# Year 5 and 6: Relationships

## Subject Specific Vocabulary

| Term | Definition |
|---|---|
| Manipulate | Controlling or influencing a person or situation |
| Pressurised | Attempts to persuade or coerce (force) someone into doing something |
| Content | A device or websites text and information (including pictures) |
| Consent | If you give somebody consent to do something, you are giving them permission. This means they are allowed to do it. |
| Digital Footprint | A trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services. |
| Social Media | Websites and applications that enable users to create and share information |
| Exploited | To use someone, usually selfishly for profit or self-gain |
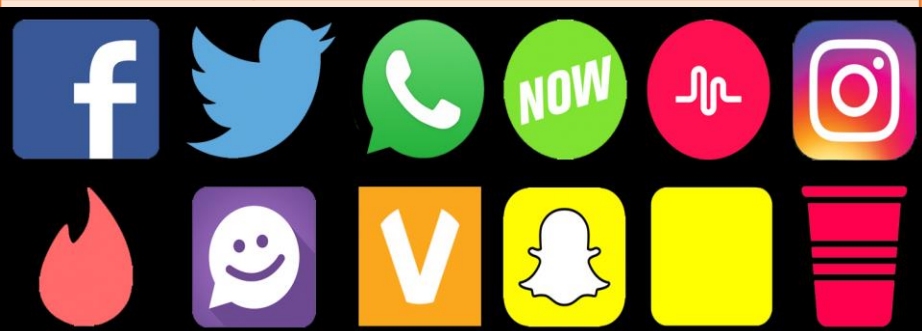
## How can friends communicate safely?



## What I will learn by the end of this topic:

- ❑ About the different types of relationships people have in their lives
- ❑ How friends and family communicate together; how the internet and social media can be used positively
- ❑ How knowing someone online differs from knowing someone face-to-face
- ❑ How to recognise risk in relation to friendships and keeping safe
- ❑ About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- ❑ How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- ❑ How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

## Linking Books



## Previous Learning

- ❑ Knowing people's behaviour affects myself and others and how to demonstrate respectful behaviour in different situations and receive this back
- ❑ Understand rights and responsibilities, including privacy and how to protect my own child rights
- ❑ Everyone should feel included, respected and not discriminated and how to respond to this
- ❑ How to respond to inappropriate behaviour and report concerns