

Keeping safe and looking after myself

In Year 6 pupils will begin to learn the importance of leading a balanced lifestyle, through understanding that their choices have either positive, neutral or negative consequences. They will consider how some behaviours and actions, even ones that can be seen as healthy, can become harmful when done excessively. Learning about a healthy, balanced approach to exercise, diet, sleep, screen time and other habits supports pupils in developing responsibility for their health and well-being. Children will also learn about the effects of alcohol and drugs, learning how they can influence a person's decisions and behaviour.



People who help me

It is important that children are able to identify people they trust within their families, friendships at school, online and in the wider community. Knowing who they can approach for help, advice and extra information supports children in making positive choices. Children will be taught that there is no problem too small to be talked about and how to access help by contacting ChildLine. Pupils will build upon their learning about trustworthy people in their lives and identify appropriate people to share information with in a range of situations.

Living in our World

This unit helps to start to prepare children for life in society and for living successfully in their community. We will be learning about why and how some people borrow money and we will be discussing if it is a good idea. We will be thinking about why the UK gives overseas aid.

We will be thinking about why and how are there rules and laws that protect us. We will consider why there are different rules in different situations and how we can take part in making and changing rules. Finally, we will be thinking more about the role of the media.

Further information for parents and carers

We aim to work in partnership with parents and carers by ensuring you are well informed about curriculum content. We welcome your questions and are happy to share resources and teaching materials. Please contact your child's class teacher if you would like more information.

DFE information for parents:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Useful website links

<https://overfields.ironstoneacademy.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents>

Overfields Primary School



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Why do we teach PSHE including RSE?

Relationships, Sex and Health Education (RSE) is a statutory part of the National Curriculum and it forms part of the wider PSHE curriculum.

It helps children to make informed decisions about relationships and friendships, emotional well-being, staying safe both online and offline and changes in their life and to their bodies. It supports our children in preparing for all the opportunities, challenges, life decisions and responsibilities they'll face.

This leaflet gives information on the RSHE curriculum we deliver and the use of themes, resources and progressive vocabulary to talk about well-being, health and relationships at an age appropriate level.

Relationships

The Department of Education guidelines stress the importance of the transition phase before moving to secondary school supporting pupils' ongoing emotional and physical development effectively. The 'relationships' element of our programme is tailored to the age and the physical and emotional maturity of the pupils, whilst ensuring that both boys and girls are prepared for the changes that adolescence brings. This unit continues the work from Y5 where children will explore why relationships change in adolescence and the characteristics of a happy or unhappy relationship, whilst learning coping strategies for dealing with the changing relationships within families and friendships.

Children will learn the legalities around different aspects of relationships and explore the reasons why people enter a marriage or civil partnership. This will then lead into discussions around protected characteristics, such as bisexual and transgender. Finally, children will be given the opportunity to consider the benefits and costs of trusting other people. Permission, personal safety and how to recognise different risks and the choices they can make about them will be explored, along with ways of resisting pressure that threatens personal safety.

My body and my health

In Year 6, we build on from the work the children covered in Year 5 on puberty and the changes the body will go through. We look at periods and the menstrual cycle for girls and wet dreams for boys. Boys and girls will initially be taught together. Girls will then be given an extra session with either a female teacher or nurse to look at the use of sanitary products and to discuss any questions they want to ask privately. Boys will be given the opportunity to further discuss what happens to their bodies with a male teacher. We will also explore the term 'consent' and what this means. The children will be taught what to do and who to speak to if they feel that the physical contact they are experiencing is unsafe. All of these topics will be handled sensitively and the detail we go into will depend on the children's current and prior knowledge.

Life cycles

In Year 5, the children were introduced to how a baby is made and the need for a sperm and an egg for fertilisation. This is developed in Year 6 and the children look at how the sperm and the egg meet. They are introduced to the term sex and sexual intercourse. We will use the Yasmine and Tom resource and the children will watch an animation which shows the male and female genitals and their role in the reproduction system. Just like Year 5, this subject will be treated discreetly and respectfully and a scientific focus will be taken when teaching it.



Feelings and attitudes

Children will talk about whether it is normal to be attracted to or in love with someone of the same gender, including if this means you are gay or lesbian.

We will then learn about discrimination and what the law says about discriminating groups of people because of their sexual orientation, religion, age, race etc.

Also, we think about what we can do if we feel we are being pressured into doing something and who we can go to for help.

Mental Wellbeing

We recap the definition of mental health and how mental health is about our feelings, our thinking, our emotions and our moods – things we can't really see, but that affect our lives in lots of ways. They learn that our mental health is just as important as our physical health. We will talk about how worries etc can make us feel and discuss the difference between small everyday worries and bigger overwhelming worries and how overwhelming worries can affect our mental health because we are thinking about them all the time. We will discuss how it is important to talk to someone we trust if there is something which is bothering us (small or overwhelming) and the children will identify the people they would talk to if they had a problem or a worry. We will discuss how to view situations positively and will look at how having a positive outlook can make us feel. Children will discuss how they are feeling about going to secondary school and identify solutions to any anxiety they might be feeling.