



## Featherstone Primary School: Progression within Healthy Mind, Healthy Body for Year Six



**Intent:** The Department of Health and Social Care say that, “There is no health without mental health.” This is the intent of Featherstone Primary School’s Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Eleven Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

### Character Education: Featherstone’s Eleven Core Values

Respect	Diversity	Friendliness	Honesty	Self-discipline	Trust	Co-operation	Patience	Self-belief	Courtesy	Aspiration
Children understand respect as, “A feeling of deep admiration for someone or something based on their abilities, qualities or achievements.” Children independently show respect in and around school and show an understanding of how to deal with “tricky” disrespectful situations respectfully. The Year Six children foster a deeper appreciation of respecting differences of race, religion and gender, articulating how these should be celebrated. Year Six children can give examples of how respect hasn’t been shown in the past, including online, and how our opinions have now rightfully changed. The Year Six children provide an excellent role model for others. Building on work in Key Stage Two, children begin to develop an informed opinion on world issues and how respect has or has not been shown.	In Progress with Values Ambassadors	Children independently make friendly choices and are friendly without being asked. Children are friendly without needing any sort of reward or encouragement. Confident children will calmly challenge unfriendly behaviour or advise people on where to go and get help.	Children independently and automatically tell the truth. They have got to this stage by learning from past mistakes, when/if they were made. Children know about consequences and how, as they get older, lies and their consequences might get bigger. Children need little to no reminders about the importance of honesty.	Children have the self-discipline skills to make their own rules and decisions to live by in order to make positive contributions. Their rules complement the school values and help to make the school a better place. Children understand that hard, tough challenges are good and can explain why. Year Six use self-discipline to overcome things like their SATs.	Children know and understand the signs of distrust or someone who can’t be trusted. They know the words ‘instinct’ and ‘gut reaction’ and learn to trust their feelings. Year Six understand the impact that distrust or breaking trust can have on people: physically, mentally and emotionally.	Year Six children can work co-operatively with anybody in the class and they can do this without being told. They understand the differences, benefits and drawbacks of co-operation and independence. If an argument does develop, Year Six know how to handle it positively, using other values if needed. Year Six can lead, encourage and motivate their team and younger children around school. (They influence other people positively).	Year Six know what or who makes them impatient but they are able to deal with this impatience by being responsible for their actions. They do not blame others for their actions because Year Six know that negative things do not last forever and patience can help – ‘things get easier with time.’ Year Six children are role models for patience without being told, i.e. when in the dinner queue, patience is shown at all times.	In Progress with Values Ambassadors	In Progress with Values Ambassadors	In Progress with Values Ambassadors

### The Fundamental British Values

Democracy	The rule of law	Individual liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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### Equality and Diversity

To promote diversity	To challenge the causes of racism	To stand up against discrimination	To consider how my body changes as I grow	To recognise my freedom
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### Religious Education

<b>Content Knowledge: Learning about the faiths</b>	<p><b>Judaism (Educational Visit):</b> Creation of the World; The life of Moses; Keeping Shabbat; Kashrut; The Synagogue; Symbols – Candelabra, Star of David, Mezuzah</p> <p><b>Christianity:</b> The Bible; The Old Testament; The New Testament; Creation of the World; Psalms; Prophets; The Ten Commandments; Remembering Jesus at Easter</p>	<b>Religious Dispositions</b>
<b>Skills: Learning from the faiths</b>	<b>Reflection</b>	<ul style="list-style-type: none"> <li>Being Fair and just</li> <li>Remembering Roots</li> <li>Being regardful of suffering</li> <li>Appreciating Beauty</li> <li>Creating Unity and harmony</li> <li>Living Rules</li> <li>Cultivating inclusion identity and belonging</li> <li>Being merciful and forgiving</li> <li>Being Curious and Valuing Knowledge</li> <li>Being courageous and confident</li> <li>Expressing Joy</li> <li>Being reflective and self-critical</li> <li>Being modest and listening to others</li> <li>Being imaginative and explorative</li> </ul>
	Make informed reflections on the subtle differences between ‘tolerance’ and ‘respect’ and where they stand on the issue	
	<b>Enquiry</b>	
	Make informed responses to questions, explaining some of the advantages and disadvantages faced by the variety and diversity of religions and beliefs	
	<b>Expression</b>	
Respectfully and courteously debate issues of religious significance with evidence and justifications, mainly focusing on issues of morality		
Synthesise and fully explain what they feel about the religious material studied		
<b>Application</b>	Use and apply knowledge and understanding from religion to suggest justified ideas for collaboration and the resolution of differences	
<b>Empathy</b>	Use empathy to enhance and enrich understanding by seeing the world through the eyes of others and seeing issues from their point of view; synthesise with their own justified views	

### Stolen Lives – Lime Project

Understand the key things that make me who I am	Talk about my hopes and fears for the year ahead	Understand that circumstances might cause me to behave in ways I usually might not
Explain how different pressures might affect how people feel and behave	I can explain how different pressures might affect how people feel and behave	Empathise with different viewpoints and perspectives
Understand that I have a responsibility to act positively online	Know agencies exist to protect me, particularly when I am online.	Understand what a growth mindset is and how it helps me to learn difficult things
Use growth mindset phrases to help me to overcome obstacles and enjoy learning	Realise that not achieving a challenging goal is part of learning and should not change how I see myself	Put myself in the place of others and understand their points of view
Reflect on situations to come up with good advice for myself	Make positive changes in my life	Know that life is all about challenge and this does not worry me
I’m optimistic about the future and the possibilities it can bring	Know what I need to do to set myself up for success at secondary school	Have a plan to achieve success at secondary school
Prepare to take responsibility for my own successful transition to secondary school		

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	Relationship Education			Health Education		
	Healthy Relationships	Feelings and attitudes	People who help me	My body	Life cycles and Human Reproduction	Keeping safe and looking after myself
6	<p><b>Statutory</b></p> <p>What are the important relationships in my life now and how might these change? (Transition focus: friendships and teachers).</p> <p>How should I act in a relationship?</p>					
<b>Sex Education</b>						
	<p><b>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</b></p> <p>Are girls and boys expected to act differently in relationships? Can some relationships be harmful or unhappy? How can I say 'no' to someone without hurting their feelings? What is a healthy environment for having and bringing up a baby? (Relationship and support focus).</p> <p>At what age is it legal to have sex?</p> <p>How do I know that I am ready to have sex or be intimate?</p>	<p><b>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</b></p> <p>What are sexual feelings? How can I cope with sexual feelings and mood swings? What are wet dreams? What should I do if my family and friends cannot relate to my feelings?</p>	<p><b>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</b></p> <p>Where can I find information about puberty and sex? (Build on Year Five – link to online reliability and being careful what is searched for).</p>	<p><b>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</b></p> <p>Why do boys get erections?</p>	<p><b>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</b></p> <p>What is sex? What is sexual intercourse? What is sperm? What are women's eggs? How does sperm reach the egg to make a baby? What is contraception? What are the different methods of contraception? How do families with same-sex parents have babies? How does the baby develop? How is the baby born?</p>	<p><b>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</b></p> <p>What are periods? (All). How can I manage my periods? (Girls only). What are STIs? How can they be avoided?</p>