

Year 6 PSHE Termly Overview - Summer

Theme: Health and Wellbeing

Sub-themes: Physical Health and Mental wellbeing
Growing and Changing
Keeping Safe

Core Substantive Knowledge

Physical Health and Mental wellbeing

Children will learn:

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change

Key Vocabulary

Healthy, wellbeing, activity, physical health, mental health, emotions, feelings, frustration, sadness, happiness, excitement, worry, trolling, excluding, dissing, cyber bullying, worried, wellbeing, negative bias, truth, fair, news, feelings, mental health, change, loss, grief, feelings, bereavement, persuade, design, wellbeing, balance, sources, evidence, proof, reliable, opinions

Key Questions

- What does it mean to be physically and mentally healthy?
- How can we recognise our feelings and start to regulate our emotions?
- How can things like bullying or feeling lonely affect our wellbeing?
- How can we develop positive thinking habits to manage our feelings?
- How can different situations affect feelings or emotions?
- How can loss or bereavement affect someone and what strategies could be used to help?
- How do screens impact wellbeing and how we can balance our screen time for positive impacts?
- How can we recognise what type of information online can be considered reliable?

<ul style="list-style-type: none"> • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen on 		
<p>Growing and Changing Children will learn:</p> <ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>Responsibilities, change, worry, anxiety, puberty, changing, growing, physical, emotions, feelings, adolescent, independence, relationship, friendship, family, couple, love, positive, qualities, values, permission, respect, boundaries, love, respect, consent, commitment, vulva, vagina, penis, sperm, fertilised, sex, sexual intercourse</p>	<ul style="list-style-type: none"> • How can we manage our emotions about the transition to secondary school? • What does becoming more independent mean and how can we handle the changes and feelings that come with it? • What makes a loving relationship strong? • What is sexual intercourse and how does pregnancy occur?
<p>Keeping Safe Children will learn:</p> <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be 	<p>Data, privacy, risks, personal information, share, photos, images, pics, risk, bystander, risks, video, messages, online, risks, benefits, age ratings, safe decisions, social media, drug, substance, law,</p>	<ul style="list-style-type: none"> • How do we protect personal information online? • What images are appropriate to share online? • What are the benefits and risks of socialising online?

<ul style="list-style-type: none"> • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use 	<p>habit, legal, illegal, influence, pressure, peer, passive, aggressive, assertive, media, marketing, advertising, social media, messages, information</p>	<ul style="list-style-type: none"> • Why are age restrictions so important? • What are the risk and effects of different drugs? • What can influence someone's choice about using drugs? • How can media messages about drugs affect the choices we make?
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