



Year 6	Topic – Health and well-being – How can we keep healthy and safe as we grow?	Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. - What constitutes a healthy diet (including understanding calories and other nutritional content). - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - That it is very important for children to discuss their feelings with an adult and seek support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if 	<p><u>Physical and mental health and wellbeing</u></p> <ul style="list-style-type: none"> - Know how mental and physical health are linked. - Know how positive friendships and being involved in activities such as clubs and community groups can support wellbeing. - Select children to be well-being champions for the class throughout the year. These children will first work with the pastoral support within school before offering guidance and support to their peers. - Know praying and reflection is a good way to reflect and can have a positive impact on your mental health. - Know to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices - Understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one. - How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. - Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. This can result in depression. - That anyone can experience mental ill-health and to discuss concerns with a trusted adult. - That mental health difficulties can usually be resolved or managed with the right strategies and support. - That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else. <p><u>Drugs</u></p> <ul style="list-style-type: none"> - How legal and illegal drugs can affect health and how to manage situations involving them (Recap and build on learning from Year 5). 	<p>Mental health Physical health Positive negative Friendship Praying Reflection Balanced Lifestyle Dental health Oral hygiene Benefits Sleep strategies Legal Illegal Concerns Trusted adult Habit Manage FGM Human rights Knife crime Impact Dangers PCOs</p>



<p>they are worried about their own or someone else's mental wellbeing or ability to control their emotions.</p>	<p>Safety within the community</p> <ul style="list-style-type: none"> - Know ways in which they can stay safe in the local community at they start to get more freedom. Be able to identify risks in situations and scenarios and suggest ways in which they would handle them responsibly. - Know the dangers of carrying a knife and the impact this could have on their own lives and the lives of other – makes links with local CPOs. - Know what peer pressure is and how to act or seek support if affected by this. 	
<p>Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>Talking Mental Health: Lesson Plan (annafreud.org)</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p> <p>https://www.lancashire.gov.uk/lancan/educational-resources/consequences-11-24/ -</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence</p>		
<p>Previous Learning Experiences:</p> <p>EYFS - See whole school progression map for PSHE Education and SRE</p> <p>Year 1 – What helps us to stay healthy?</p> <p>Year 1 – Who helps to keep us safe?</p> <p>Year 2 - What helps us to stay safe?</p> <p>Year 2 - What helps us grow and stay healthy?</p> <p>Year 2 - How do we recognise our feelings?</p>	<p>Year 3 – Why should we eat well and look after our teeth?</p> <p>Year 3 - Why should we keep active and sleep well?</p> <p>Year 4 - What strengths, skills and interests do we have?</p> <p>Year 4 - How can we manage our feelings?</p> <p>Year 4 – How can we help in an accident or emergency?</p> <p>Year 5 - What makes up a person's identity?</p> <p>Year 5 – How can drugs common to everyday health affect life?</p>	<p>Future learning experiences:</p> <p>KS3 –</p> <p>Transition and safety</p> <p>Health and puberty</p> <p>Drugs and alcohol</p> <p>Emotional well-being</p> <p>Peer influence, substance use and gangs</p> <p>Healthy lifestyle</p>
<p>British Values – The rule of the law and mutual respect</p>		



Year 6	Topic – Living in the wider world - How can the media influence people?	Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Why social media, some computer games and online gaming, for example, are age restricted - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - How to report concerns or abuse, and the vocabulary and confidence needed to do so. - Where to get advice e.g. family, school and/or other sources. - How to respond safely and appropriately to adults they may encounter (in all contexts, +including online) whom they do not know 	<ul style="list-style-type: none"> - Understand what is meant by the word media and recognise a range of media platforms. - Know the importance of media and recognise that it does have a purpose. - Know how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions. - Know the difference between good and bad publicity. - Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images. - Understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. - Know how text and images can be manipulated or invented; strategies to recognise this. - Know what ‘Fake News’, why it occurs and the impact it can have. - Know that how celebrities look online may not be how they appear in real life. Explore a range of photo shopped images. - Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts and to spot fake news. - Recognise unsafe or suspicious content online and what to do about it. - Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. - Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range. Understand why some games and apps are age restricted. - Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue. - Know how to respond to adults both in person and online whom they do not know. - Know the meaning of extremism and radicalisation and what leads to these things happening amongst young people. - Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have if they become addicted. - Discuss and debate what influences people’s decisions, taking into consideration different viewpoints. 	<p>Media Social media News Thoughts Feelings Actions Mixed messages Fake news Influence Manipulated Invented Suspicious Ranked Selected Targeted Appropriate Inappropriate Report Impact Viewpoints Safe Unsafe</p>
<p>Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2</p>		



<https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources>

[Media Smart Body Image 9-11 yrs / Key Stage 2 / PSHE](#)

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-'let's-watch-film-making-choices>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources>

[Drug and alcohol PowerPoint lesson plans | www.pshe-association.org.uk](#)

[KS2 What Is Fake News? Resource Pack \(teacher made\) \(twinkl.co.uk\)](#)

Previous Learning Experiences:

EYFS - See whole school progression map for PSHE Education and SRE

Year 1 - What can we do with money?

Year 1 - How can we look after each other and the world?

Year 2 – What makes a community?

Year 3 – What jobs do people do?

Year 4 - How can our choices make a difference to others and the environment?

Year 5 – What decisions can people make with money?

Year 5 – What jobs would we like?

Future learning experiences:

KS3

Developing skills and aspirations

Financial decision making

Community and careers

Digital literacy

Setting goals

Employability skills



Year 6	Topic – Relationships - What will change as we become more independent?	Vocabulary	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle. - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p><u>Relationships and marriage</u></p> <ul style="list-style-type: none"> - Understand that people have different kinds of relationships in their lives, including romantic and/or intimate relationships. - Know that people who are attracted to and love each other can be of any gender, ethnicity or faith. - Describe what they think love is. Explore what St. Paul tells us about love (Journey in Love page 57). - Describe the way in which couples care for one another and show their love. - Describe characteristics of positive and respectful relationships. - Discuss appropriate boundaries within relationships, including in a digital context, and know what to do if they feel these boundaries have been crossed. - Understand the importance of ‘The Beatitudes’ for Christian life (Journey in Love Page 64). - Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. - Learn about the sacrament of marriage and know that it a reflection of God’s love and a legally-recognised commitment. - Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. <p><u>Sex and the conception of a child</u></p> <ul style="list-style-type: none"> - Know how puberty relates to growing from childhood to adulthood (recap on aspects of puberty taught in Year 5). - Describe some changes that happen as we grow up. - Know what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults. - Know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for. - Know what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female) - Know that there are ways to prevent a baby being made. 	Puberty, Person Child Teenager Adult Changing Growing Physical Emotions Feelings Bodies Love Respect Consent Commitment Woman Man,	Human Reproduction Sex Sexual intercourse Fertilised Sperm Ovum Penis Vagina Fallopian tubes Pregnancy Baby Foetus Uterus Womb, Conception



	<p>Transition</p> <ul style="list-style-type: none">- Understand how growing up and becoming more independent comes with increased opportunities and responsibilities- Know that friendships may change as they grow and how to manage this.- Know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.- Identify the range of feelings associated with change, transition to secondary school and becoming more independent.- Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities. <p>This topic is to be taught alongside the Catholic RSE curriculum 'Journey in Love' - revised addition 2020. Pages 56-68 (The wonder of God's love in creating new life).</p>		
<p>Resources:</p> <p>RSE lessons - https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>Menstruation - https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</p> <p>Relationships - https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-'making-sense-relationships'-lesson-plans</p> <p>Mental health - https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>Transition to high school - https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>Health, well-being and resilience - https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p> <p>Sex Education lesson plan x 4 - https://www.fitzwilliamprimary.co.uk/sitetemplate/fitzwilliam/uploads/PSHE/RSE%202019-2020/RSE%20SOW%20YEAR%206.pdf</p> <p>Transitioning to secondary school - BBC Teach</p> <p>Transitions Activity for Year 6 Pupils (youngminds.org.uk)</p>			



<p>Previous Learning Experiences:</p> <p>Year 1 – What is the same and different about us?</p> <p>Year 1 – Who is special to us?</p> <p>Year 2 – What makes a good friend?</p> <p>Year 2 – What is bullying?</p> <p>Year 3 – How can we be a good friend?</p> <p>Year 3 – What are families like?</p> <p>Year 4 - How do we treat each other with respect?</p> <p>Year 5 – How can friends communicate safely?</p>	<p>Future learning experiences:</p> <p>KS3 –</p> <p>Diversity</p> <p>Building Relationships</p> <p>Discrimination</p> <p>Identity and relationships</p> <p>Respectful Relationships</p> <p>Intimate relationships</p>
<p>British Values – Respect</p>	