



Year 6 PSHE Overview

Excited to learn with confidence together in God's hands.

| Key Question: | Topic: | In this unit of work, pupils learn... |
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| <p>Autumn 1 & 2</p> <p>How can we keep healthy as we grow?</p> | <p>Health and Wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> | <p>how mental and physical health are linked</p> <p>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>how 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</p> <p>how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities</p> <p>how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>how to manage the influence of friends and family on health choices</p> <p>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>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</p> <p>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> <p>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>that mental health difficulties can usually be resolved or managed with the right strategies</p> |
| <p>Spring 1 & 2</p> <p>How can the media influence people?</p> | <p>Living the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> | <p>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>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</p> <p>how text and images can be manipulated or invented; strategies to recognise this</p> <p>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>to recognise unsafe or suspicious content online and what to do about it</p> <p>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> |



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| <p>Summer 1 & 2</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> | <p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> | <p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>how puberty relates to growing from childhood to adulthood</p> <p>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>how friendships may change as they grow and how to manage this</p> <p>how to manage change, including moving to secondary school;</p> <p>how to ask for support or where to seek further information and advice regarding growing up and changing</p> |
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