

## Time 4 Us – Year 6 Curriculum Map 2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Positive Relationships	Media Literacy and Digital Resilience	Mental Wellbeing	Ourselves	Aspirations
Time for Us	<p><b>Expressing opinions and respecting other points of view, including discussing topical issues</b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss and debate topical issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul> <p><b>Belonging to a community</b></p> <p><b>Valuing diversity; challenging discrimination and stereotypes</b></p> <ul style="list-style-type: none"> <li>what prejudice means</li> <li>to differentiate between prejudice and discrimination</li> <li>how to recognise acts of discrimination</li> <li>strategies to safely respond to and challenge discrimination</li> <li>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>how stereotypes are perpetuated and how to challenge this</li> </ul>	<p><b>Attraction to others; romantic relationships; civil partnership and marriage</b></p> <ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p><b>Evaluating media sources; sharing things online</b></p> <ul style="list-style-type: none"> <li>about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>how and why images online might be manipulated, altered, or faked</li> <li>how to recognise when images might have been altered</li> <li>why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>that social media sites have age restrictions and regulations for use</li> <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> <li>the reasons why some media and online content is not appropriate for children</li> <li>how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>about sharing things online, including rules and laws relating to this</li> <li>how to recognise what is appropriate to share online</li> <li>how to report inappropriate online content or contact</li> <li>how to protect personal information online</li> <li>to identify potential risks of personal information being</li> </ul>	<p><b>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</b></p> <ul style="list-style-type: none"> <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> <li>about the process of grieving and how grief can be expressed</li> <li>about strategies that can help someone cope with the feelings associated with change or loss</li> <li>to identify how to ask for help and support with loss, grief or other aspects of change</li> <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>	<p><b>Human reproduction and birth; increasing independence; managing transition</b></p> <p>Growing and changing Human reproduction and birth; increasing independence; managing transitions to recognise some of the changes as they grow up e.g. increasing independence</p> <ul style="list-style-type: none"> <li>about what being more independent might be like, including how it may feel (H35)</li> <li>about the transition to secondary school and how this may affect their feelings (H36)</li> <li>about how relationships may change as they grow up or move to secondary school</li> <li>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school (H24)</li> <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 (H33)</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb (H33)</li> <li>that pregnancy can be prevented with contraception</li> </ul>	<p><b>What influences career choices. Workplace Stereotypes</b></p> <ul style="list-style-type: none"> <li>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people's career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>

			<p>misused</p> <ul style="list-style-type: none"> <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 this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> </ul>		<p>(H33)</p> <ul style="list-style-type: none"> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	
<b>Keeping Safe</b>	<p><b>Safe relationships Recognising and managing pressure; consent in different situations</b></p> <ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> <li>• about what it is meant by first aid; basic techniques for dealing with common injuries (H43)</li> </ul>					
<p><b>Being Healthy</b></p> <p><i>(Learning Objectives covered within these lessons transferred to Healthy living outside the classroom outcomes)</i></p>	<p><b>Vaccinations, immunisations and allergies</b></p> <ul style="list-style-type: none"> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul> <p><b>Keeping Safe - drug use and the law; drug use and the media</b></p> <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 they might influence opinions and decisions</li> </ul> <p><b>Recap from Y5</b></p> <ul style="list-style-type: none"> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> </ul>					