


Year 6 – Term 6  
**Does maturity bring greater freedoms or more challenges?**  
**PSHE**



**National Curriculum Links:**

Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  
 How important friendships are in making us feel happy and secure, and how people choose and make friends.  
 The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  
 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  
 Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  
 How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  
 Practical steps they can take in a range of different contexts to improve or support respectful relationships.  
 The conventions of courtesy and manners.  
 The importance of self-respect and how this links to their own happiness.  
 That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  
 The importance of permission-seeking and giving in relationships with friends, peers and adults.  
 What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  
 That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.  
 How to report concerns or abuse, and the vocabulary and confidence needed to do so.  
 Where to get advice e.g. family, school and/or other sources

**Essential Prior Learning:**

Children will know the main changes that occur to the male and females’ bodies during puberty.  
 They will have some strategies for responding appropriately if a friendship is making them feel worried, unsafe or uncomfortable.  
 Children will understand that they should talk to a trusted adult if they are worried or upset.

**Progression in Skill:**

People have different kinds of relationships in their lives, including romantic or intimate relationships.  
 People who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.  
 Adults can choose to be part of a committed relationship or not, including marriage or civil partnership.  
 Marriage should be wanted equally by both people; forcing someone to marry against their will is a crime.  
 How puberty relates to growing from childhood to adulthood.  
 The reproductive organs and process – how babies are conceived and born and how they need to be cared for.  
 There are ways to prevent a baby being made.  
 How growing up and becoming more independent comes with increased opportunities and responsibilities.  
 Friendships may change as they grow and how to manage this.  
 Managing change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

**Long-term Memory Knowledge:**

know and understand that there are different relationships and what constitutes a healthy relationship.  
 People who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.  
 Adults can choose to be part of a committed relationship or not, including marriage or civil partnership.  
 Marriage should be wanted equally by both people; forcing someone to marry against their will is a crime.  
 Puberty relates to growing from childhood to adulthood.

Understand what the reproductive organs do and the process of how babies are conceived, born and how they need to be cared for.  
 There are ways to prevent a baby being made.  
 Growing up and becoming more independent comes with increased opportunities and responsibilities.  
 Friendships may change as they grow and how to manage this.  
 Managing change, including moving to secondary school involves how to ask for support or where to seek further information and advice regarding growing up and changing.

**Key Vocabulary:**

<b>gender</b>	the characteristics of women, men, boys and girls
<b>love</b>	an intense feeling for another person
<b>reproduction</b>	the production of offspring by a sexual process
<b>reproductive organs</b>	organs involved in the production of offspring
<b>conception</b>	the action of conceiving a child
<b>pregnancy</b>	the condition of being pregnant
<b>womb</b>	a reproductive organ
<b>uterus</b>	a reproductive organ
<b>ovum</b>	a reproductive cell
<b>consent</b>	permission for something to happen

**Progression in Resources:**

- Primary & secondary sources:
- Textbooks
  - Internet
  - Age-appropriate diagrams

**Relevance:**

<b>Now</b>	Children should be aware that relationships can take many forms and that consent is essential; they have greater confidence in moving forwards next year with some friendships and leaving others behind with sensitivity.
<b>Future</b>	Be able to make safe choices about the different relationships they form in life; choose to be with people who make them happy and keep them safe.
<b>Aspiration</b>	Understand how to show emotional intelligence towards others, supporting others to make informed decisions about relationships.