

# Year 6 PSHE Curriculum

## Term 1 - Building Resilience

Lesson 1 (resilience) - Y5 lesson underlines the importance of developing a mindset of expecting challenges so that you are prepared for the tricky moments in life. Y6 lesson builds on the Y3 lesson where children identify a resilience response and a reaction that lacks resilience to a range of age-appropriate scenarios.

Lesson 2 (emotions) - Y5 lesson states that emotions are triggered by events and thoughts. Y6 lesson emphasises that emotions are helpful because they are messengers that help us through life.

Lesson 3 (triggers and tornado zone) - Y5 lesson recaps the Y3 lesson on managing the Tornado Zone and emphasises the consequences of not doing this through two stories. Y6 lesson provides an opportunity for children to challenge Tornado Zone thoughts that might lead to bad choices.

Lesson 4 (the arena) - Y5 lesson explains how anxiety is triggered in everyone when facing the Arena. Y6 lesson provides strategies to manage the judgement thought gremlin.

Lesson 5 (road to success) - Y5 lesson pinpoints the difference between those who hide from failure and those who embrace failure. Y6 lesson provides the strategies to see failure as an opportunity.

Lesson 6 (facing mistakes) - Y5 lesson analyses thoughts that are triggered when a mistake is made. It goes through the three Escape Thoughts - hiding, blaming someone and making an excuse. Y6 lesson explains why taking responsibility is important for relationships, development and wellbeing.

### End Point

- I know how to face challenges with resilience

### Careers

- Creative: advertising director (Children are given a budget and have to select how they are going to advertise their product (flying taxi). They need to select their tv channel, app, shop and radio).
- Business & finance: mortgage advisor (Identify documents needed for someone to get a mortgage)

### New Knowledge Content

What will the pupils know at the end of this unit that they didn't know before?

### Skill development

How they will show and apply their new knowledge

### Vocabulary

### 1: Resilience

#### I will know how to face challenges with resilience

- Resilience is the ability to successfully manage life's challenges
- Recognise and identify times when you have shown resilience
- Resilience is important because everybody faces challenges. Resilience skills help us to deal with those challenges when they come
- Children are given scenarios where they recognise a reaction lacking resilience and a resilient response
- You can learn to be resilient - you are not born resilient

### Being human: courage

mistakes, unkindness, resilience, resilient, lacks, reaction, Improve, statement

### 2: Emotions

#### I will know the role of emotions in my life

### Being human: curious

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| <ul style="list-style-type: none"> <li>• An emotion is a strong feeling which appears often with a physical reaction</li> <li>• You feel emotions because of what you see, hear, remember or do</li> <li>• Role of emotions: Emotions are little messengers - if we stop and take a breath then we can use emotions to help us to make positive decisions:             <ul style="list-style-type: none"> <li>◦ emotions help us to stay safe (<i>e.g. fear</i>)</li> <li>◦ emotions can motivate us to get better (<i>e.g. determination</i>)</li> <li>◦ emotions help us to make changes (<i>e.g. regret</i>)</li> </ul> </li> <li>• Reflect on events and linked emotions and the message that each emotion is sending (<i>e.g. mum looking after you when you are ill - thankful - reminds you to say thanks and appreciate people in your life who keep you safe</i>)</li> <li>• Expressing your emotions is important because it helps you process what you are feeling and reduces the fear, worry, shame</li> </ul>                                                                                                                                                                          | <p>emotions, express, anxious, shame, excited, thoughts, triggered, motivate</p>                                                              |
| <p><b>3: Triggers and Tornado Zone</b><br/> <b>I will know that Tornado Zone thoughts affect my actions</b></p> <ul style="list-style-type: none"> <li>• The emotions the Tornado Zone represents - fear, shame, lonely, envy etc.</li> <li>• The difference between a thought, an emotion and an action</li> <li>• What signs are there before we are in the Tornado Zone</li> <li>• Explore an 'on track' reaction and an 'off track' reaction</li> <li>• Event Junction comes before someone acts in the Tornado Zone - we need to manage the Tornado Zone:             <ul style="list-style-type: none"> <li>◦ 1. recognise that you are in the Tornado Zone</li> <li>◦ 2. press pause and breathe</li> <li>◦ 3. walk away from the trigger</li> <li>◦ 3b. <b>challenge the thought</b></li> <li>◦ 4. report if necessary</li> </ul> </li> <li>• There are thoughts that can power the Tornado Zone which we need to challenge (<i>e.g. that is so unfair, I am not good enough, I hate her, nobody likes me</i>)</li> <li>• The connection between the Tornado Zone and resilience is that resilient people learn to manage their triggers so that they can make positive decisions</li> </ul> | <p><b>Being human: enraged</b></p> <p>Tornado Zone, Pressure Zone Chill Zone, angry, deep breath, finally, trigger</p>                        |
| <p><b>4: The Arena</b><br/> <b>I will know how the judgement thought gremlin can stop me from getting into the Arena</b></p> <ul style="list-style-type: none"> <li>• The Arena is the place where you find the courage to have a go.</li> <li>• Examples of getting in the Arena:             <ul style="list-style-type: none"> <li>◦ 1. trying something new</li> <li>◦ 2. contributing in lessons</li> <li>◦ 3. having a difficult conversation</li> <li>◦ 4. facing mistakes</li> <li>◦ 5. trying something new</li> </ul> </li> <li>• Feelings of shame are generated by the judgement thought gremlin.</li> <li>• To tackle judgement, we need to spot the emotion and then reframe what we are thinking by putting our attention on what will help rather than something that will hinder.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Being human: resentment</b></p> <p>Arena, courage, contributing, shame, judgement, thought gremlin, perspective, reframe, attention</p> |
| <p><b>5: Road to Success</b><br/> <b>I will know how to see failure as an opportunity</b></p> <ul style="list-style-type: none"> <li>• Explain the Road to Success</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Being human: overwhelmed</b></p>                                                                                                        |

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| <ul style="list-style-type: none"> <li>• Every failure brings you a step closer to success</li> <li>• Story of Thomas Edison inventing the lightbulb</li> <li>• It is hard to develop such a resilient attitude to failure:             <ul style="list-style-type: none"> <li>◦ failure often creates an emotional explosion (<i>shame, anxiety, embarrassment, fear</i>)</li> <li>◦ it is sometimes tempting to hide from failure (<i>but then we don't make progress and this can lead to sadness and shame</i>)</li> </ul> </li> <li>• We can develop a resilient attitude to failure:             <ul style="list-style-type: none"> <li>◦ recognise the emotion explosion</li> <li>◦ press pause and breathe (deep breath)</li> <li>◦ find the opportunity!</li> </ul> </li> <li>• Standing up to failure will help to build your resilience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>fail, fear of failure, bounce back, shame, practice, embrace failure</p>                                               |
| <p><b>6: Facing Mistakes</b></p> <p><b>I will know why I should take responsibility for my mistakes</b></p> <ul style="list-style-type: none"> <li>• People can respond to mistakes in different ways - hiding, blaming others, making excuses, taking responsibility</li> <li>• It is important to take responsibility for our mistakes             <ul style="list-style-type: none"> <li>◦ if we don't admit our mistakes then it is impossible to learn from them</li> <li>◦ it builds trust in our relationships - people trust those who take responsibility</li> <li>◦ hiding from a mistake makes you feel anxious (<i>e.g. worrying about being found out</i>)</li> </ul> </li> <li>• Taking responsibility for your mistakes is the wise thing to do but it can be hard             <ul style="list-style-type: none"> <li>◦ 1. recognise the emotion explosion (<i>regret, shame, sadness, fear, worry</i>) - these emotions can trigger escape thoughts</li> <li>◦ 2. press pause and take a deep breath (<i>this relaxes the body and gives you time to think before you act on one of the escape thoughts</i>)</li> <li>◦ 3. go and tell someone about the mistake and apologise to the person that you hurt</li> <li>◦ 4. think about how you could improve your actions next time</li> </ul> </li> <li>• Different events - identify how you could take responsibility and what you would have learnt</li> <li>• Nobody is perfect - everybody makes mistakes. A successful human being forgives themselves for their mistakes and learns from them</li> <li>• It isn't ok to keep making the same mistakes over and over again - we do need to learn from them</li> </ul> | <p><b>Being human: anguish</b></p> <p>mistake, apologise, shame, regret, taking responsibility, hide from the mistake</p> |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• <b>I know how to face challenges with resilience</b></li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                           |

## Term 2 - Respectful Relationships

Lesson 1 (families and people who care) - Y5 lesson focuses on what makes a caring family and why caring families are important. Y6 lesson emphasises the importance of talking to a trusted adult if a family relationship makes you feel unsafe.

Lesson 2 (online relationships) - Y5 lesson builds the skills required for children to critically consider online friends through a story. Y6 lesson tackles the danger of oversharing on social media/internet.

Lesson 3 (bullying) - Y5 lesson emphasises the skills required to manage a bully (press pause, assertive body language, smile and respond, report to a trusted adult). Y6 lesson explains the different roles in a bullying incident and discusses what makes a helpful bystander.

Lesson 4 (collaboration) - Y5 lesson encourages the use of collaboration skills to create a country profile. Y6 lesson encourages the use of collaboration during the 5-Task Challenge.

Lesson 5 (stereotypes) - Y5 lesson provides the skills required to make good decisions if you are the victim of stereotyping. Y6 lesson states that stereotyping can lead to hate crimes.

Lesson 6 (violence) - Y5 lesson explains why violence is the wrong and weak choice. Y6 lesson states what happens if violence is used outside of school.

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I know what to do if a family relationship is making me feel unsafe</li> <li>● I know how to be a helpful bystander when I see bullying</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>● Law &amp; legal: lawyer (participate in the trial of Lumpty Wumpty. Roles include lawyers, witnesses, judge, jury, court clerk)</li> <li>● Social care: army officer (day in the life of an army officer)</li> </ul> |
| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                            |
| <p><b>1. Families and People Who Care</b></p> <p><b>I will know what to do if a family relationship is making me feel unsafe</b></p> <ul style="list-style-type: none"> <li>● Write a list of family relationships (brother, auntie etc.)</li> <li>● Explain all of the terms (adopted mum, grandad, stepsister)</li> <li>● Clarification on stepdad and stepmum</li> <li>● What makes an unsafe relationship? Children read five scenarios and work out why each situation is unsafe</li> <li>● What makes an unsafe relationship? Violence, being controlled, bullying, negative comments, shouting, isolation, feeling scared, inappropriate touching</li> <li>● What is inappropriate touching?</li> <li>● The impact of unsafe relationships - lack of trust in people, feeling unhappy, loss of confidence, angry actions towards others</li> <li>● If you don't feel safe at home, you should talk with a trusted adult</li> <li>● Childline: 0800 1111</li> </ul> | <p><b>Being human: belong</b></p> <p>Childline, safeguarding lead, tolerance, safe, foster parents, intolerance, celebrate, step mum, adopted</p>                                                                                                                                   |
| <p><b>2. Online Relationships</b></p> <p><b>I will know how to avoid oversharing on the internet</b></p> <ul style="list-style-type: none"> <li>● Where can you share information online? Social networking websites, instant messaging, photo sharing apps, chat rooms</li> <li>● What information you should never share online? Personal information including address, age, name, phone number, school, parents' occupation</li> <li>● Children identify the personal information shared in the scenarios. They also identify why that person has overshared</li> <li>● Why do people overshare information online? Peer pressure, boasting, feeling left out, accident, trying to impress, following the crowd</li> </ul>                                                                                                                                                                                                                                            | <p><b>Being human: insecure</b></p> <p>private, strangers, relationship, social media, digital footprint, personal, face-to-face, cyberbullying, oversharing</p>                                                                                                                    |

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| <ul style="list-style-type: none"> <li>Consequences of oversharing - stranger danger, digital footprint, online scam</li> <li>If you feel uncomfortable online make sure you report it to a trusted adult</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                       |
| <p><b>3. Bullying behaviour</b></p> <p><b>I will know how to be a helpful bystander when I see bullying behaviour</b></p> <ul style="list-style-type: none"> <li>A bystander is someone present at an event</li> <li>An understanding of what bullying behaviour is and is not</li> <li>The roles of people in a bullying incident:             <ul style="list-style-type: none"> <li>Perpetrator of bullying behaviour</li> <li>Victim</li> <li>Hurtful bystander</li> <li>Helpful bystander</li> </ul> </li> <li>Difference between types of bystanders - hurtful and helpful</li> <li>Hurtful bystander = encourages the bullying behaviour, joins in and laughs.</li> <li>Helpful bystander = supports victim, talks to the perpetrator after the bullying behaviour after the event, reports the incident.</li> <li>It is not always wise to try to stop the bullying behaviour yourself. Sometimes you would be putting yourself in a dangerous situation.</li> <li>Children decide which action they would take in the scenarios provided.</li> </ul> | <p><i>Being human: shame</i></p> <p>bullying, repetitive, physical, emotional, victim, upsetting, deliberate, assertive, bystander, manage</p>        |
| <p><b>4. Collaboration</b></p> <p><b>I will know how to apply collaboration skills to complete a group task</b></p> <ul style="list-style-type: none"> <li>Collaboration is when people work together to complete a task</li> <li>Collaboration skills:             <ul style="list-style-type: none"> <li>talk with each other</li> <li>listen</li> <li>help each other</li> <li>avoid Tornado Zone</li> </ul> </li> <li>How to show collaboration skills during the five-task challenge (wordsearch, anagrams, maths problems, country locator and product design)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Being human: compassion</i></p> <p>collaboration, sharing, support, profile, currency, listening, positive, communicate, biography, citizen</p> |
| <p><b>5. Stereotyping</b></p> <p><b>I will know what stereotyping can lead to</b></p> <ul style="list-style-type: none"> <li>A stereotype is a judgement about someone because of how they look             <ul style="list-style-type: none"> <li>stereotypes for girls (e.g. all girls: like pink, like dancing, like to dress up, like babies, cry a lot)</li> <li>stereotypes for boys (e.g. all boys: play football, are smelly, are strong, are naughty, like blue)</li> <li>stereotypes for teachers (e.g. all teachers: are strict, are bossy, know the answer)</li> <li>stereotypes for teenagers</li> </ul> </li> <li>Stereotyping is a bad thing because you are judging someone before you know them</li> <li>Stereotyping is a bad thing because it can stop people doing what they love to do</li> <li>How to break stereotyping</li> <li>Stereotyping can lead to hate crimes - a crime motivated by prejudice on the basis of race, religion or other grounds.</li> </ul>                                                                     | <p><i>Being human: dehumanised</i></p> <p>stereotype, judgement, judging, teenager, equal rights, racism, gender, disabled</p>                        |
| <p><b>6. Violence</b></p> <p><b>I will know why violence is the wrong choice</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><i>Being human: disgust</i></p>                                                                                                                    |

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| <ul style="list-style-type: none"> <li>Violence is an action that hurts or damages someone or something (<i>e.g. pinching, pushing, kicking/tripping, throwing objects</i>)</li> <li>Violence is a bad thing because it causes injuries to the victim, leads to consequences for the perpetrator and impacts relationships and well-being</li> <li>“Violence is the weapon of the weak, nonviolence that of the strong.” Children discuss this quote.</li> <li>Causes of violence: <ul style="list-style-type: none"> <li>not getting what you want</li> <li>unkindness</li> <li>an accident</li> <li>jealousy</li> </ul> </li> <li>What happens if you are violent outside of school? Common assault, Affray and GBH.</li> </ul> | affray, physical impact, consequences, perpetrator, victim, assault, emotional impact, victim, Childline, GBH |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>I know what to do if a family relationship is making me feel unsafe</li> <li>I know how to be a helpful bystander when I see bullying</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                               |

### Term 3 - Mental Wellbeing

Lesson 1 (expressing yourself) - Y5 lesson highlights why some people don't express their emotions (nobody will listen, weakness etc.). Y6 lesson focuses on the power of being self-curious.

Lesson 2 (thought gremlins) - Y5 lesson emphasises the harm caused by comparing yourself to others. Y6 lesson explains how to tackle the catastrophising thought gremlin.

Lesson 3 (values) - Y5 lesson encourages children to think about the values they would look for in a friend. Y6 lesson encourages children to live by values to boost their wellbeing.

Lesson 4 (gratitude) - Y5 uses the story of Malala to illustrate how you can use gratitude to change your viewpoint. Y6 lesson gives children the chance to identify their wants and needs to help them focus on what is important.

Lesson 5 (challenges) - Y5 lesson explains why asking for help is a strength. Y6 lesson focuses on how to put your attention on thoughts that help rather than wasting energy on unhelpful thoughts.

Lesson 6 (circle of kindness) - Y5 lesson explores actions that go against the Circle of Kindness. Y6 lesson explores ways to maintain and promote the Circle of Kindness

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>I know how to manage the catastrophising gremlin and helpful thoughts to tackle challenges</li> </ul> | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Trades: structural engineer (using the success criteria to build a sturdy bridge out of newspaper. They then pitch their bridge to the council)</li> <li>Social care: therapist (Scenarios that elicit the blocks to expressing yourself that therapists need to tackle)</li> </ul> |
| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p>           | <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                         |

| How they will show and apply their new knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                          |
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| <p><b>1. Expressing Yourself</b><br/> <b>I will know the importance of being self-curious</b></p> <ul style="list-style-type: none"> <li>Being self-curious is being aware of your own individuality and personality.</li> <li>Why you should be self-curious - to learn from mistakes, become a better friend, to tackle challenges.</li> <li>Children read the scenarios and try to explain the behaviour. What could be the reason behind the poor choices?</li> <li>Questions to become more self-curious: Why have I done that? Was that the correct action? How can I behave better next time?</li> </ul>                                                                                                                                                                                                                                                                     | <p><i>Being human: vulnerable</i></p> <p>sad, nervous, express, challenges, emotions favourite</p>                                                       |
| <p><b>2. Thought gremlins (worrying thoughts)</b><br/> <b>I will know how to manage the catastrophising gremlin</b></p> <ul style="list-style-type: none"> <li>Definition of the catastrophising thought gremlin - a thought gremlin that focuses on the worst possible outcome for an action or event</li> <li>Case study on Alex who's catastrophising thought gremlin is active</li> <li>Description of a catastrophising thought gremlin. They were like a runaway train – each gremlin getting worse and worse</li> <li>How to recognise thought gremlins</li> <li>Why thought gremlins are harmful - add anxiety to your life, add doubt, decrease your level of performance, consume your energy.</li> <li>What thought gremlins come up for me?</li> <li>The steps to challenge a thought gremlin - see the gremlin, press pause, breathe, challenge the gremlin</li> </ul> | <p><i>Being human: perfectionism</i></p> <p>thoughts, gremlins, scary</p>                                                                                |
| <p><b>3. Values</b><br/> <b>I will know how values can boost my well-being</b></p> <ul style="list-style-type: none"> <li>Why is aiming for perfect damaging for well-being? Explain that perfect does not exist and refer to the roller coaster of life</li> <li>Being a perfectionist can be harmful, we can focus on living to our values instead</li> <li>A value is a type of behaviour that we would like to show</li> <li>Children then choose three values from the list and act out an example of them in action</li> <li>Select five core values and then explain how that value can boost well-being</li> </ul>                                                                                                                                                                                                                                                          | <p><i>Being human: calm</i></p> <p>independent, reliable, determined, generous respectful, kind, brave, confident, resilient patient, outcome, value</p> |
| <p><b>4. Gratitude</b><br/> <b>I will know how to recognise my needs and wants to boost my gratitude</b></p> <ul style="list-style-type: none"> <li>Gratitude is being thankful for the things that we have</li> <li>What does gratitude look like? "I hate school. I just want to go back to bed" as opposed to "I am thankful for the opportunity to spend time with my friends and learn."</li> <li>The benefits of gratitude are improved mood, resilience, sleep and confidence. Gratitude can also help to develop positive relationships</li> <li>You can boost your gratitude by establishing the difference between needs and wants</li> <li>Knowing your needs allows you to focus on the things that are most important to you</li> </ul>                                                                                                                                | <p><i>Being human: grateful</i></p> <p>gratitude, thankful, positive, relationships, negative,</p>                                                       |
| <p><b>5. Challenges</b><br/> <b>I will know how to recognise helpful thoughts to tackle challenges</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><i>Being human: humiliation</i></p>                                                                                                                   |

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| <ul style="list-style-type: none"> <li>• A challenge is something new and difficult which requires effort and determination</li> <li>• What being human words are triggered by the following challenges?</li> <li>• What happens when we are faced with a challenge? An emotion and thought explosion</li> <li>• Thought explosions - dominated by thought gremlins and can lead to bad decisions</li> <li>• Managing thought explosions effectively - spot the explosion, press pause, deep breath and reset, put your attention on a helpful thought</li> <li>• Toolkit of helpful thoughts</li> <li>• Children then read scenarios, putting attention on a helpful thought</li> </ul> | mistakes, changes, challenges, roller coaster, ups and downs, explosions                                                |
| <p><b>6. Circle of Kindness</b></p> <p><b>I will know that some habits are harmful for well-being</b></p> <ul style="list-style-type: none"> <li>• The Circle of Kindness is the community we <b>all</b> build to make us feel safe and happy at school.</li> <li>• The playground, classroom, sports day and assembly are all opportunities during the school day to show kindness.</li> <li>• The Circle of Kindness can be developed in school through positive modelling and promoting kindness during the school day.</li> <li>• Year 6s are particularly important because they are role models and can influence the behaviour of the younger children.</li> </ul>                | <p><i>Being human: tranquil</i></p> <p>maintain, promote, Circle of Kindness, opportunities, role models, influence</p> |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• <b>I know how to manage the catastrophising gremlin and helpful thoughts to tackle challenges</b></li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                         |

## Term 4 - Health Education

Lesson 1 (sleep) - Y5 lesson unpicks those things in life that stop people getting enough sleep. Y6 lesson explores the importance of sleep habits.

Lesson 2 (healthy eating) - Y5 lesson highlights the dangers of an unbalanced diet. Y6 lesson connects a balanced diet to wellbeing.

Lesson 3 (exercise) - Y5 lesson emphasises how exercise adds to self-confidence and well-being. Y6 lesson states the benefits of an active lifestyle.

Lesson 4 (harmful habits) - Y5 lesson underlines the health risks associated with alcohol. Y6 lesson underlines the dangers of drug misuse.

Lesson 5 (internet safety) - Y5 lesson poses the question about whether social media and the internet is a positive or negative thing. The debate elicits the negative things and the children then devise on dealing with the negatives. Y6 lesson helps children create an action plan for the dangers of social media.

Lesson 6 (keeping safe) - Y5 lesson recaps learning in Y4 and provides a range of scenarios where there is risk. The children then work out how to manage that risk. Y6 lesson highlights examples of common injuries and provides basic techniques to treat them.

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• <b>I know the dangers of drug misuse and basic techniques for dealing with common injuries</b></li> <li>• <b>I know and understand how to manage the dangers of social media</b></li> </ul> | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• <b>Creative: games designer</b> (Given a brief to design a game. Refine ideas after participating in market research)</li> <li>• <b>Environment: conservation officer</b> (create a lesson for year 3s about conserving the planet. Children then present)</li> </ul> |
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| <p><b>New Knowledge Content</b></p> <p><b>What will the pupils know at the end of this unit that they didn't know before?</b></p> <p><b>Skill development</b></p> <p><b>How they will show and apply their new knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Vocabulary</b></p>                                                                                                                  |
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| <p><b>1: Sleep</b></p> <p><b>I will know the importance of sleep habits</b></p> <ul style="list-style-type: none"> <li>• How much sleep do you need in a day and why? Children use the data from the chart.</li> <li>• How sleep influences behaviour and attitudes</li> <li>• What happens if we don't have enough sleep? Makes us more sensitive than normal, weakens our immune system, tiredness can lead to overeating (obesity), impacts on our focus</li> <li>• Insomnia is a sleep disorder in which people have trouble sleeping</li> <li>• Strategies if you struggle to sleep: <ul style="list-style-type: none"> <li>○ Try to stick to the same routine when you sleep. Go to bed and wake up at similar times every day.</li> <li>○ Avoid use of phones or reading devices that give off light before bed.</li> <li>○ Artificial light makes us more alert and makes it harder to sleep.</li> <li>○ Don't eat a big meal late in the day. Try to avoid drinking lots of water before bed</li> <li>○ Try to get regular exercise throughout the day. Try not to exercise too close to bedtime because it makes it hard to fall asleep.</li> </ul> </li> <li>• How to tackle the thoughts that stop you from sleeping</li> <li>• Mindfulness</li> </ul> | <p><i>Being human: play</i></p> <p>sleep, tiredness, fresh, behaviour, attitudes, affects, influences, insomnia, mindfulness</p>          |
| <p><b>2. Healthy Eating</b></p> <p><b>I will know the importance of a healthy diet</b></p> <ul style="list-style-type: none"> <li>• How important is diet to our health and wellbeing? Justify your score</li> <li>• Good nutrition includes the different food groups</li> <li>• What each nutrient gives us - fats and sugars, dairy, protein, fruit and veg, grains</li> <li>• Benefits of a balanced diet</li> <li>• What foods are unhealthy: <ul style="list-style-type: none"> <li>○ Sugary drinks</li> <li>○ Fast food</li> <li>○ Unhealthy snacks</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>Being human: guilt</i></p> <p>fats, fruit, healthy, energy value, impact, 5 a day, digestion, weight, nutrients, balanced diet,</p> |
| <p><b>3. Exercise</b></p> <p><b>I will know the benefits of an active lifestyle</b></p> <ul style="list-style-type: none"> <li>• Self-awareness of your own exercise activities. Write down how many minutes you participate in each activity</li> <li>• Comparing the life of two people. One is active the other lives a more sedentary existence</li> <li>• Active people are less likely to be obese/overweight</li> <li>• Why obesity is harmful - discuss what happens to the arteries with plaque building up</li> <li>• When you exercise, your body produces feel-good hormones called endorphins</li> <li>• Exercise also reduces stress, gives you a purpose and gives you something to improve at</li> <li>• Sitting for four hours can increase pressure on the disks in your lower back. This can cause back pain</li> <li>• Dementia is a decline in mental ability. Memory loss is an example</li> <li>• Several studies looking at the effect of exercise in adults have reported improvements in thinking and memory</li> </ul>                                                                                                                                                                                                                  | <p><i>Being human: awe</i></p> <p>endorphins, health, heart, pumping blood, weight, healthy, chemicals, sleep, exercise</p>               |

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| <p>and reduced rates of dementia</p> <ul style="list-style-type: none"> <li>Those who exercise are more likely to experience a good night's sleep every night compared to people who don't exercise</li> <li>How to increase exercise? Walking, working out, joining a club, stretching</li> <li>We need 150 minutes of moderate aerobic exercise a week</li> <li>You can do too much exercise - life is all about balance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |
| <p><b>4: Harmful Habits</b></p> <p><b>I will know the dangers of drug misuse</b></p> <ul style="list-style-type: none"> <li>A drug is any kind of medicine or chemical that changes how your body or brain functions.</li> <li>Are all drugs against the law? Elicit that not all drugs are illegal.</li> <li>The way illegal drugs cause damage:             <ul style="list-style-type: none"> <li>Physical damage:</li> <li>Life damage</li> </ul> </li> <li>Physical Damage:             <ul style="list-style-type: none"> <li>A weakened immune system, increasing the risk of illness and infection</li> <li>Heart conditions ranging from abnormal heart rates to heart attacks and collapsed veins and blood vessel infections</li> <li>Nausea and abdominal pain, which can also lead to changes in appetite and weight loss</li> <li>Increased strain on the liver, which puts the person at risk of significant liver damage or liver failure</li> <li>Seizures, stroke, mental confusion and brain damage</li> <li>Lung disease.</li> <li>Problems with memory, attention and decision-making</li> </ul> </li> <li>Life damage examples</li> <li>Reasons why people take drugs - habit, peer pressure, boredom and sport</li> </ul> | <p><i>Being human: bittersweet</i></p> <p>drugs, misuse, legal, illegal, physical, emotional, damage, substance,</p>                 |
| <p><b>5: Internet Safety</b></p> <p><b>I will know how to manage the dangers of social media</b></p> <ul style="list-style-type: none"> <li>Social media is websites and applications that use the internet to allow people to communicate.</li> <li>Different ways to communicate online:             <ul style="list-style-type: none"> <li>Social networking websites</li> <li>Instant messaging and live stream apps</li> <li>Photo sharing apps and sites like Instagram</li> <li>Chatrooms</li> </ul> </li> <li>Positive things about social media - make new friends, connections, immediate information and spreading important messages</li> <li>Negative aspects of social media - inappropriate content, cyberbullying, strangers online, photoshop, addiction/distraction, trolling, internet footprint</li> <li>Who to tell in school if you experience something dangerous</li> <li>Trolling - what and why?</li> <li>How to deal with trolling</li> </ul>                                                                                                                                                                                                                                                                         | <p><i>Being human: dumbfounded</i></p> <p>social media, social networking, dangers, messaging, apps, live feed, trolling, trolls</p> |
| <p><b>6: Keeping Safe</b></p> <p><b>I will know basic techniques for dealing with common injuries</b></p> <ul style="list-style-type: none"> <li>What the word common means - something that happens often.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Being human: grief</i></p>                                                                                                     |

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| <ul style="list-style-type: none"> <li>● Examples of common injuries - knowledge of the main 4: cut/graze, nosebleed, strain, burn.</li> <li>● How to treat a common injury</li> <li>● What to do for a severe injury:             <ul style="list-style-type: none"> <li>○ Stop and take two long deep breaths. This blows away some of the red mist. If someone is shouting make sure you listen</li> <li>○ Check your own safety before you act</li> <li>○ Look around to see whether an adult can help</li> <li>○ If it is an emergency, dial 999</li> </ul> </li> <li>● Call 999 in an emergency</li> <li>● Warning signs of a head injury:             <ul style="list-style-type: none"> <li>○ difficulty staying awake</li> <li>○ dizziness</li> <li>○ feeling confused</li> <li>○ problems in speaking, walking or balance</li> <li>○ numbness or weakness in parts of their body</li> <li>○ vision problems with nausea or dizziness</li> <li>○ headache that doesn't go away</li> <li>○ vomiting</li> <li>○ double vision</li> </ul> </li> </ul> | <p>risk, manage, accidents, red mist, situations, emergencies, paramedic, head injury, common injury</p> |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I know the dangers of drug misuse and basic techniques for dealing with common injuries</li> <li>● I know and understand how to manage the dangers of social media</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                          |

## Term 5 - Caring Friendships

Lesson 1 (friendships) - Y5 lesson pinpoints the actions of someone who is a thoughtful friend. Y6 lesson provides children tools to maintain healthy, balanced relationships.

Lesson 2 (empathy) - Y5 lesson provides opportunities for children to build their skills of empathy. Y6 lesson challenges children to recognise the behaviour of an empathetic person.

Lesson 3 (reporting) - Y5 lesson underlines the type of incidents that require reporting. Y6 lesson explains why it can be difficult to report someone (snitches get stitches).

Lesson 4 (honesty) - Y5 lesson explains how being honest - even if it leads to difficult conversations - helps to build trust in friendships. Y6 lesson provides strategies for children to deal with people who are not always honest.

Lesson 5 (peer pressure) - Y5 lesson pinpoints the steps that can be used to manage peer pressure. Y6 lesson helps children recognise the thoughts and emotions that power peer pressure.

Lesson 6 (conflict) - Y5 lesson gives children the skills needed to participate in calm conflict. Y6 lesson underlines the importance of calm conflict.

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I will know how to manage an unhealthy relationship</li> <li>● I will know how to deal with peer pressure, someone who is not always honest or a serious incident</li> <li>● I will know how to manage conflict</li> </ul> | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>● Business &amp; finance: market researcher (collecting market research on four ideas. Market researchers then present their findings)</li> </ul> |
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| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Vocabulary</b>                                                                                                                        |  |
| <p><b>1. Friendships</b></p> <p><b>I will know how to manage an unhealthy relationship</b></p> <ul style="list-style-type: none"> <li>Importance of developing connection through healthy relationships - learn from one another, support and sharing of good times</li> <li>Healthy relationships are about balance and having the courage to be open</li> <li>Unhealthy relationships often involve someone trying to control the other - the victim being bossed around, worrying about what people think, not living the life they want</li> <li>We avoid being controlled by others by setting friendship boundaries</li> <li>A friendship boundary is a calm and clear statement of your needs and beliefs</li> <li>Setting boundaries requires taking a deep breath, making your point clearly and calmly and then holding the boundary</li> </ul>                                                                                      | <p><i>Being human: nostalgia</i></p> <p>relationships, healthy, balanced, controlling, friendships, unhealthy, boundaries</p>            |  |
| <p><b>2. Empathy</b></p> <p><b>I will know how to recognise the actions of an empathetic person</b></p> <ul style="list-style-type: none"> <li>Empathy is knowing how someone else is feeling</li> <li>The steps to empathy - recognising expressions/body language, putting yourself in their shoes, acting with empathy.</li> <li>Discussion of why empathy is important in healthy relationships- makes people feel valued and builds trust in friendships.</li> <li>Ensure children realise that making everyone happy is unhealthy and impossible (people pleasing). Refer back to previous lesson on boundaries.</li> </ul>                                                                                                                                                                                                                                                                                                              | <p><i>Being human: freundenfreude</i></p> <p>empathy, facial expressions, mocking, boundaries, empathetic, recognising, valued</p>       |  |
| <p><b>3. Reporting</b></p> <p><b>I will know how to report a serious incident</b></p> <ul style="list-style-type: none"> <li>Reporting is when you share information about someone, which could lead to a consequence.</li> <li>Some think that those who report are snitches ("snitches get stitches). Explore where this word comes from and then explain what happens when bullying, racism and violence do not get reported.</li> <li>If a friend makes a bad decision, then there are three possible responses - ignore, talk to or report (tell).</li> <li>If someone has been physically or emotionally harmed then it is important to report that incident.</li> <li>How to report a serious incident: think carefully about who you tell, have evidence ready, explain the harm caused</li> <li>Practice reporting on the scenarios on the board</li> <li>Make sure that you stay safe when deciding to report an incident</li> </ul> | <p><i>Being human: boundaries</i></p> <p>resentment, snitch, serious, report, harmful, hurt,</p>                                         |  |
| <p><b>4. Honesty</b></p> <p><b>I will know how to deal with people who are not always honest</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Being human: trust</i></p>                                                                                                         |  |

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| <ul style="list-style-type: none"> <li>Honesty is when we are truthful in what we say and do</li> <li>Lying is harmful because it can become an addiction, makes you feel guilty and erodes trust in relationships</li> <li>If someone lies to you then you need to give yourself space so you do not act in the Tornado Zone.</li> <li>You have three options when you are lied to: ignore, address or report</li> <li>If you get into a habit of lying as an adult then you could face charges of fraud, slander or perjury</li> </ul>                                                                                                                                                      | dishonest, address, report, well-being, erodes, lies, ignore, trust, addiction, fraud, slander, perjury       |
| <b>5. Peer Pressure</b><br><b>I will know how to manage peer pressure</b> <ul style="list-style-type: none"> <li>Peer Pressure is when a person/group of people influence you to act in a certain way</li> <li>Thoughts that power peer pressure - 'I want to be liked.' 'I do not want to be left out.' 'I do not want people to think that I am weak.'</li> <li>Steps to tackle peer pressure - recognise the peer pressure, give yourself time to make a decision and breathe, stand up straight and assertively set the boundary, explain why you have made the decision</li> <li>Explain that boundaries are hard to set but positive people will respect your decision</li> </ul>       | <i>Being human: fitting in</i><br><br>peer pressure, respond, assertive, influence, boundaries, passive       |
| <b>6. Conflict</b><br><b>I will know the importance of conflict</b> <ul style="list-style-type: none"> <li>Conflict is when there is a disagreement between two people</li> <li>Two types of conflict - calm and stormy conflict</li> <li>Stormy conflict = insults, poor listening and no solutions</li> <li>Calm conflict is a positive thing for friendships - it helps to create good ideas, gives a signpost to how someone is feeling and helps to avoid bottling up emotion</li> <li>Steps to calm conflict – press pause and breathe, listen, empathise, find a solution</li> <li>It is ok to agree to disagree if there is no solution found so long as we are respectful</li> </ul> | <i>Being human: schadenfreude</i><br><br>bottle up, calm, disagreement, solution, conflict, stormy, empathise |
| <b>End Point</b> <ul style="list-style-type: none"> <li>I will know how to manage an unhealthy relationship</li> <li>I will know how to deal with peer pressure, someone who is not always honest or a serious incident</li> <li>I will know how to manage conflict</li> </ul><br><b>Assessment</b> <ul style="list-style-type: none"> <li>PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                     |                                                                                                               |

## Term 6 - Wider World

Lesson 1 (tolerance) - Y5 lesson explains how intolerance is harmful. Y6 lesson explains the thoughts that trigger intolerance.

Lesson 2 (care for community) - Y5 lesson illustrates how the government uses tax money to care for the community. Y6 lesson highlights the reason why the government spends money on welfare.

Lesson 3 (work) - Y5 lesson gives children the chance to write what is required for a range of occupations. Y6 lesson shares the different motivations behind people selecting careers.

Lesson 4 (money) - Y5 lesson provides the opportunity to manage a budget to organise the King's birthday celebrations. Y6 lesson gives children the chance to monitor their spending by creating the design for a new stadium.

Lesson 5 (winning and losing) - Y5 lesson emphasises the importance and explains how to learn from losing. Y6 lesson is the Dice Championship. Children get to experience competition and have to manage their emotions so that they are empathetic winners and show resilience when they lose.

Lesson 6 (change) - Y5 lesson identifies that it is important to know our attitude to change before we make big decisions. Y6 lesson encourages children to approach change with a resilient manner.

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I know how to be an effective citizen in the Wider World</li> <li>● I know how to approach change in a resilient manner</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>● Education: careers adviser (take turns in interviewing one another using the sub-skills sheet. Each advisor writes down a list of jobs they think their client will suit)</li> <li>● Healthcare: surgeon (story on the impact of surgeons and discussion about vocations)</li> </ul> |
| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                                                                            |
| <p><b>1. Tolerance</b></p> <p><b>I will know why intolerance is harmful</b></p> <ul style="list-style-type: none"> <li>● Diversity means difference. People can be different in lots of ways</li> <li>● What are the different ways that people in our school are diverse?</li> <li>● Explain the benefits of diversity</li> <li>● Intolerance is when someone is unable or unwilling to accept different opinions, beliefs, customs or people</li> <li>● Elicit the reasons for intolerance - my way is right, fear of difference, tribalism</li> <li>● Explain that intolerance has led to some actions that go against British Values- slavery, war, prejudice, bullying behaviours</li> </ul> | <p><i>Being human: empowered</i></p> <p>empower, compassion, intolerance, tribalism, response, violence, diversity, discrimination</p>                                                                                                                                                                                                              |
| <p><b>2. Care for Community</b></p> <p><b>I will know why the government spends tax money on welfare</b></p> <ul style="list-style-type: none"> <li>● Welfare is help in the form of money for people in need.</li> <li>● Identify the people in need (homeless, disabled, injured).</li> <li>● Children discuss whether disadvantaged people should be helped.</li> <li>● Elicit the reason that people end up homeless - no qualifications, war veterans, PTSD, refugees, domestic violence.</li> </ul>                                                                                                                                                                                         | <p><i>Being human: connection</i></p> <p>tax, PTSD, refugee, in need, welfare, domestic violence, peer pressure</p>                                                                                                                                                                                                                                 |
| <p><b>3. Work</b></p> <p><b>I will know the different motivations for choosing an occupation</b></p> <ul style="list-style-type: none"> <li>● An occupation is a job or profession</li> <li>● People have many different motivations for getting jobs: money, making a difference, learning, location, work/life balance</li> <li>● Children identify the different motivations that people have from the scenarios</li> <li>● Identify what your top three motivations are at the moment</li> </ul>                                                                                                                                                                                              | <p><i>Being human: proud</i></p> <p>pride, occupation, motivators, work/life balance, motivation, personal development, status</p>                                                                                                                                                                                                                  |
| <p><b>4. Money</b></p> <p><b>I will know how to monitor my spending</b></p> <ul style="list-style-type: none"> <li>● Monitor my spending means keeping track of how much you have spent</li> <li>● Using a budget sheet helps to keep track of spending</li> <li>● Collaboration skills - be positive, listen, do not act in the Tornado Zone, plan together</li> </ul>                                                                                                                                                                                                                                                                                                                           | <p><i>Being human: envy</i></p> <p>envy, budget, overspend, monitor, retractable roof, collaboration, stadium, terrace block</p>                                                                                                                                                                                                                    |

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| <ul style="list-style-type: none"> <li>Design a stadium with a price list</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                         |
| <p><b>5. Winning and Losing</b></p> <p><b>I will know how to apply resilience and empathy in competition.</b></p> <ul style="list-style-type: none"> <li>Review resilience skills to help manage losing</li> <li>Review empathy skills to support the management of winning</li> <li>Children then compete in a dice championship. Pick out children being resilient and showing empathy during the event</li> <li>Self-assessment - children give themselves a mark for resilience and empathy throughout the event</li> </ul>                                                                                                                                                                          | <p><i>Being human: humble</i></p> <p>tournament, empathetic, resilient, respectful, resilient, shame, emotional awareness, opponent</p> |
| <p><b>6. Change</b></p> <p><b>I will know how to approach change with a resilient mindset.</b></p> <ul style="list-style-type: none"> <li>Revise the definition of resilience - being able to manage life's challenges successfully</li> <li>Having a resilient attitude to change is important because change is a constant in everyone's lives</li> <li>Steps to build resilience in the face of change: recognise what you are feeling and breathe, once calm think about how to tackle change</li> <li>Resilient thoughts for change - challenges are good for me, change makes life interesting</li> <li>Look through the journal and identify the three most important pages for year 7</li> </ul> | <p><i>Being human: content</i></p> <p>resilient, challenge, constant, attitude, change, trigger</p>                                     |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li><b>I know how to be an effective citizen in the Wider World</b></li> <li><b>I know how to approach change in a resilient manner</b></li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |