



Topic:	Year group	Term
What does it mean to stand up for myself and others?	6	Autumn 2
Background knowledge		
By Year 6, children should understand that everyone has the right to feel safe, respected and listened to. They should know how to identify unsafe or unfair situations, recognise their own feelings and understand that bullying, discrimination or pressure to behave in certain ways is not acceptable. Pupils should also be aware of trusted adults and basic strategies for seeking help, managing conflict and using respectful communication, which prepares them to learn how to stand up for themselves and others in more complex social situations.		
What should I already know?		
Children should already know that everyone has the right to be treated fairly, respectfully and safely. They should understand what bullying, peer pressure and unfair behaviour look like and know that these are not acceptable. Pupils should be familiar with expressing their feelings, setting personal boundaries and using basic strategies to deal with conflict, as well as knowing who their trusted adults are and how to seek help. This prior learning supports them in developing the confidence and responsibility to stand up for themselves and others in more complex situations.		
Statutory objectives / Key Skills	The Journey	
• To make links between values and personal growth • To evaluate how to be respectful in different situations • To set and respect personal boundaries, including seeking and giving consent. • To evaluate safe, respectful ways to challenge unfairness in everyday situations. • To describe how to respond to bullying safely • To explain when to seek help for yourself or someone else.	1. How does self-esteem help me? 2. How can I be respectful in different situations? 3. How can I set and respect boundaries? 4. How can we challenge unfairness? 5. How can we work together to stop bullying? 6. When and how should I seek help?	
Differentiation - see Kapow lesson plan.		
Outcomes		

Pupils who are **secure** will be able to:

- Explain how values guide behaviour choices.
- Set a personal growth goal and list at least two clear first steps.
- Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each.
- Apply respectful behaviours in school, in public places, and online during activities.
- Describe what a personal boundary is and how it can change.
- Explain how crossing someone's boundary, even as a joke, can harm trust.
- Apply consent language to model an appropriate response when a boundary is crossed.
- Identify stereotypes or discrimination accurately within the given scenarios.
- Choose and justify a safe response to bullying in person and online, including what they would say or do.
- Name trusted adults in and out of school and describe what they would tell them when asking for help.

Key Vocabulary

bystander
discrimination
empathy
self-esteem
stereotypes
upstander

Cross-curriculum links

English: Spoken language.

Computing: Online safety.

British values: Individual liberty; Mutual respect; Rule of law; Tolerance of those with different faiths and beliefs; Democracy.

Question of the week:

1. What factors can affect our self-esteem?
2. Suggest 3 ways we can be respectful?
3. Describe how we can set boundaries to others.
4. Suggest 3 ways we can challenge unfairness.
5. Describe how we can respond to bullies safely.
6. Give an example of a situation when we should seek help for ourself or others.

British Values



Mutual respect.