

Year 6 PSHE Medium Term Plan - Autumn

Theme: Relationships

Sub-themes:

Families and friendships

Safe relationships

Respecting ourselves and others

Core Substantive Knowledge	Key Vocabulary	Key Questions
Families and friendships – Healthy relationships and commitment Children learn: • What different kinds of loving relationships are • That people who love each other can be of any gender, ethnicity or faith • The difference between gender identity and sexual orientation and everyone's right to be loved • The qualities of healthy relationships that help individuals flourish • Ways in which couples show their love and commitment to one another, including those who are not married or who live apart • What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • That people have the right to choose whom they marry or whether to get married • That to force anyone into marriage is illegal • How and where to report forced marriage or ask for help if they are worried	Family, relationship, respect, love, equality, support, gender, sexuality, identity, respect, inclusive, stereotype, commitment, marriage, partnership, family, love, responsibility, rights, choice, forced marriage, safety, trusted adult	• What makes a family relationship healthy or unhealthy? • Why is it important to respect people's identities? • What does commitment in a family or relationship mean? • What can we do if someone's rights or safety are at risk?
Safe relationships – Personal safety, pressure and consent Children learn:	online, friendship, trust, safety, pressure,	• How can we tell if an online friendship is healthy?

• Features of a healthy and unhealthy friendship • The shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Strategies to respond to pressure from friends including online • How to assess the risk of different online 'challenges' and 'dares' • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • How to get advice and report concerns about personal safety, including online • What consent means and how to seek and give/not give permission in different situations	manipulation, responsibility, pressure, consequence, decision, influence, accountability, challenge, dare, risk, decision, strategy, unsafe, uncomfortable, confidence, support, consent, permission, secret, uncomfortable, safe, trusted adult, image, consent, peer pressure, privacy, digital footprint, sharing	• What should we do if someone is pressuring us or others online? • How can we stay safe when facing pressure or online challenges? • What can we do if someone pressures us to do something unsafe? • What should we do if someone makes us feel unsafe or uncomfortable? • How can we make safe and respectful choices when sharing images online?
Respecting ourselves and others – Debate and Values Children learn: • The link between values and behaviour and how to be a positive role model • How to discuss issues respectfully • How to listen to and respect other points of view • How to constructively challenge points of view they disagree with • Ways to participate effectively in discussions online and manage conflict or disagreements	Self-image, identity, Respect, Digital footprint, Role model, Empathy, perspective, respect, listening, challenge, discussion, Communication, respect, empathy, collaboration, conflict, resolution	• How can we use our online presence to reflect who we are and inspire others in a positive way? • How can we disagree with others in a way that shows respect and helps us all learn and grow? • How can we work together online in a way that supports healthy relationships, even when we don't agree?