YEAR 6 VALUES, ATTITUDES, SAFETY, HEALTH & WELLBEING				
Value	Learner Attitude	Relationships	Health & Wellbeing	Safety
Respect *that personal behaviour can affect other people; to recognise and model respectful behaviour online *to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships	**Self- Manager- I am motivated** **I love a challenge* **I enjoy taking responsibility for myself and my learning* **I practice hard* **I work to a given time* **I can organise my own equipment* **I can keep focused on a task and not be distracted*	*The importance of respecting others, even when they are very different from the, or make different choices or have different preferences or beliefs *Practical steps they can take in a range of different contexts to improve or support respectful relationships *The conventions of courtesy and manners *The importance of self-respect and how this links to their own happiness *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 *That people sometime 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 *What sorts of boundaries are appropriate in friendships with peers and others *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 *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	*how to recognise that habits can have both positive and negative effects on a healthy lifestyle *how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed *about the importance of taking medicines correctly and using household products safely *about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break *to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others *about why people choose to use or not use drugs *about the mixed messages in the media about drugs; including alcohol and smoking/vaping *about choices that support a healthy lifestyle, and recognise what might influence these *how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle *that mental health, just like physical health, it is part of daily life; the importance of taking care of mental health *about strategies and behaviours that support mental health- including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing *to recognise that feelings can change over time and range in intensity *about everyday things that can affect feelings and the importance of expressing feelings *strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations *to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others *to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult *about how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking	* strategies for keeping safe in the local environment or unfamiliar places (rail, water); and firework safety; safe use of digital devices when out and about

Respect Equality Aspiration Responsibility Courage Love

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Equality *about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background *to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own *about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities *about personal identity; what contributes to who we are * about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	**Team Worker – I am co-operative** *I love learning from others *I can lead a group and represent a team *I can work peacefully with others *I accept the ideas and thoughts of others *I can show and explain my ideas in detail *I can give helpful feedback to others in my group	*to recognise reasons for rules and laws; consequences of not adhering to rules and laws *to recognise there are human rights, that are there to protect everyone *about the relationship between rights and responsibilities *the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others		*About hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe *how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say * strategies for keeping safe in the local environment or unfamiliar places (rail, water**)**; and **firework safety**; safe use of digital devices when out and about

Aspiration *to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes *that there is a broad range of different jobs/ careers that people can have; that people often have more than one career/ type of job during their life *about stereotypes in the workplace and that a person's career aspirations should not be limited by them *about what might influence people's decisions about a job or career *about some of the skills that will help them in their future careers *to identify the kind of job that they might like to do when they are older * to recognise a variety of routes into careers	**Curious Questioner- I am a thinker** *I love investigating *I know that sometimes you need the expertise of others to help find answers *I can ask a variety of questions to challenge others *I can present my ideas and thinking in different ways *I can follow my own line of enquiry by finding answers *I can find and use evidence to explain my ideas		*recognise ways in which the internet and social media can be used both positively and negatively *how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results *about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	*about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online *that personal behaviour can affect other people; to recognise and model respectful behaviour online *recognise ways in which the internet and social media can be used both positively and negatively *recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images * strategies for keeping safe in the local environment or unfamiliar places **(rail, water)**; and firework safety; safe use of digital devices when out and about

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Responsibility *ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment *to recognise there are human rights, that are there to protect everyone *about the relationship between rights and responsibilities *the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others	**Problem Solver – I am resilient** *I love learning from mistakes* *I can call on other people and places to help find a solution* *I can use knowledge from all subjects to help me solve problems* *I am determined and keep trying when things are difficult* *I can stick with a tricky task that needs more thinking time* *I can control my feelings when things get tough in my learning*	*About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.	*how to make informed decisions about health *about the elements of a balanced, healthy lifestyle *about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay *about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break *about why people choose to use or not use drugs *about the mixed messages in the media about drugs, including alcohol, smoking/vaping	*to recognise reasons for rules and laws; consequences of not adhering to rules and laws *about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced * how to predict, assess and manage risk in different situations
Love *to recognise their individuality and personal qualities * to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth * to recognise that there are different types of relationships *about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing *what constitutes a positive healthy friendship	**Clear Communicator- I am adaptable** *I love expressing myself* *I am confident and clear when speaking* *I can make others understand my point of view, even if they don't agree* *I can present my ideas and work in a variety of ways* *I communicate using my actions and face as well as my voice* *I listen to the opinions of others even if I don't agree*	*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, 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 *What sorts of boundaries are appropriate in friendships with peers and others *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 difference between appropriate and inappropriate or unsafe physical, and other, contact *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.	*problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	*about what is meant by first aid; basic techniques for dealing with common injuries * how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say *how information and data is shared and used online

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Courage *problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	**Reflective Learner- I am a reviewer** **I love feedback* **I can look back on my learning* **I can call on others to help improve my learning* **I know when a task has been done to the very best of my ability* **I can think of ways to improve my work or learning* **I make mistakes and learn from them.*		*that mental health, just like physical health, is part of daily life; the importance of taking care of mental health *about strategies and behaviours that support mental health	*about what is meant by first aid; basic techniques for dealing with common injuries * how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

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