

Year 6 (Spring 2) Owning our choices

Prior Learning: In Year 5 children will have learnt how to Healthy choices, what makes a balanced lifestyle? Who is responsible for their health and well-being? Vaccinations, immunisations and medicines. Making choices, what is meant by a habit, drugs common to everyday life, the law and drugs, Peer influence re drugs, Messages in the media re drugs (e.g. vaping.)

We will learn the knowledge and strategies to make positive choices that keep us healthy. Areas of learning include how to maintain a healthy balanced lifestyle through food choices and physical activity, as well as potential barriers people might face. Children will learn how to manage influences and pressure, and keep themselves healthy within our 'Owning your Choices' theme of our PSHE Education. This includes increased independence and responsibility; Anti-Social Behaviour and Peer Pressure/ exploitation, strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours and where to get help.

1. TWAL: How to increase our independence and responsibilities safely and the importance of self-respect and the right to respectful relationships in wider society.

We will explore our ever-growing responsibilities as we start to increase our independence in preparation to transit to secondary school – what does this look like? How does this make us feel? Where can we seek support if we need it? Life skills are being able to find new ways of thinking and problem solving, recognise the impact of their actions and how to take responsibility for what they do rather than blame others. We will consider ways to build our confidence both in spoken skills and for group collaboration and cooperation. **Assessment opportunity before and after lesson**



Everyone has the right to be treated fairly, politely and with respect in school and in wider society. Self-respect affects our thoughts and feelings about ourselves.

2. TWAL: To understand Peer Pressure

We will further explore what peer pressure is (covered in Year 5) and how children can cope with peer pressure in a confident and healthy way. We will consider how to recognise pressure from others to do something unsafe or something that makes us feel uncomfortable using scenarios. We will discuss strategies for recognising and managing peer influence and a desire for peer approval in relationships and use role play/ drama strategies to explore this further.



Peer Pressure is a feeling that you must do the same things as other people of your age/ a similar age and social group in order to be liked or respected by them.

Recommended Resources

https://www.youtube.com/watch?v=AtfXbWpS_Q4

<https://www.youtube.com/watch?v=FGv6sx0gOcc>



3. TWAL: To understand the term 'Anti- social behaviour'

We will learn to be able to identify what anti-social behaviour is, where and when it can take place, how affects us and others, what we can do to avoid this type of behaviour and who we can go to if we are witnessing this behaviour, inside and outside school agencies. We will explore and discuss scenarios involving different locations, groups of people and examples of ASB. For violence, vandalism, littering, loitering, abusive language, being drunk, being very loud, stealing, intimidation, animal nuisance. **Assessment opportunity before and after lesson**

Follow <https://www.safe4me.co.uk/portfolio/asb/> lesson plan



Anti-social behaviours are any acts that violate social norms and harm the basic rights of others



Other Recommended Resources

Liase with our community Police officer

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/394507/RR351 - Influences on students social-behavioural development at age 16.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/394507/RR351_-_Influences_on_students_social-behavioural_development_at_age_16.pdf)

<https://mentallyhealthyschools.org.uk/resources/gangs-and-gang-involvement/>

Video links

Understanding Anti-social behaviours - <https://www.youtube.com/watch?v=zSU4m5f4b-q>

A short story – Anti-Social behaviour <https://youtu.be/grraT5Uo978>

4. TWAL: Strategies when managing risks and how to recognise exploitation

We will be exploring how to manage risks when we are bombarded with a host of influences e.g. online, child on child pressure. We will discuss when peer pressure becomes Child on child exploitation (e.g. inappropriate requests) What are the different ways we can resist unhelpful pressures, ensure we look after our own personal safety and understand our right to say no to requests for personal images – how these risks can affect our mental wellbeing. Use of problem page advice/ scenarios to support our discussions.



When you feel forced to act inappropriately or in a way that makes you feel uncomfortable this is exploitation.

Where to get advice/ support to report concerns if worried about their own or someone else's welfare/ safety.

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5 & 6. TWAL: We are learning about career routes, influences on job choice and about some of the skills that will help us in our future job choice.

As part of National Careers Week we will learn about different types of jobs and careers, pathways towards them and the skills needed for them. We will have time to ask questions and reflect on the type of job we might like to do in the future. Parents/ Visitors will be invited into school to speak with us.



There is a broad range of different jobs/ careers that people can have and different skills/ experience will be needed for these.



Vocabulary we will learn:

**Anti-Social
behaviour**

Peer Pressure

Exploitation

Self-respect