

Year 6 Autumn 2 PSHE Information Leaflet

Safe Relationships

In Year 6 this half term, we will be learning about safe relationships. We will be learning about recognising pressure in different situations, and about the importance of giving and receiving consent in different situations.

To identify negative influences on my behaviour and suggest ways that I can resist these influences.

I can identify the different influences in my life and understand that some of these are hidden influences.

I can suggest techniques to use if I am feeling under pressure to behave in a way that makes me feel uncomfortable.

To learn about risk in everyday situations

I can assess how risky different everyday activities are.

I can describe how important it is to 'stop and think' before taking a risk.

I can explain what makes a risk worth taking and what makes it too risky

I can recognise a dare.

To demonstrate an understanding of online peer pressure

To give examples of online peer pressure.

To identify how peer pressure in the online world is different to offline.

To define online dares and crazes and formulate arguments for and against taking part in them.

To give definitions for the terms 'bystander' and 'upstander' and identify positive actions to take to be an upstander to peer pressure online

To know the importance of giving and receiving consent.

To know what consent means and why it is important.

To practise saying no.

To know who to tell if something makes us feel uncomfortable.

Key vocabulary: Consent, freedom, capacity, rights, human rights, touch, inappropriate, pressure, permission, online, dangerous, unhealthy uncomfortable, wrong, assertive, manipulate, intimidate, pressure, influence, peer, negative, behaviour, resist, support, help, anxious, risk, worth, harm, help, loss, gain, win, lose, positive, consequence, outcome, dares, assertive, peer pressure, online, safe, unsafe, dangerous, trolling, bystander, upstander, cyberbully, pressure, social media, support, friend, profile, block, report, risky, behaviour, online, offline, consequences.

Further information for parents:

<https://parentinfo.org/article/peer-pressure-a-parents-guide>

www.parentzone.org.uk/peerpressure

www.parentinfo.org/

<http://www.ceop.police.uk/>

Statutory Guidance Links:

Topic: Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- 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.

Topic: Caring Friendships

- 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.
- 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

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Topic: Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Topic: Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Topic: Internet safety and harms

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online

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Respecting Ourselves and Others; Families and Friendships

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

Feeling Pressured



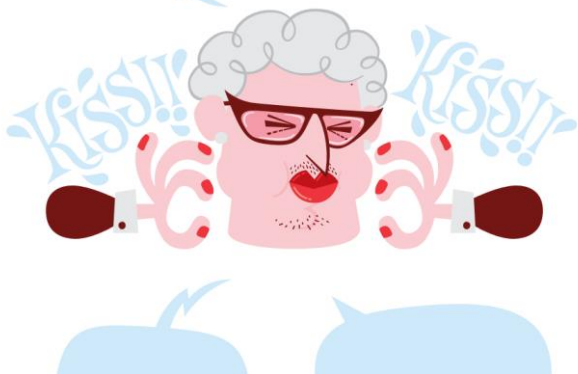
Make a list below of the actions you can take if you are feeling pressured. Write an explanation of each action.

1

2

'Go kiss Aunt Doris goodbye'

No thanks, that makes me uncomfortable. I will just wave goodbye.



Take Action!

1

Remind – Remind yourself that the fact you are in this situation is not your fault. You have not done anything wrong; the person making you feel pressured is the person who needs to think about their behaviour.



2

Escape – If you are feeling like you are in potential danger, plan an escape route to safety. This may be a physical escape through a doorway or one that involves speaking to a person and asking them for help.



3

Instincts – Trust your instincts. If things don't feel right to you or you feel uncomfortable in any way, leave the situation and make sure you feel safe and comfortable.



4

Code – Decide on a 'code' with a family member that can be used as a way of telling them that you need help without alerting the person you are with. This could be putting 'xxx' at the end of a text message or saying, 'I can't wait for the weekend' at the end of the conversation.



5

Lie – If you are feeling uncomfortable or in danger, lying is a sensible action to take. Say you need to be elsewhere and create a reason for leaving the situation that is making you feel in danger or uncomfortable.



ACTIVITY B_ THEATRE ACTIVITY

- ❖ What might happen if this person gave into the peer pressure?
- ❖ Who could this person turn to for help?
- ❖ What could this person do to get out of this situation?
- ❖ How could this person avoid the situation if it happened again?

ACTIVITY D_ RISKY BEHAVIOUR

- | | |
|--|--|
| ❖ Post selfies | ❖ Meeting someone they've never met |
| ❖ Make mean comments about others | ❖ Showing off things they've bought |
| ❖ Saying hurtful things just to get a reaction | ❖ Skipping school |
| ❖ Sexting | ❖ Fear of missing out |
| ❖ Smoking or drinking because they've seen others doing it | ❖ Buying things you can't afford because others are doing it |
| ❖ Get a large amount of likes on pictures | ❖ Bullying |

ACTIVITY A_ ONLINE DARES DEBATE

Team A:
Online Dares and crazes can be positive

Team B:
Online Dares and crazes can be negative