

Year 6 Summer 1						
	Learning Step 1	Learning Step 2	Learning Step 3	Learning Step 4	Learning Step 5	Learning Step 6
Learning Objective	<ul style="list-style-type: none"> <li>that mental health is just as important as physical health and that both need looking after</li> <li>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>positive strategies for managing feelings</li> <li>that there are situations when someone may experience mixed or conflicting feelings</li> <li>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> </ul>	<ul style="list-style-type: none"> <li>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>the importance of asking for support from a trusted adult</li> <li>about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>that changes can mean people experience feelings of loss or grief</li> </ul>	<ul style="list-style-type: none"> <li>how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<ul style="list-style-type: none"> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> </ul>	<ul style="list-style-type: none"> <li>about the transition to secondary school and how this may affect their feelings</li> <li>about how relationships may change as they grow up or move to secondary school</li> </ul>
Key Vocab	mental wellbeing		loss, grief,		independence, transition	

Year 6 Summer 2						
	Learning Step 1	Learning Step 2	Learning Step 3	Learning Step 4	Learning Step 5	Learning Step 6
		<b>CAN WITHDRAW</b>				
Learning Objective	<p><i>(Year 4 puberty recap and further detail on male puberty)</i></p> <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> </ul>	<ul style="list-style-type: none"> <li>identify the links between love, committed relationships and conception</li> <li>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles</li> <li>(that pregnancy can be prevented with contraception?) This may come up in conversation. If a child asks 'but what if a couple wants to have sex but not</li> </ul>	<ul style="list-style-type: none"> <li>how to protect personal information online</li> <li>to identify potential risks of personal information being misused</li> <li>strategies for dealing with requests for personal information or images of themselves</li> <li>to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of</li> </ul>	<ul style="list-style-type: none"> <li>about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> </ul>	<ul style="list-style-type: none"> <li>about the risks and effects of different drugs</li> <li>about the laws relating to drugs common to everyday life and illegal drugs</li> <li>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>about the organisations where people can get help and support concerning drug use</li> <li>how to ask for help if they have concerns about drug use</li> <li>about mixed messages in the media relating to drug use and how</li> </ul>	<ul style="list-style-type: none"> <li>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> </ul>
Key Vocab	erection, wet dreams, testes, sperm, semen, ovaries, egg, uterus, vulva	consent, committed relationship, sexual intercourse, love,	personal information, social media			