yourself safely online and understand the potential risks of providing personal information online. You can use a range of strategies to protect your personal information, including passwords, addresses and images of yourself and others. You understand that the person that you think you are communicating with on-line may not be who they say they are. You know how to manage requests for images of yourself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if you feel uncomfortable and are concerned by such a request. You recognise that not all information on the internet is accurate or unbiased (advertising) and you have strategies for identifying the origin of a website.

What you will have learnt by the end of Key Stage 2:

You will be able to take responsibility for your own safety including basic first aid, how to call 999 in an emergency and online safety. You will understand your responsibilities you have due to increased independence online and offline. You will learn how to respond to challenges you face and be able to make informed decisions relating to risk. You will understand that you may experience pressures to behave in a certain way, but you will have the skills to respond and manage these responsibly. You will gain communication skills. You will be aware of the benefits of using the internet and understand how to balance time online. You will be able to explain what online abuse is and the negative impact this may have on someone.

Skills and knowledge I may use from other subjects:

English

- Increasing knowledge and understanding of more complex vocabulary.
- Developing discussion skills by taking turns and listening to the opinions of others to help shape their own ideas and beliefs.
- Further developments in writing, such as planning, drafting editing and improving; as well as sentence structure and use of vocabulary.

Computing

- To use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Skills

Personal Effectiveness

- Reliance (including self-motivation, perseverance and adaptability)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.
- Strategies for identifying and accessing appropriate help and support.

Interpersonal and social effectiveness

- Recognising evaluating and utilising strategies for managing influence.
- Using skills and attributes to build and maintain healthy relationships.

Managing risk and decision making

- Making decisions
- Identification, assessment and management of positive and negative risk to self and others.
- Reliance (including self-motivation, perseverance and adaptability)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.
- Strategies for identifying and accessing appropriate help and support.

What you will have learnt by the end of this unit.

- I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency
- I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe
- I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly
- I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change
- I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media
- I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games
- I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life
- I am able to recognise risks, harmful content and contact and know how to report them
- I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications
- I understand how the media (advertising and internet) may influence my opinions and choices
- I have an understanding of how my information and data is shared and used online
- I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request
- I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

Opportunities for teaching diversity, equality and expanding cultural capital

- Visit from emergency services to discuss online safety, road safety and how to call 999.
- School to take part on anti-bullying week and activities
- Children could set up their own support group in school.

Key Vocabulary

Addiction - a habit that someone finds exceptionally difficult to stop.

Challenges – a stimulating task or problem.

Decisions – the act of choosing or deciding.

Drugs – a substance used as a medicine or a substance that affects bodily activities often in a harmful way.

Emergency – an urgent need for help.

Emotionally – responding to something in an emotional way.

Environment – the surroundings around us.

Habit – a pattern of behaviour that is repeated – it is often done routinely

Health – the overall condition of the body.

Illegal – contrary to the laws or rules.

Independence – being able to do things for yourself.

Legal – things that are permitted by law or established rules.

Media – forms of communication designed to reach a large number of people.

Medicines – a substance or preparation used to treat disease or infection.

Peer pressure

Physically – something relating to the body.

Predict – to guess a possible outcome in advance based on observation, experience or reasoning.

Responsibility – the quality of being dependable and responsible.

Risk – the possibility of injury or loss

Rules – a guide for conduct or action.

Secrets – when someone tells us not to tell something.

Services – the work or action of someone who serves such as the police or ambulance staff.

Skills – abilities that come from training or practice.

Solvents – a substance capable of dissolving one or more other substances.

Strategies – a careful plan or method.

Substances – a physical material from which something is made.

Surprises – When something happens that you weren't expecting.

Recall and Remember

Continue to add to your knowledge mind map regularly throughout the unit to record what you have learnt so far.

At the end of the unit, create a double page spread about everything you have learnt.

Health

Habits and Addiction

Some habits are a good thing, e.g. brushing our teeth every morning and evening. However, there are some habits that can be bad for our health and wellbeing, e.g. eating too many fatty foods or spending too much time on video games.

Addictions are not normally good for our health and/ or wellbeing. We can become addicted to many things, but some products contain addictive substances (e.g. nicotine in cigarettes). Once a person has a certain amount of nicotine, they crave more nicotine. This makes it very difficult to stop smoking.

Drugs

Drugs can be grouped into categories. Some drugs fall into more than one category: Some drugs have a medical use, for example the drugs in medicines; Some drugs have a non-medical use and are legal, for example alcohol and nicotine; Some drugs have a non-medical use and are illegal.

Note that some legal drugs are illegal for certain people (e.g. alcohol for under 18s). There are many laws to control the use of drugs in the UK. Those caught breaking these laws could face fines, a prison sentence and a criminal record.

Alcohol

The short-term effects of alcohol include: feeling drunk, affecting sleep, loss of balance & coordination, feeling nauseous and feeling sick.

The long-term effects include increased risks of heart and liver disease, raised blood pressure, and some cancers.

Fewer young people are drinking alcohol compared to 10 years ago.

Wellbeing

Emotional needs

We all have emotional needs that need to be met in order for us to feel safe, healthy and happy. Some examples of our emotional needs are:

1. I need to feel that I am good at some things
2. I need to have friends
3. I need to feel part of a group
4. I need to try new things
5. I need to have some choice over what I do
6. I need to give and receive attention
7. I need some time on my own
8. I need to feel safe and secure

Here are some things to think about:

- Who are your support networks and how do they help you?
- Friendships and how you manage fall outs both online and offline.
- Simple and safe routines you might have to stop the spread of bacteria and viruses and why this is important.
- How your bodies change, the impact of emotions and how you manage these.
- Changes brought on by puberty.

By recognising that we have basic human emotional needs and the ways we can get those needs met can help us to be more confident and secure individuals.

We should be aware that life is full of ups and downs, good times and times of challenge and hardship.

At times when we do not feel that our emotional needs are being met, we should speak to a trusted adult.

Independence and Responsibility

Independence is about being able to do things for yourself. For example, you show independence when you complete your homework without being reminded.

Responsibility is about being dependable, making good choices and being accountable for your actions. For example, you may have the responsibility of being a prefect for younger children in school.

Part of becoming an adult is about gaining more independence and taking on more responsibility. It helps to keep ourselves and others safe.

Staying Safe Online

Think Before You Click

Remember that information can spread rapidly on the internet. Even posts, messages or photographs that have been sent privately can be captured and spread by others around the internet. Here, the whole world may see it.

It can be extremely difficult to remove something once it has been posted. Things that you post now could even resurface many years later – something that may seem funny at the time may not do so later on.

We should always think about our own safety and should never post anything that may hurt or embarrass someone else.

Traffic Lights

When online, we should use the traffic lights system to maintain safety - 'STOP', 'THINK', 'GO'

STOP: when faced with a situation where we are being asked for personal information

THINK: is it ok to share this information? What information is being asked? Who is asking for it? Have I checked with an adult?

GO: I have checked with an adult, I know what information is safe to share

