

**SUBJECT: PSHE**

**UNIT: Relationships**

**TERM: 1**

**YEAR GROUP: 6**

Feelings and emotions; Healthy relationships; Valuing difference

	<b>LO</b>	<b>Main session (class discussion/circle time)</b>	<b>Key skills</b>	<b>Key questions</b>	<b>Resources</b>
<b>SESSION 1</b>	To recognise and respond appropriately to a wider range of feelings in others	<p>Talk about the range of feelings we may experience and how our feelings might be changing as we get older</p> <p>Talk about how feelings often change over time and are not fixed Explain the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings</p> <p>Empathise with others who are experiencing difficult/challenging feelings</p> <p>Describe or demonstrate ways of managing difficult or challenging feelings</p>	<p>Self-management</p> <p>Resilience</p> <p>Communication of ideas and views</p> <p>Affirm self and others</p> <p>Negotiation</p>	<p>How do we react to the everyday demands placed on us?</p> <p>Does it depend on what mood we are in?</p> <p>How do we know how other people are feeling or what mood they are in?</p> <p>How can we learn to cope with our moods and feelings?</p> <p>How can we be sensitive to other people's moods and feelings? Can we 'put ourselves in their shoes'?</p> <p>What do we feel differently about now?</p>	<p>Stories where characters share their feelings and help each other by listening and responding to the feelings of others; where they deal with adolescent love and loss</p> <p>Use extracts from books promoting discussion of how characters are feeling, role-play, drama activities etc.</p>

<p><b>SESSION</b> <b>2</b></p>	<p>To develop the 'concept of keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Know the importance privacy and personal boundaries</p>	<p>Evaluate all the reasons they can identify for keeping something confidential or secret</p> <p>Explain why keeping a secret might compromise personal safety/safety of others</p> <p>Explain our right to share a secret or break a confidence we feel confused or uncomfortable keeping</p> <p>Suggest ways to identify whether we should or should not agree to break a confidence or share a secret</p> <p>Identify whom to talk to for support and guidance, in school, outside school, online or by phone</p> <p>Talk about sharing something with someone who says they will keep it a secret and why we need to be careful – for example being asked for an image of ourselves</p> <p><i>NB The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mum we've bought her some perfume for her birthday' but it's not fine, and we should tell, if a grown-up or older young person says 'you must keep this secret and never tell anyone'. It is essential that pupils understand that no one has the right to demand they keep</i></p>	<p>Communication of ideas and views</p> <p>Active listening</p> <p>Manage risk and personal safety</p> <p>Analyse an evaluate situations</p>	<p>What is a secret?</p> <p>What would stop us from wanting to tell a secret?</p> <p>Is telling a secret the same as telling tales?</p> <p>If we did keep the secret, could it put someone at risk?</p> <p>What types of secrets would we encourage other pupils to tell?</p>	<p>Stories where characters are compromised by being told a secret which may result in someone/something being at risk.</p> <p>Use extracts from books or scenarios to promote discussion on when it is best to tell secrets.</p>
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<b>Session 3</b>	To recognise and manage 'dares'	<p>Explain or demonstrate strategies that can be used to manage 'dares'</p> <p>Talk about 'challenges' that can be useful and 'dares' that are dangerous to self/others</p> <p>Identify 'dares' that are sometimes made to look/sound like something else</p> <p>Identify people to talk to/go to for help and advice</p> <p>Talk about potential 'dares' they may encounter at secondary school and how they might manage these</p> <p><i>NB Pupils should be given opportunities to evaluate risk, recognise critical moments and evaluate possible outcomes/consequences for themselves and others. They should understand that dares are for someone else's amusement or to 'test' someone – they have no need to ever agree to a dare –</i></p>	<p>Making decisions and choices</p> <p>Recognise need for peer approval</p> <p>Communication of ideas and views to others</p> <p>Managing pressure and stress</p> <p>Affirm self</p> <p>Managing risk and personal safety</p>	<p>Who are the people we trust?</p> <p>What should we do if someone makes us feel unsafe?</p> <p>What strategies can we use to help us think before we act?</p> <p>Will doing something risky make us popular?</p> <p>Do we have to do it just because everyone else is?</p> <p>What 'exit strategies' do we have to get us out of a risky situation without losing face?</p>	<p>Stories about risk taking; where characters have to deal with their own and other people's feelings; where characters are aware of risks but choose to ignore them.</p>

		<p><i>a positive challenge is usually for their benefit. They should begin to recognise how pressure from others could persuade them to behave carelessly, dangerously or anti-socially. They should begin to have strategies to resist pressure and persuasion.</i></p>			
<p><b>Session 4</b></p>	<p>To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain positive healthy relationships</p>	<p>Give examples of positive, healthy relationships in their lives and other people's</p> <p>Explain the expectations and responsibilities of being in a healthy relationship</p> <p>Identify the crucial skills they can use to maintain a positive, healthy relationship</p> <p>Identify what can make relationships unhappy, unhealthy or unsafe</p> <p>Identify the signs of a risky/negative/unhealthy relationship</p> <p>Describe strategies for ending an unhealthy relationship</p> <p>Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</p> <p><i>NB Pupils should begin to recognise the role of good relationships with family/friends. They should practice keeping their relationships with friends/family as good as possible and</i></p>	<p>Making decisions</p> <p>Recognise distorted thinking</p> <p>Resolve conflict</p> <p>Affirm self and others</p> <p>Manage personal safety</p>	<p>How do people make us feel good about ourselves?</p> <p>How do we make people feel good about themselves?</p> <p>What do we expect from a healthy relationship?</p> <p>When might ending an unhealthy relationship be the best thing to do?</p> <p>How can we end relationships without hurting someone's feelings?</p> <p>Who can help us when we are worried about relationships?</p>	<p>Use stories where young characters deal with family/friendship tensions and conflict; where characters stand up for themselves and demonstrate ways of maintaining healthy relationships such as sharing feelings, being able to apologise and forgive</p>

		<i>identify what makes a relationship mutually beneficial.</i>			
<b>Session 5</b>	To understand that their actions affect themselves and others	<p>Predict the consequences of doing something risky/unsafe</p> <p>Describe feelings when thinking about the impact of their actions on others</p> <p>Explain how someone's actions might have consequences for themselves, family, friends, wider community</p> <p>Explain the importance of 'stopping', 'taking a step back' and asking 'What if...'</p> <p>Explain what an 'informed choice' means; what we mean by a 'trusted source of information' and how this is reflected in their behaviour towards others</p> <p>Give examples of the wider impact of both positive and risky actions on others</p> <p>Identify what can help them in 'moments' when they have to make decisions about what action they will take</p>	<p>Affirm self and others</p> <p>Managing risk and personal safety</p> <p>Setting challenging goals</p> <p>Communication of views to others</p>	<p>What could the consequences be if we do something risky or unsafe?</p> <p>How might this affect people who love us?</p> <p>How might seeing things from someone else's perspective help?</p> <p>How might someone who is worried about us react?</p> <p>When should we stop and think, before we act?</p>	<p>Stories where characters behave in a way that has an impact on relationships with family/friends; where parents/carers see risks differently from the young characters.</p> <p>Use of critical/crunch moments</p>

<p><b>Session 6</b></p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>Talk about the way physical contact is represented on TV, social media, in music, songs, paintings, pictures, etc.</p> <p>Explain how images of physical contact are portrayed to show friendship/love</p> <p>Talk about the use of these images in advertising</p> <p>Explain how personal safety can be compromised by unacceptable or unwanted attention or physical contact</p> <p>Describe or demonstrate strategies to use if someone's behaviour makes us worried or uncomfortable, including assertively saying 'I don't want you to do that', 'No, I'll tell' and if necessary shouting it very loudly</p> <p>Explain in simple terms the concept of consent in relation to physical contact: that the responsibility lies with the person trying to touch someone else to make certain that they are actively consenting; that 'not saying no' isn't the same as saying yes; and that it is never our fault if someone else makes us feel uncomfortable or worried by their behaviour</p> <p>Identify sources of help/advice in school, outside school, locally, nationally by phone and online</p>	<p>Making decisions</p> <p>Resilience</p> <p>Recognise distorted thinking</p> <p>Managing risk and personal safety</p>	<p>Are we influenced by what we see?</p> <p>To which part of us does personal safety apply?</p> <p>What physical contact is acceptable for us in different situations?</p> <p>What skills/strategies do we need to cope with unwanted attention?</p>	<p><a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: Privates are private; Always remember your body belongs to you; <u>N</u>o means no; <u>T</u>alk about secrets that upset you; <u>S</u>peak up, someone can help.</p> <p>Stories where characters positively demonstrate love for each other and care for one another; where characters have the courage to say 'no' or fail to say 'no' and have to deal with the consequences; where characters deal with different situations and demonstrate skills they didn't now they had.</p>
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