

Autumn term 2020

Whole School Assembly Objectives:

To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.

Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Wider Curriculum:

HWPS values (learning skills), vision and behaviour expectations.

PE (R13) and poster for looking after equipment.

Autumn 2020 recovery curriculum.

Behaviour policy and class charter 1st week September /captain positive.

RE interfaith week link to R13.

SMSC/Fundamental British Values -develop self confidence and knowledge, respect the law, responsibility for their behaviour, and respect and harmony between different cultural traditions.

Relationships - Year 6

PSHE and SRE Knowledge organiser *SRE in italics.*

Objectives:

R13. 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)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language,

'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support

for them self or others.

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have

rights to privacy.

Prior knowledge KS1

Identify and respect the differences and similarities between people.

Recognise that their behaviour can affect others people.

What makes them feel uncomfortable, understand what is acceptable and strategies to resist dares.

To know that teasing and bullying is wrong and unacceptable.

Identify their special people.

The importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

Resources

Class charter ideas. Example poster

Behaviour card game Mini book

Role of police twinkl power point

Personal portrait

Embrace our differences power point twinkl

Black lives matter power point twinkl

Teachprimary.com challenging stereotypes

Challenging stereotypes power point twinkl

Bbc growth mind-set video

Youngminds.org #hello yellow play list

Facts4life mat 11a

YouTube why do we lose our emotions kids want to know

Vocabulary: diversity equality cultural ethnic gender discrimination stereotype civil partnership

Skills and attributes taught through respect and relationship theme:

Interpersonal and social effectiveness:

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including:
active listening and communication, team working, negotiation, leadership skills and presentation skills.
5. Enterprise skills and attributes.
6. Recognising, evaluating and utilising strategies for managing influence.
7. Valuing and respecting diversity.
8. Using these skills and attributes to build and maintain healthy relationships of all kinds.

Skills and attributes taught through respect and relationship theme:

Managing risk and decision - making:

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

Concepts taught through respect and relationship theme.

Identity, relationships, healthy balanced lifestyle, risk, safety, diversity, equality, rights, responsibility, consent, change, resilience, power and career.

Skills and attributes taught through respect and relationship theme:

Personal effectiveness:

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. 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
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)