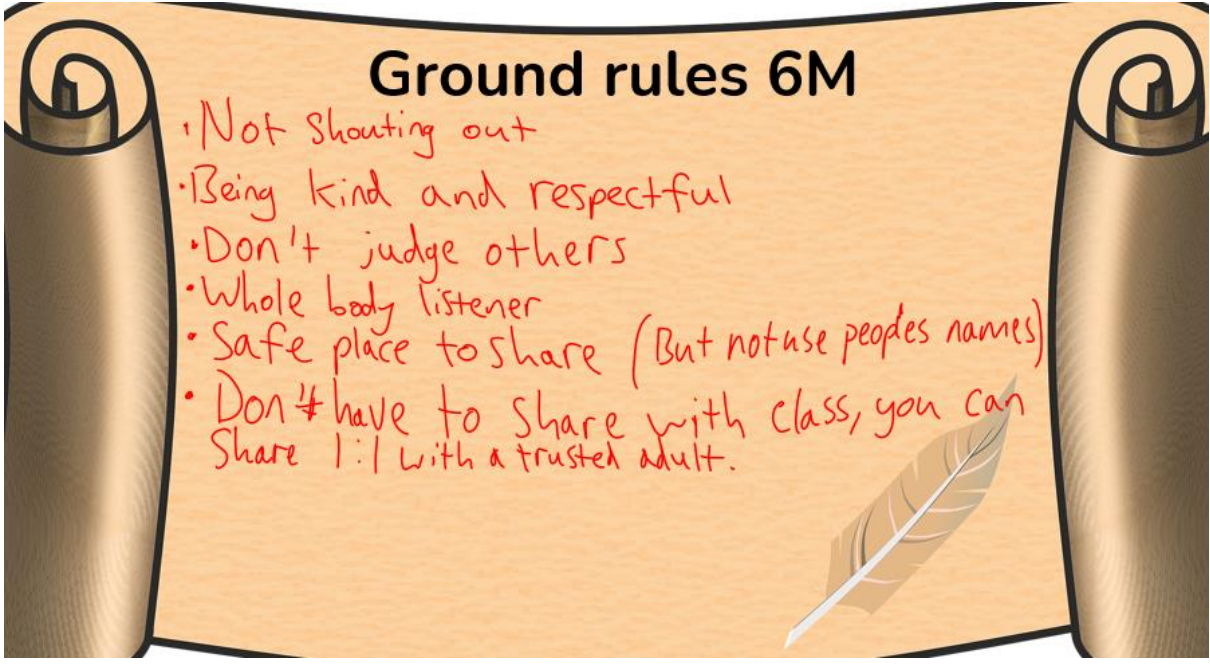
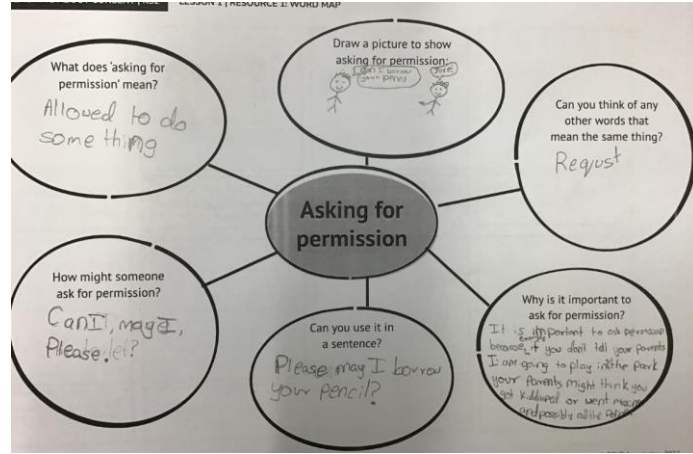
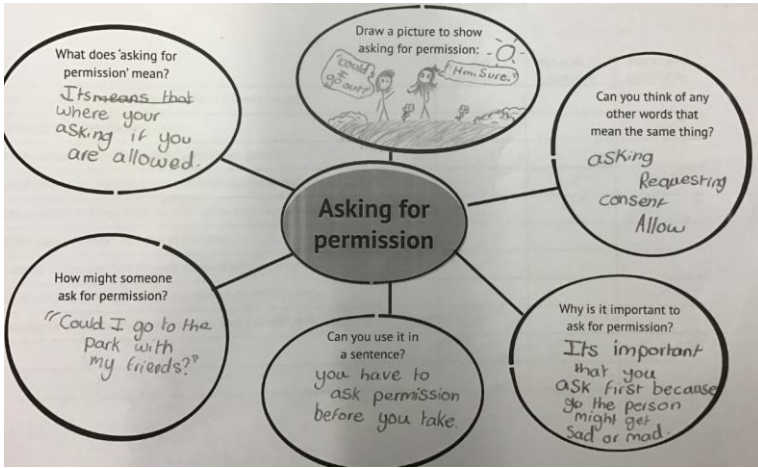


YEAR 6 – MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> 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 about the qualities of healthy relationships that help individuals flourish 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 how and where to report forced marriage or ask for help if they are worried 	Medway Public Health Directorate Primary RSE PSHE Association – Committed relationships, and family life
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations 	Thinkuknow Play Like Share PSHE Association - Consent lesson packs Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics GHLL - Understanding consent PSHE Association – Friendship and bullying The Rez NCA-CEOP Education - Connect NCA - Making the right #CyberChoices Internet Matters - Digital Matters
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> 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 ways to participate effectively in discussions online and manage conflict or disagreements 	

Lesson 1

LO: to learn about what consent means and how to seek/give permission in different situations.



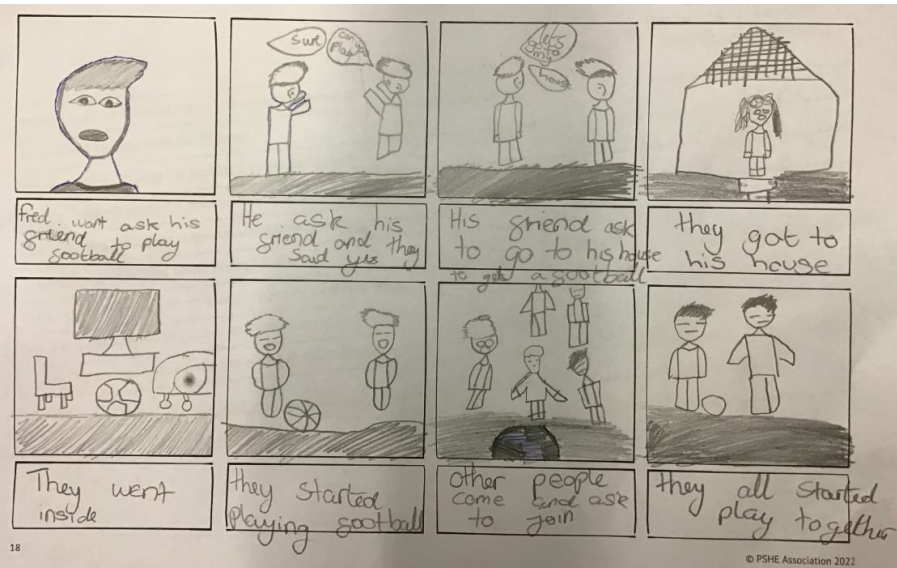
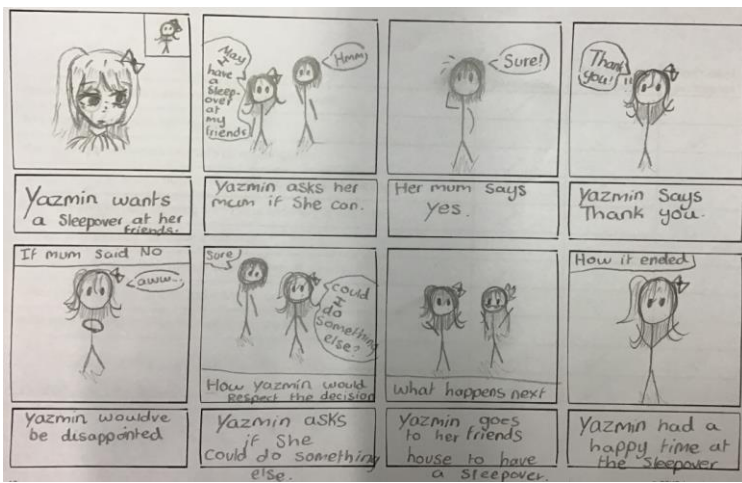


	Ask permission	Not sure / it depends	Don't need permission
Yazmin wants to have a sleepover at her friend's house.	✓✓		
Arla wants to play with her jigsaws.			✓✓
Marcus wants to play his brother's computer games.	✓	✓	
Rodrigo wants to read a book in the book corner at quiet reading time.		✓	
Gemma wants to play skipping with Hafsa and Mary at lunchtime.	✓✓		
Marlon wants to hug someone in his class.	✓✓		
Jay wants to borrow their friend's dress to wear at a party.	✓✓		
John is playing in his garden and wants to go on the swing.			✓✓
Alfie takes a photo of Mike. He wants to share it with their other friends.	✓✓		
Mr Lucas want to go watch a football			✓
Mr Jerry wants to play with friends	✓		

9/11

	Ask permission	Not sure / it depends	Don't need permission
Yazmin wants to have a sleepover at her friend's house.	✓		
Arla wants to play with her jigsaws.		✓	✓
Marcus wants to play his brother's computer games.	✓		
Rodrigo wants to read a book in the book corner at quiet reading time.		✓	
Gemma wants to play skipping with Hafsa and Mary at lunchtime.	✓		
Marlon wants to hug someone in his class.	✓		
Jay wants to borrow their friend's dress to wear at a party.	✓		
John is playing in his garden and wants to go on the swing.		✓	✓
Alfie takes a photo of Mike. He wants to share it with their other friends.	✓		
Masha wants to walk her dog.	✓	✓	
Ben wants to play his games.		✓	

	Ask permission	Not sure / it depends	Don't need permission
Yazmin wants to have a sleepover at her friend's house.	✓✓		
Arla wants to play with her jigsaws.	✓	✓✓	
Marcus wants to play his brother's computer games.	✓✓		
Rodrigo wants to read a book in the book corner at quiet reading time.			✓?
Gemma wants to play skipping with Hafsa and Mary at lunchtime.	✓✓		
Marlon wants to hug someone in his class.	✓✓		
Jay wants to borrow their friend's dress to wear at a party.	✓✓		
John is playing in his garden and wants to go on the swing.	✓	✓	✓✓
Alfie takes a photo of Mike. He wants to share it with their other friends.	✓	✓	
Kian wants to play with his friends	✓✓		
Ben wants to go play Football	✓✓		



L2 LO: To learn about personal boundaries



TEACHING ABOUT CONSENT | KS2 LESSON 2 | RESOURCE 1: FIRST THOUGHTS

<p>What does this person mean by 'personal space'?</p> <p>they mean that they don't like people getting too close to them or the person of trying to touch them</p>	<p>Can you give any examples of 'invading personal space'?</p> <p>trying to hug or trying to touch + talking too close or standing</p>
<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>	<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>
<p>Because someone invaded their personal space.</p>	<p>No because you might make them feel sad, and if it's your best friend, they might not be your friend anymore.</p>
<p>Why do you think this person feels angry and upset?</p>	<p>Do you think shouting is the best way to deal with the situation? Why/why not?</p>

TEACHING ABOUT CONSENT | KS2 LESSON 2 | RESOURCE 1: FIRST THOUGHTS

<p>What does this person mean by 'personal space'?</p> <p>Their areas, they don't like people close to them it's their comfort zone.</p>	<p>Can you give any examples of 'invading personal space'?</p> <p>When you go to somebody and they don't like it.</p>
<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>	<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>
<p>They want to be left alone and not be close to anybody.</p>	<p>No because it will make the other person sad and they might not understand your intentions.</p>
<p>Why do you think this person feels angry and upset?</p>	<p>Do you think shouting is the best way to deal with the situation? Why/why not?</p>

TEACHING ABOUT CONSENT | KS2 LESSON 2 | RESOURCE 1: FIRST THOUGHTS

<p>What does this person mean by 'personal space'?</p> <p>These areas, they like having space and they have a comfort.</p>	<p>Can you give any examples of 'invading personal space'?</p> <p>going to close to someone. hugging someone. standing too close to someone when there's a lot of room.</p>
<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>	<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>
<p>people get in they there personal space.</p>	<p>NO because you could get told off.</p>
<p>Why do you think this person feels angry and upset?</p>	<p>Do you think shouting is the best way to deal with the situation? Why/why not?</p>

TEACHING ABOUT CONSENT | KS2 LESSON 2 | RESOURCE 3: BOUNDARIES GRID

Sitting on someone's lap

A kiss on the cheek

<p>Other people in my community</p> <p>Telling a joke</p>	<p>Friends</p> <p>Smiling at someone</p> <p>Just for family (e.g. parent, brother, sister, grandparent)</p> <p>Giving someone a photo of you</p> <p>Hugging</p> <p>Holding hands</p> <p>Sharing a hobby or interest (e.g. drawing, music, football)</p>
<p>Tickling</p> <p>A kiss on the lips</p>	<p>Playing a game together</p>

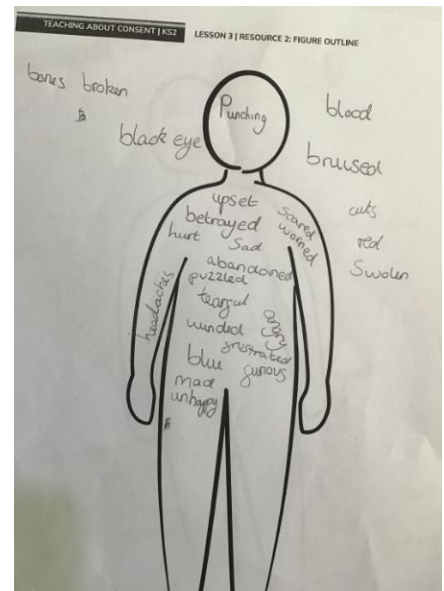
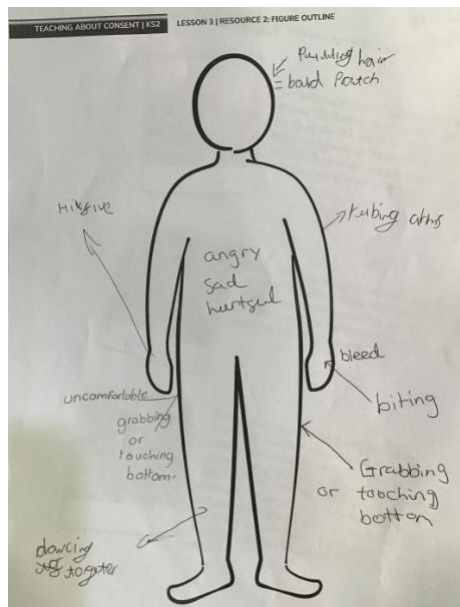
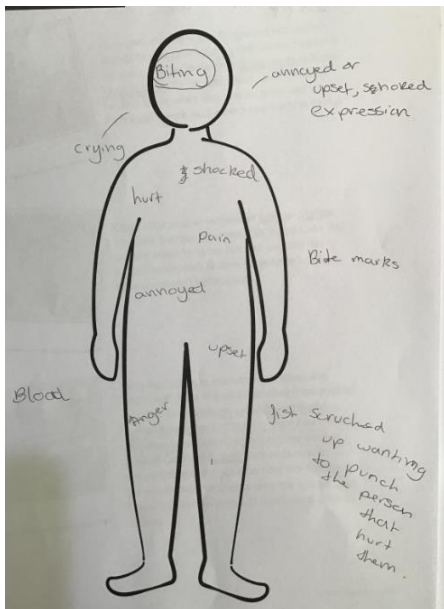
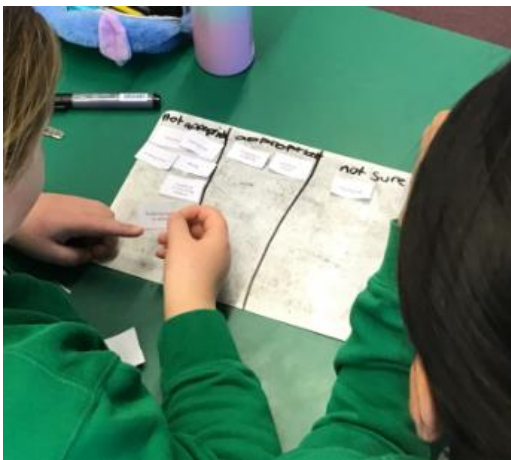
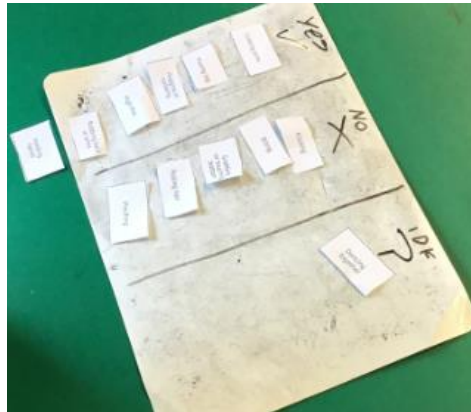
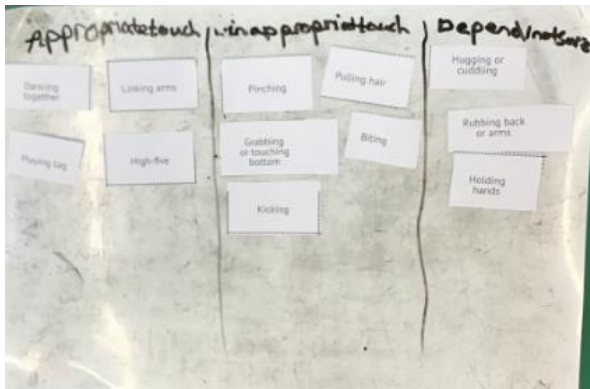
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Other people in my community


<p>Telling a joke</p> <p>Smiling at someone</p>	<p>Friends</p> <p>Holding hands</p> <p>Playing a game together</p> <p>Just for family (e.g. parent, brother, sister, grandparent)</p> <p>A kiss on the cheek</p> <p>Hugging</p> <p>Sitting on someone's lap</p> <p>Giving someone a photo of you</p> <p>Tickling</p> <p>Sharing a hobby or interest (e.g. drawing, music, football)</p>
<p>Saying something kind or polite</p> <p>Playing a game together</p>	<p>A kiss on the lips</p>

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L3 LO: To learn about appropriate and inappropriate touch




TEACHING ABOUT CONSENT | KS2 LESSON 3 | RESOURCE 3: CARLY'S STORY



Carly likes playing in the playground with all her friends. She loves to **play tag** with other children in her class, and she sometimes **holds hands** or plays **hair-plaiting** with her best friend, Luca. It makes her feel happy when they play together and she finds playing with each other's hair really relaxing!



Carly's little brother sometimes **bites or pinches** her when they play at home. This makes Carly feel angry. It really hurts her but Dad says she has to be kind to her little brother because he's only a baby and doesn't understand.




Carly was sitting in the lunch hall today, and wasn't with Luca like usual, so a boy from another class **sat next to her**. He **sat really close** and **started poking her and pulling weird faces**. When she stood up to leave, he **smacked her bottom**. It made Carly feel scared, embarrassed and uncomfortable. She got a horrible sick feeling in her tummy and her cheeks were red and hot. She hoped no one had seen and didn't know what to do next.


🚫 = not ok 🟢 = ok 🟡 = unsure

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TEACHING ABOUT CONSENT | KS2 LESSON 3 | RESOURCE 3: CARLY'S STORY



Carly likes playing in the playground with all her friends. She loves to play tag with other children in her class, and she sometimes holds hands or plays hair-plaiting with her best friend, Luca. It makes her feel happy when they play together and she finds playing with each other's hair really relaxing!



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LO: To learn about what images are appropriate to share online, and those that should not be shared

What is our starting point?

Sami likes to share photos with their friends.

1. What sort of photos do you think Sami might share? *Photos on holiday, personal, having fun friends together*
2. How might they share them? *Facebook, social media, messages*
3. How might they feel about sharing and receiving photos? *Depends on photo, happy as good memories*
4. What are the risks of sharing photos? *Hackers, shared again, record live*
5. Are there any rules that the friends could have about the photos they share? *Don't take photos without asking, Don't take photos of inappropriate things, Don't send photos without asking permission.*