

Me and My Relationships (Y6)

What you have already learnt in year 5:

You understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation. You know the ways in which children grow and develop in puberty – physically and emotionally. You can manage your periods (menstruation) or you understand how girls manage their periods and you are respectful of this. You recognise, as you approach puberty, how people’s emotions change at that time and how to deal with your feelings towards yourself, your family and others in a positive way. You are aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and have the skills to form and maintain a healthy relationship. You can name people who look after you, your networks and who to go to if you are worried about anything on or offline and my health and how to attract their attention. You know how to respond safely and appropriately to adults you meet (including online) whom you do not know. You know where individuals, families and groups can get help and support. You know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent. You understand what boundaries are appropriate in friendships with peers and others both on and offline. You understand the importance of being respectful to everyone and to recognise and care about others people’s feelings both on and offline but if appropriate you feel able to confidentially challenge their view point.

Key Skills

Personal Effectiveness

- Recognising and managing peer influence and the need for peer approval.
- Strategies for identifying and accessing appropriate help and support.
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

Interpersonal and Social Effectiveness

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.

Science

- Pupils will learn about sexual reproduction in animals including humans.
- Children will learn to describe the changes as humans develop into old age, including the changes experienced by puberty.

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.

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

By the end of lower key stage 2, you will have a good understanding of body image and how the media can sometimes misrepresent this. You will be able to describe the features of a good, healthy relationship and have a range of strategies and skills to help you to manage a fall out. You will be able to respond appropriately to people’s emotions and feelings, as well as be able to understand a range of feelings you might experience yourself. You will be able to explain what love is, and understand that there are a range of different relationships, including same sex marriages.

By the end of upper key stage 2, you will have a secure understanding of the physical and emotional changes you will go through as you grow from childhood to adulthood, including those brought on by puberty. You will be able to approach these changes in a respectful and mature manner. You will understand how you can manage your periods (or how girls manage their periods) and know how to get the help you need. You will be able to explain in detail how humans reproduce including conception.

You will be able to identify healthy and unhealthy relationships, and be able to describe the features of these. You will have a range of strategies to resist the pressure to do something inappropriate, and know where to go for help should you need it.

You will understand what discrimination and stereotypes are, and why it is important to be respectful and mature towards these.

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

- I understand the physical and emotional changes I will go through at puberty
- I can look after my body and health as I go through puberty.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
- I know about human reproduction including conception.
- I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers).
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)
- I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships).
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline.
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention.
- I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict.
- I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities.
- I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability).
- I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult.

Opportunities for teaching diversity, equality and expanding cultural capital

Opportunities to meet people of different backgrounds (ethnic, cultural, faith and physically).

Opportunities to read stories about people of different backgrounds (ethnic, cultural, faith and physically).

Key Vocabulary

Bacteria – a group of single-celled microorganisms that live in soil, water, the bodies of plants and animals, or matter obtained from living things and are important because of their chemical effects and disease-causing abilities.

Behaviour – to act or react in a particular way.

Bereavement – suffering the death of a loved one.

Body image – how an individual sees their own body and how attractive they feel themselves to be.

Bullying – to purposefully hurt, intimidate, threaten or ridicule someone repeatedly

Characteristics – a special quality or appearance that makes an individual or group different from others.

Commitment – an agreement or pledge to do something in the future.

Conception – the beginning of pregnancy involving formation of a zygote.

Differences – ways in which we are not the same.

Divorce – the action of legally ending a marriage.

Emotions – a strong feeling about something or someone.

Family – a group of people living under one roof composed of one or two parents and their children.

Friends – people who have a strong liking for and trust in each other.

Genitalia – genital organs on the outside of the body.

Homophobia – the irrational fear or dislike of homosexuality or homosexuals.

Independence - being capable of doing some things on your own without support

Love – a quality or feeling of strong affection for another.

Offline – not connected to a computer.

Online – relating to or connected to a computer or system such as the internet.

Private – something that is not shared with lots of people.

Process – a series of actions that leads to a result

Puberty – the period of becoming first capable of reproduction which is brought on by the production of hormones.

Racism – the belief that certain races of people are more superior than others.

Relationships – the state of being related to someone or a specific instance or type of this.

Respect – to avoid interfering with

Security – the state of feeling safe.

Share – to give or be given a part of something.

Similarities – the state of being similar.

Stability – feeling secure.

Stereotypes – an idea that many people have about a thing or a group and that may often be untrue or only partly true.

Teasing – to annoy, pester or make fun of someone.

Virus – a large group of very tiny infectious agents that grow and multiply and cause disease in plants and animals.

Violent – acting with harmful physical force.

There are special people in our lives, who can help us feel happy and safe. We have a responsibility to be kind and respectful to the special people in our lives.

We have many different emotions. We can affect the emotions of ourselves and others through our thoughts, words and actions. Different people may feel differently about the same thing.

People who love each other choose to spend their lives together. Some ways of doing this include marriage, living together, or civil partnerships.

Healthy Relationships

Negotiation and Compromise

Two strategies that can be used to maintain good relationships are negotiation and compromise. Negotiation: Discussion aimed at reaching an agreement.' Compromise: reaching agreement by people giving up something that was wanted. These involve skills such as listening, turn-taking, communication and selflessness.

Long Term Relationships

Often, when people love each other, they want to spend the rest of their lives together. Some people choose to get married (sometimes this is for religious reasons). People may also choose to live together or have a civil partnership. These relationships can be same-sex or opposite-sex.

People must be 16 (with parent consent) or 18 (without consent) to marry. In some cultures, arranged marriages are customary.

Forced Marriages

People should always have a choice in who they marry. It is against the law for someone to be forced to marry. People may force others to marry because:

- They think it is a part of their religion or culture
- They think it is important for reputation/ honour
- Financial or material gain
- They feel pressured by their community.

Unhealthy Relationships

Unhealthy relationships are relationships that are not good for one/ more than one person involved. In some unhealthy relationships, one person may pressure another or hold power over them.

If you feel that you are in an unhealthy relationship, you should speak to a trusted adult.

Being Kind

Treating each other with Respect

We should try to treat everyone else with respect. We should recognise that other people may have different beliefs, ways of life, cultures and religions to ourselves.

Appropriate, Inappropriate or Illegal

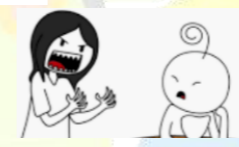
We should recognise that some actions are appropriate, some are inappropriate, and some are illegal.

For example, it is appropriate to shake hands with someone that you are meeting for the first time. It would normally be inappropriate for you to hug a stranger. It is illegal to touch someone who does not want to be touched.

Sensitivity and Empathy

Sensitivity is about being quick to pick up on things using our senses, e.g. how others are feeling, using sight/ hearing.

Empathy is about putting yourself in the shoes of someone else and imagining how they must feel. Both sensitivity and empathy are important in helping others and maintaining good relationships.



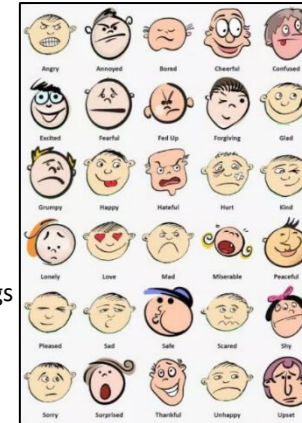
Feelings and Emotions

Our Emotional Needs

Emotions are the way that your mind and body react to the world around you. Emotions help to make us human. Emotions formed through evolution, to help us to survive.

We all have emotional needs:

- Having caring people around us
- Having self-esteem (feeling we are good at some things)
- Feeling as though we are a part of a group
- Trying new things
- Having some freedom (choice over the things we do)
- Giving and receiving attention
- Having some time on our own
- Feeling safe and secure.



When our emotional needs are not being met, or we do not find a situation easy, we can use coping strategies to help us deal with the situation in a positive way. e.g. speaking to someone about how we feel.

Being Assertive

Being assertive is about speaking up for ourselves in a way that is confident and honest about how we feel.

Being assertive is a healthy way of communicating. Being assertive does not come naturally to everyone. Some people are passive: they try to avoid confrontations and do not speak for themselves. Some people may be too aggressive, getting their ideas across in a way that is too forceful.

To be assertive:

- Stand firm
- speak clearly
- Be friendly and polite
- Stay calm
- Look confident
- Negotiate
- Relax
- Give eye contact.



Recall and Remember

Create a double page spread about everything you have learnt in this unit.

Here are some things to think about:

- Who are your support networks and now do they help you?
- Friendships and how you manage fall outs both online and offline.