

PSHE: Year 6



Term	Autumn	Spring	Summer
Year 6 Unit	HEALTH AND WELLBEING How can we keep healthy as we grow?	LIVING IN THE WIDER WORLD How can the media influence people?	RELATIONSHIPS What will change as we become more independent? How do friendships change as we grow?
Outcome	Children know how to look after themselves; understand features and processes of growing up; learn importance of becoming independent; identify how they are taking more responsibility	Children are Media Literate and demonstrate digital resilience; understand influences and good decision-making; know how to stay safe online	Children can confidently talk about different relationships, changing and growing, adulthood, independence and moving to secondary school
Sequence of Learning	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can explain how mental and physical health are linked I know that positive friendships and being involved in activities such as clubs and community groups support wellbeing I can make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » 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 I can identify habits that can be healthy or unhealthy and explore strategies to help change or break an unhealthy habit or take up a new healthy one I can explore how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them I know 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 I 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 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can explore how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions I can explain that not everything should be shared online or social media and that there are rules about this, including the distribution of images I can 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 I can explore how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts I can recognise unsafe or suspicious content online and what to do about it I can explain how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them I can explain how to make decisions about the content I view online or in the media and know if it is appropriate for my age range I can explain how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue I can recognise the risks involved in gambling, related activities, what might influence somebody to gamble and the impact it might have I can discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p>Learning sequences:</p> <ul style="list-style-type: none"> I can understand that people have different kinds of relationships in their lives, including romantic or intimate relationships I can explain that people who are attracted to and love each other can be of any gender, ethnicity or faith and discuss the way couples care for one another I can understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership I can explain that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime I can discuss how puberty relates to growing from childhood to adulthood I can talk about the reproductive organs and process - how babies are conceived and born and how they need to be cared for I can explore the ways to prevent a baby being made² I can explore how growing up and becoming more independent comes with increased opportunities and responsibilities I can recognise how friendships may change as I grow and how I manage this I can understand 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

²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill)