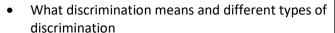
## **BRUNSHAW PRIMARY SCHOOL**



## Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Subject: PSHE	Year group: Six Term: Autumn	Title: Relationships
<ul> <li>What should I already know?</li> <li>What makes a healthy friendship and how they make people feel included including strategies to help someone feel included</li> <li>How peer influence can make people feel or behave</li> <li>Strategies to manage peer influence and the need for peer approval</li> <li>That it is common for friendships to experience challenge</li> <li>Strategies to resolve disputes and reconcile differences in friendships</li> <li>That friendships can change over time and the benefits of having new and different types of friends</li> <li>To know when and how to seek support with a friendship</li> <li>To identify when physical touch is acceptable, unacceptable, wanted or unwanted in different situations and that it is never someone's fault if they have experienced unacceptable contact</li> <li>That no one should ask them to keep a secret that makes them uncomfortable or try to</li> </ul>	Facts I will learn  What it means to be attracted to someone and different kinds of loving relationships  That people who love each other can be of any gender, ethnicity or faith  The difference between gender identity and sexual orientation and everyone's right to be loved  Ways in which couples show their love and commitment to one another, including those who are not married or who live apart  What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults  That people have the right to choose whom they marry or whether to get married  That to force anyone into marriage is illegal  To compare the features of a healthy and	<ul> <li>Key questions</li> <li>What is a loving relationship and what does it mean to be attracted to someone?</li> <li>Who can I love?</li> <li>What is the difference between gender identity and sexual orientation?</li> <li>What ways do couples show their love and commitment to one another?</li> <li>What do a marriage and civil partnership mean?</li> <li>Why is it important that people choose who they marry and whether to marry and why forcing someone to marry is illegal?</li> <li>What makes a healthy or unhealthy friendship?</li> <li>How should we respond to peer pressure and what to do if something makes you feel unsafe or worried?</li> <li>What makes someone a positive role model?</li> <li>Is your view always the right one and should you listen and respect other points</li> </ul>
<ul><li>worried about</li><li>To recognise that everyone should be treated</li></ul>	Strategies to respond to pressure from friends including online	<ul><li>of view?</li><li>How can you constructively challenge points of view you disagree with?</li></ul>
	<ul> <li>What should I already know?</li> <li>What makes a healthy friendship and how they make people feel included including strategies to help someone feel included</li> <li>How peer influence can make people feel or behave</li> <li>Strategies to manage peer influence and the need for peer approval</li> <li>That it is common for friendships to experience challenge</li> <li>Strategies to resolve disputes and reconcile differences in friendships</li> <li>That friendships can change over time and the benefits of having new and different types of friends</li> <li>To know when and how to seek support with a friendship</li> <li>To identify when physical touch is acceptable, unacceptable, wanted or unwanted in different situations and that it is never someone's fault if they have experienced unacceptable contact</li> <li>That no one should ask them to keep a secret that makes them uncomfortable or try to persuade them to keep a secret that they are worried about</li> </ul>	What should I already know?  What makes a healthy friendship and how they make people feel included including strategies to help someone feel included How peer influence can make people feel or behave  Strategies to manage peer influence and the need for peer approval That it is common for friendships to experience challenge Strategies to resolve disputes and reconcile differences in friendships That friendships can change over time and the benefits of having new and different types of friends To know when and how to seek support with a friendship To identify when physical touch is acceptable, unacceptable, wanted or unwanted in different situations and that it is never someone's fault if they have experienced unacceptable contact That no one should ask them to keep a secret that makes them uncomfortable or try to persuade them to keep a secret that makes them uncomfortable or try to persuade them to keep a secret that makes them uncomfortable or try to persuade them to keep a secret that they are worried about  To recognise that everyone should be treated  Facts I will learn  What it means to be attracted to someone and different kinds of loving relationships  That people who love each other can be of any gender, ethnicity or faith  What it means to be attracted to someone and different kinds of loving relationships  That people who love each other can be of any gender, ethnicity or faith  What it means to be attracted to someone and different kinds of loving relationships  That people who love each other can be of any gender, ethnicity or faith  Ways in which couples show their love and commitment to one another, including those who are not married or who live apart  What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults  That people have the right to choose whom they marry or whether to get married  That to force anyone into marriage is illegal  To compare the features of a healthy and unhealthyfriendship

'challenges' and 'dares'



• To identify online bullying and discriminate groups or individuals



- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- About the link between values and behaviour and how to be a positive role model
- How to discuss issues respectfully
- How to listen to and respect other points of view
- How to constructively challenge points of view they disagree with



## **Key Skills**

Children will understand what makes a healthy loving relationship and that they are free to choose who they want to love.

# Experiences that school will provide:

We will take the children to visit the registry office to learn more about marriage and civil partnerships

#### Web links

https://www.tes.com/teaching-resource/love-marriageand-civil-partnerships-including-forced-marriages-year-6pshe-2020-curriculum-12363904

# Experiences that could be provided at home

You could discuss different weddings you have been to or discuss people who are in a committed relationship but choose not to get married.

# Key vocab Definition

Someone you are drawn to have	
feelings for either by looks or	
personality	
A person's thoughts or feelings to	
what gender they are	
Being attracted to someone with the	
same or different gender	
Being dedicated to someone	
A legal relationship that can be	
registered by two people who are not	
related to each other	