

PSHE at Great Wheltenham

C of E Primary School

Year 6



Title	Autumn: Healthy Me
Overview	In this topic, the children will discuss taking responsibility for their own physical and emotional health and the choices linked to this. They will learn about different types of drugs and the effects these can have on people's bodies. The children will discuss exploitation, as well as gang culture and the associated risks. Finally, they will learn more about mental health and attitudes towards this, as well as learning to recognise when they are feeling stressed or overwhelmed and strategies to help with this.
Knowledge Acquisition	<p>The children will know the importance of health and how this does not only mean physical health. They will learn about ways to keep physically healthy. They will understand emotional health and the challenges with, and importance of, trying to communicate with each other about the way they feel. They will add to their understanding of mental health from previous units, discussing how emotions can influence their mental well-being.</p> <p>They will learn about types of drugs and the effects they have on the body, and which parts are most affected. Their understanding will then be linked to involvement with gangs and how use and selling of drugs can be central to those gangs. They will understand the appeal of gangs to some people and ways to avoid joining them and being exploited by people who are already in gangs. At the end of the unit, the children will know about stress and what can cause it, understanding some useful strategies to avoid of control it.</p>
Key Vocabulary	Responsibility, choice, immunisation, prevention, drugs, prescribed, unrestricted/restricted, exploited, vulnerable, pressure, anti-social behaviour, mental illness, mental health, symptoms, stress
Key LOs	<ul style="list-style-type: none">➤ To know how to take responsibility for their own health (physical and emotional)➤ To understand how to make choices that benefit their own health and well-being➤ To know about different types of drugs➤ To explain how different drugs can affect people's bodies, especially their liver and heart➤ To know that some people can be exploited and made to do things that are against the law➤ To know why some people join gangs, the risk that this can involve and ways that someone in a gang could help themselves.➤ To explain what it means to be emotionally well➤ To understand that stress can be triggered by a range of things and know strategies to help manage stress and pressure.
Key learning experiences	<ul style="list-style-type: none">➤ Scenario cards – children to work in pairs, one child being the person needing advice and the other giving advice like an agony aunt would➤ Discussion around what responsibilities the children have for their health now➤ Brainstorm names of drugs that children have heard of – add to with others and then sort into unrestricted, restricted, prescribed and illegal

- Circle time – why do people take drugs? Why do people sell drugs? What do we mean by ‘pressure’? Where might the pressure come from?
- Think, pair share activity, discussing prompt questions about gangs (Is it good/bad to belong to a gang? Why do some people join them? Can gangs be involved in criminal activity? Do you think some people are pressured to join gangs?)
- Read Ava and Kiran’s story – discuss exploitation
- Highlight ‘danger points’ in the story and ‘choice points’. How could Kiran have helped himself? What choices could he have made? Who could he have asked for help? What advice would you give Kiran? (Share advice on PowerPoint which children could use in any situation that was risky or dangerous)
- Play ‘Gangs are...’ game – children to match up the people on the cards with a reason for being part of a gang
- Circle time – are there alternative things a person could do that would give them the same needs, but in a different way? What advice would you give to someone thinking of joining a dangerous gang? How can a person deal with pressure? Create poster/leaflet with advice
- Discuss what mental health and emotional health are and how mental illnesses are just as common as physical illnesses and it is not something to be ashamed of
- ‘Emotional well’ activity – fill well with positive thoughts/negative feelings make well start to empty
- Discuss strategies to help children ‘keep filling their wells with all the positive feelings’ and how to ‘repair leaks when they happen’.
- Look at pictures of the stressed adults – what do you think is causing the stress? What do you think adults do to help them cope with pressure and stress? (discuss smoking, drinking alcohol, drugs, food, seeking risky situations as well as positive strategies such as exercise and hobbies)

Title	Spring: Being Me in My World
Overview	<p>In this unit, the children will discuss their year, set goals and discuss their fears and worries. They will learn about the United Nations Convention of the Rights of the Child and how these are not met for all children worldwide. The children will explore how their choices and behaviours can have an impact, consequence or reward. Finally, they will learn about democracy, how it benefits our school and how they can contribute towards it.</p>
Knowledge Acquisition	<p>The children will learn about understanding their own emotions, how they feel about school, family and friends and how to use this understanding to set themselves realistic and constructive goals. They will know that some children are less fortunate than themselves and that the United Nations is an organisation trying to set rules and challenge governments to give every child certain basic rights. They will know and understand those rights, and how they are linked to a set of basic human needs called Maslow’s Hierarchy of Needs.</p> <p>They will learn about personal choices and behaviour and how these affect not only our lives but the lives of others around the world. They will understand what anti-social behaviour is and how it affects other people.</p> <p>They will know what democracy is, its origins and its importance in ensuring that everyone has their views heard and their needs met. They will relate to countries and the rights of children as well how it can help us within school. They will understand the democratic process and how elections work.</p>
Key Vocabulary	<p>Challenge, goal, attitude, actions, rights and responsibilities, United Nations Convention of the Rights of the Children, citizen, choices, consequences, views, opinion, collaboration, collective decision, democracy</p>
Key LOs	<ul style="list-style-type: none"> ➤ To know how to set goals for the year ahead ➤ To understand what fears and worries are ➤ To regulate my own emotions ➤ To know about children’s universal rights and identify their own wants and needs ➤ To know about the lives of children in other parts of the world and make comparisons with their own life ➤ To know that personal choices can affect others locally and globally ➤ To be able to work effectively as part of a team ➤ To understand that their own choices result in different consequences and rewards ➤ To understand how democracy and having a voice benefits the school community ➤ To understand how to contribute towards the democratic process
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Play ‘meet and greet’ bingo game – discuss how we can work together as a team as a class ➤ Set up Jigsaw Journals ➤ Recap Jigsaw Charter ➤ Spiral of worries activity ➤ Learn about Ghana and the growing of cocoa beans – true or false quiz and life for some people in Ghana (plantations). Discuss stereotyping. Compare their lives with the life of a child working on a plantation. ➤ Wants and needs activity

	<ul style="list-style-type: none"> ➤ Learn about Maslow’s Hierarchy of Needs triangle – class discussion about those that they feel are met and reflect on the needs that are met for a that a child worker on a Ghanaian cocoa plantation. ➤ Spider diagram activity – their learning goal in the middle and three perceived obstacles around it. What might stop them? Write solutions to overcoming obstacles. ➤ Create learning charter – rights, responsibilities and consequences ➤ Anti-social behaviour scenario cards – what consequences should be given? What rights have been broken? ➤ Team work challenge – role play task and deciding as a group the consequence they would put in place for an anti-social behaviour situation. Discuss how they came to an agreement. ➤ What is effective teamwork? ➤ Complete daily ‘emotion check in’. ➤ Circle time – how can we help ourselves when we feel certain emotions? What strategies have we learnt? How do you help yourself to feel calm?
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Title	Summer: Relationships
Overview	In this unit, the children will explore the concept of mental health and will learn how to take care of their own mental well-being. They will talk about the grief cycle and its various stages and discuss the different causes of grief and loss. The children will go on to learn about control and power within a relationship. They will also explore ways in which they can stay safe online and learn how to judge if something is safe and helpful. Finally, they will talk about communicating with friends and family in a positive and safe way.
Knowledge Acquisition	<p>The children will know about mental health and discuss ways in which they can become more aware of their mental well-being. They will understand the importance of communication in regulating their own mood and emotions and the positive impact this can have on mental health.</p> <p>They will learn about grief and how it is the result of loss of some kind and will be aware of the different forms loss can take. They will know the stages of grief and strategies to deal with those stages.</p> <p>The children will know about how relationships can be affected by a person or people trying to gain control over another, how these are not healthy relationships. They will learn how assertiveness can be important in a relationship and can help to avoid dangers, conflict and loss of positive friendships. The last part of the unit will consolidate children’s knowledge of safe practice online and internet safety, revisiting the SMART crew introduced during Computing lessons. They will know about the dangers they can face online and will understand the ways in which they can enjoy communicating with friends online in a safe and positive way through discussion of various scenarios that they could face when using the internet.</p>
Key Vocabulary	Mental health, ashamed, stigma, stress, anxiety, support, self-harm, emotions, grief, despair, shock, bereavement, power, control, authority, bullying, assertiveness, risks, pressure, real/fake, judgement, communication, cyber-bullying, abuse
Key LOs	<ul style="list-style-type: none"> ➤ To recognise that people can get problems with their mental health and that it is nothing to be ashamed of ➤ To understand that it is important to take care of their own mental health

	<ul style="list-style-type: none"> ➤ To know ways that they can take care of their own mental health ➤ To know ways to help themselves and others when worried about a mental health problem ➤ To know the stages of grief and that there are different types of loss that cause people to grieve ➤ To understand that sometimes people can try to gain power or control of them ➤ To demonstrate ways that they could stand up for themselves and their friends in situations where others are trying to gain power or control ➤ To identify some of the dangers of being 'online' ➤ To know how to use technology safely and positively to communicate with their friends and family
Key Learning Experiences	<ul style="list-style-type: none"> ➤ What is mental health? Discuss and share definition ➤ Use image of a set of scales to model how a person's mental health can be a balance ➤ Situation cards – thoughts, feelings and actions ➤ Circle time - how can we support someone who facing lots of challenges? Some people feel ashamed when they are experiencing mental health problems, how can we support them? ➤ Sorting activity with loss and change cards – organise them along a continuum from very difficult to cope with, to easier to cope with ➤ Learn about the stages of grief – use book 'Can you Hear the Sea?' ➤ Scenario cards – annotate with the stages of grief and feelings the character might be experiencing ➤ Share newspaper headlines and children identify who has control/power in each situation ➤ Role play situations ➤ Conscience alley activity – how could the character stand up for themselves? ➤ SMART rules ➤ Online scenario cards – come up with a plan of what the characters should do, how to prevent it from happening and what to do to resolve the situation ➤ Role play some of these scenarios and discuss what assertive language could be helpful ➤ Make a 'safer technology' presentation for parents/carers about how they can help their child to stay safe online

Title	Summer: Changing Me
Overview	In this unit, the children will learn about puberty in boys and girls and the changes that will happen. They will reflect on how they feel about these changes. The children will also learn about childbirth and the stages of development of a baby, starting at conception. They will also discuss relationships and the importance of mutual respect and not pressuring/being pressured into doing something they don't want to. Finally, the children will learn about self-esteem, why it is important and the ways to develop it. Within in this, they will look at transition to secondary school and what they are looking forward to and how they can prepare for this.
Knowledge Acquisition	The children will know of the changes that happen to their bodies during puberty, including those of the opposite sex to them. They will understand how these changes happen at different times for different people and that there is a range of ages when they might start puberty. The children will learn about sexual intercourse, conception

	<p>and the stages of development of a baby. They will know about childbirth and what happens at the end of pregnancy.</p> <p>They will know about contraception and safe sex and will also understand the things that need to be in place in a person's life and in a relationship before planning to start a family.</p> <p>The children will develop their understanding of relationships, learning how during and after puberty the nature of some of our relationships changes when we start to find some people attractive. They will learn about the importance of feeling safe, comfortable and in control when thinking about moving towards a physical relationship with another person.</p> <p>The children will understand how they feel about the transition to High School and will know more about what they can expect and how others are feeling the same way. They will learn strategies to help them deal with feelings about loving on to another school.</p>
<p>Key Vocabulary</p>	<p>Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, testosterone, foreskin, ovaries, egg, ovum, period, fertilised, conception, having sex, sexual intercourse, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, attraction, relationship, mutual respect, sexting, transition, journey, worries, anxiety, excitement.</p>
<p>Key LOs</p>	<ul style="list-style-type: none"> ➤ To know how girls' and boys' bodies change during puberty and express how they feel about these changes ➤ To understand the importance of looking after themselves physically and emotionally ➤ To know how a baby develops from conception, through the nine months of pregnancy and know how it is born ➤ To know that being physically attracted to someone changes the nature of the relationship ➤ To recognise the importance of self-esteem and what they can do to develop it ➤ To reflect on what they are looking forward to and what they are worried about when thinking about transition to secondary school
<p>Key Learning Experiences</p>	<ul style="list-style-type: none"> ➤ Facts about Fashion activity – discuss why they think people spend so much time about money on how they look, including peer pressure, the impact of social media and the internet. ➤ Boys to draw picture of what they think the 'perfect' man looks like and girls drawing the 'perfect' woman. Discuss what they have drawn and how comparing ourselves can lead to unhelpful thoughts, feelings and behaviours ➤ Helpful and unhelpful thoughts activity ➤ Girl talk and boy talk ➤ Puberty flashcards – discuss physical changes that occur during puberty ➤ Watch animations of female and male reproductive systems ➤ Truth or myth cards ➤ Post box for worries ➤ Look at baby scans – identify what parts of the body they can see growing ➤ 'Baby can...' activity

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| | <ul style="list-style-type: none">➤ Conception to birth activity➤ Feelings around birth – how do you think the mother and father feel? What about any siblings? Other members of the family? How do they feel about the birth of a baby? Is it something they have experienced in their own families?➤ Diamond nine activity about reasons for wanting a boyfriend/girlfriend➤ Read scenario story – discuss sexting and the risks, mutual respect, not feeling pressured➤ Should I? Shouldn't I? sorting activity➤ 'Ideal Bodies' PowerPoint – circle time activity to discuss how the images make them feel.➤ 'Real Self' activity – brainstorm words to describe their personality traits and the type of person they are➤ 'Bin the worry' game➤ Reflection on best memories at primary school➤ Share strategies to help with any worries or anxieties about the upcoming change of school |
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