

Autumn term theme- Health and Wellbeing			
Learning Objectives	Key Skills taught	Links to the curriculum	
<p>1. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>2. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>3. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>4. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>5. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>6. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>7. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>8. about human reproduction</p> <p>9. understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p>	<p>1. what is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>3. how to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty, transition and loss</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>	<p>Fireworks safety</p> <p>Class charters</p> <p>Lifeguard visit</p> <p>History: life in WW2</p> <p>Science: healthy eating</p> <p>R.E: Eucharist</p>	
E-safety focus			
Category	Learning Objectives	Key Skills	Resources
<p>1. Internet Safety and Relationships &amp; Communication</p>	<ul style="list-style-type: none"> <li>•compare and contrast online-only friends and in-person, face-to-face pals.</li> <li>•analyze why private information should not be given to anyone online without the permission of a trusted adult.</li> <li>•debate how to respond if an online-only friend asks them personal questions.</li> </ul>	<p>Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p>	<p><b>Lesson name:</b> Talking Safely Online</p> <p><b>File path:</b> Curriculum&gt; 2016-2017 curriculum&gt; safety &gt; lessons &gt; y6&gt; Talking Safely Online</p> <p><b>Other useful resources:</b></p> <p><b>CEOP - Cyber-Cafe</b> Thinkuknow resources exploring aspects of online communication</p> <p><b>Childnet</b> - Captain Kara and Winston's Smart Crew Cartoons illustrating the smart rules.</p> <p><b>Netsmartz</b> – Revealing too much Lesson resources on sharing personal information</p> <p><b>BBC</b> - Lonely Princess</p> <p><b>BBC Newsround</b> special with Video "Caught in the Web"</p> <p>Get Safe Online – Safeguarding Children Information and resources for teachers and parents</p> <p><b>ICO</b></p>
<p>2. Relationships &amp; Communications and Self Image &amp; Identity</p>	<ul style="list-style-type: none"> <li>•compare and contrast their responsibilities to their offline and online communities.</li> </ul>	<p>Pupils explore Spider-Man's motto, "with great power comes great responsibility"</p>	<p><b>Lesson name:</b> Super Digital Citizen</p> <p><b>File path:</b></p>

	<ul style="list-style-type: none"><li>•reflect on the characteristics that make someone an upstanding citizen.</li><li>•devise resolutions to digital dilemmas.</li></ul>	through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.	Curriculum> 2016-2017 curriculum> safety > lessons > y6> Super Digital Citizen <b>Other useful resources:</b> <b>Cybersmart</b> - Balancing Time Online Lesson resources <b>BBC – CBBC Stay Safe</b> Guidance, resources, videos and quiz <b>Google</b> - Google Safety Tips Security advice for parents and families
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### Spring term- Relationships

Learning Objectives	Key skills taught	Links to the curriculum
<p>1. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>2. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>3. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>4. 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>5. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>6. to work collaboratively towards shared goals</p>	<p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>	<p>Human rights awareness day/week</p> <p>Chinese new year</p> <p>Christian art week</p> <p>Shakespeare</p> <p>Shared worship</p> <p>Coalmining: Sunderland's heritage</p> <p>Safety work visit</p> <p>R.E: Eucharist</p>

### E-safety focus

Category	Learning Objectives	Key Skills	Resources
3. Privacy & Security	<ul style="list-style-type: none"> <li>•learn which information they should avoid sharing online because it is private.</li> <li>•understand which kinds of websites have privacy policies, and why.</li> <li>•practice checking websites they visit for privacy policies and privacy seals of approvals.</li> </ul>	<p>Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p>	<p><b>Lesson name:</b> Privacy Rules</p> <p><b>File path:</b> Curriculum&gt; 2016-2017 curriculum&gt; safety &gt; lessons &gt; y6&gt; Privacy Rules</p> <p><b>Other useful resources:</b>  <b>Childnet</b> - Young People and Social Networking Sites Guide for parents / carers and teachers  <b>Childnet</b> - The Smart Crew Cartoons and teacher resources.  <b>BBC</b> - Keeping personal information safe online Video showing how much information there is on the web about us. Rather dated, but with good messages.  <b>CEOP Thinkuknow</b> - Jigsaw-Becky's Story Video about Becky and her online profile  <b>BBC</b> - Do you know how to stay safe online?</p>
4. Relationships & Communications and Cyber Bullying	<ul style="list-style-type: none"> <li>•empathize with the targets of cyberbullying.</li> <li>•recognize some of the key similarities and differences between in-person bullying and cyberbullying.</li> <li>•identify strategies for dealing responsibly with cyberbullying.</li> </ul>	<p>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p>	<p><b>Lesson name:</b> What's Cyberbullying?</p> <p><b>File path:</b> Curriculum&gt; 2016-2017 curriculum&gt; safety &gt; lessons &gt; y6&gt; What's Cyberbullying?</p> <p><b>Other useful resources:</b>  <b>Cybersmart</b> - Cyberbullying Teachers resources and lesson plans  <b>Kidscape</b> - What is cyberbullying? Advice for families and children on cyberbullying  <b>DfE</b> - Preventing and Tackling Bullying Advice for schools October 2014</p>

### Summer term- Living in the wider world

Learning Objectives	Key skills taught	Suggested Activities
<p>1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>2. universal human rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>3. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</p> <p>4. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>5. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>6. to explore and critique how the media present information</p>	<p>1. about respect for self and others and the importance of responsible behaviours and actions</p> <p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>	<p>School bank</p> <p>What I believe topic</p> <p>Sports day</p> <p>BB proms in the park/ BB fest</p> <p>Shakespeare</p> <p>Nexus visit</p> <p>R.E: people of faith</p> <p>History: slavery past and present</p> <p>Art: inspirational quotes from leaders</p> <p>Heart start</p> <p>Derwent hill trip</p> <p>St John's ambulance visit</p> <p>Y6 production</p>

#### E-safety focus

Category	Learning Objectives	Key Skills	Resources
<p>1. Information Literacy &amp; Self Image and Identity</p>	<ul style="list-style-type: none"> <li>•compare and contrast gender stereotypes.</li> <li>•evaluate online media messages that convey gender stereotypes.</li> <li>•reflect on why gender stereotypes sometimes can be limiting.</li> </ul>	<p>Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.</p>	<p><b>Lesson name:</b> Selling Stereotypes</p> <p><b>File path:</b> Curriculum&gt; 2016-2017 curriculum&gt; safety &gt; lessons &gt; y6&gt; Selling Stereotypes</p> <p><b>Other useful resources:</b> <b>Let Toys be Toys</b> – Lesson plan Challenging use of genders in adverts Upper KS2 <b>Hackney Learning trust</b> – Stereotyping in the Media Lesson plan for Key Stage 2</p>

