

Year 6 Autumn 1 PSHE Information Leaflet

Respecting Ourselves and Others; Families and Friendships

In Year 6 during Autumn 1, we will be learning about respecting ourselves and others, including how to express our opinions and respect other points of view. We will also be learning about different types of relationships. Including what it means to be attracted to others and civil partnership and marriage.

Pupils will identify how role models can demonstrate positive qualities and behaviours to others.

- To describe how people can learn from the behaviour of positive role models
- To explain how a person's actions can impact on others and the role peers play in supporting one another
- To evaluate examples of positive role models.

Pupil will learn that people have different opinions that should be respected

- To express an opinion while being polite and respectful.
- To work with others to explore ways to resolve a disagreement without falling out.

Pupils will learn what a loving relationship is and that there are many types of relationships.

- To understand the terms associated with love, relationships and sexual orientation.
- To appreciate that people differ in terms of sexual orientation and who they love.
- To describe what makes a loving relationship.

Pupils will identify different types of attraction and the types of people we might find attractive.

- To describe how we feel when we are attracted to someone and the different ways we can be attracted to others.
- To explain how we feel when we have a crush and how we can all differ in our feelings and the types of people we find attractive.

Pupils will know what marriage and civil partnerships are

- To know that marriage and civil partnerships are formal and legal commitments which are intended to be lifelong.
- To know that for most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage

Pupils will know what a forced marriage is.

- To know that people have the right to choose whom they marry or whether to get married
- To know that to force anyone into marriage is illegal
- To know how and where to report forced marriage or ask for help if they are worried

Key vocabulary: Role model, positive, negative, respect, compassion, trust, behaviour, values; e.g. compassion, trust, honesty, determination, fairness, disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite, opinions, passive aggressive, conflict, resolution, heterosexual, gay, lesbian, bisexual, sexual orientation, society, race, age, civil partnership, commitment, love, attraction, gender identity, romantic attraction, crush, emotional attraction, commitment, vows, laws, ceremonies, wedding, marriage, civil partnership, love, cohabit, marriage, law, illegal, consent, forced marriage

Further information for parents:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

<https://www.twinkl.co.uk/blog/helping-your-child-to-develop-positive-friendships>

<https://parentinfo.org/article/online-friendships-a-parents-guide>

<https://parentinfo.org/article/how-stereotypes-stop-you-being-you>

Statutory Guidance Links:

Topic: Families and People who Care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Topic: Caring Friendships

- 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.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that 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.

Topic: Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners
- 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.

Topic: Being safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- what sorts of boundaries are appropriate in friendships with peers and others

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Below are some examples of resources that will be used within the lessons:

Resolution Techniques

The three key words to remember are:

Politeness

This involves listening to the other person's opinion and not being rude about what they say, even if you do not agree with it. For example, if someone else says their favourite food is pizza and your favourite food is pasta, you could say 'Pizza sounds like a good choice for you'.



Respect

This may involve saying something to show that you see why their different opinion is valid for them. For example, 'Pizza sounds like a good choice for you because I know how much you love cheese'.



Honesty

This will be the point where you state your opinion, even if it is different to the other person. If you have started off being polite and respectful then your honest opinion can be delivered kindly. For example, 'Pizza sounds like a good choice for you because I know how much you love cheese. I don't like tomatoes, so I prefer cheesy pasta'.



Can you match today's key terms to their definitions?

Use a pencil so we can correct any we don't get right first time.

gender identity		An attraction towards somebody where you feel excited and nervous around them
romantic attraction		This determines whether a person will be attracted to males, females or both
crush		This is how a person sees themselves as male, female or neither
emotional attraction		Feeling like you want to share deep emotional connections with someone
sexual orientation		Feeling like you want to be someone's boyfriend or girlfriend

Elements of a Loving Relationship

No matter who is in the relationship, there should be...

advice commitment affection loyalty
support fairness communication honesty
kindness consideration trust
respect shared interests care
patience common goals help

twinkl



Marriage is something that most of us dream of happening... one day. But for some people, marriage can become a nightmare – when they're forced to marry someone against their will.

Forced marriage is wrong.

If this is happening to you, or someone you know, this is not your fault and you are not alone.

YOU CAN GET HELP.

- ➔ Talk about your concerns to your teacher or
- ➔ Call the Forced Marriage Unit on 020 7008 0151 between 9am and 5pm Monday to Friday (UK time). Outside those hours, call 020 7008 1500 and ask for the Foreign Office Response Centre.
- ➔ Email fmufco.gov.uk

We offer confidential help and advice: we will **not** contact your family