

Year 6 Relationships

I know that it is important to take care of my mental health
I know how to take care of my mental health
I understand that there are different stages of grief and that
there are different types of loss that cause people to grieve
I can recognise when people are trying to gain power or control
I can judge whether something online is safe and helpful for me
I can use technology positively and safely to communicate with
my friends and family

emotions and have strategies to manage them I can help myself and others when worried

I understand that people can get problems with their mental health and that it is nothing to be

about a mental health problem

ashamed of

Key Facts

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Social and Emotional Skills

Key Learning Prior Learning Books to support I can take responsibility for my own safety and Understand that belonging to an online well-being community can have positive and negative I can resist pressure to do something online that consequences. might hurt myself or others Understand there are rights and I can take responsibility for my own safety and responsibilities in an online community or well-being social network. I can demonstrate ways I could stand up for Know there are rights and responsibilities myself and my friends in situations where others when playing a game online. are trying to gain power or control Explain how to stay safe when using I can recognise when I am feeling those technology to communicate with my friends.



Subject Specific Vocabulary		
Key word	Definition	
Emotions	A strong feeling deriving from one's circumstances, mood or relationships.	
Anxiety	A feeling of unease, such as worry or fear, that can be mild or severe.	
Shame	A painful feeling of humiliation or distress by consciousness of wrong or foolish behaviour.	
Bereavement	The experience of losing someone important to us.	
Cyberbully	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	
Assertiveness	Confident and forceful behaviour.	