

## Eastbury Primary School: PSHE medium-term plan Year 6 - 2023-2024

| SUBJECT: PSHE  |   |  |   |   |  |  |
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| Autumn   |   | Spring   |   |   | Summer   |  |
| <p><b>Topic Title:</b> Healthy Me</p> <p>Article 24</p> <p><b>Key knowledge:</b><br/>Understand how to take responsibility for my health. Know about the different types of drugs and their effect on the liver and heart. Understand how some people can be exploited and made to do things against the law. Understand why people join gangs. Understand what is meant by being emotionally well and explore attitudes to mental illness. Recognise stress and triggers and understand how this can lead to drug and alcohol misuse.</p> <p><b>Key Skills:</b><br/>Responsibility. Good lifestyle choices, critical, developing a positive</p> | <p>PSHE Taught through Votes for schools once a week</p> <p>Article 19</p> <p><b>Topic Title:</b> Anti-Bullying Week</p> <p><b>Objectives</b><br/>To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p><b>Activities</b><br/>Depends on the theme of that year</p> <p><b>Topic Title:</b> Black History Month</p> <p><b>Objectives</b><br/>To celebrate significant black figures and the diversity in our school.</p> <p><b>Activities:</b></p> | <p>PSHE Taught through Votes for schools once a week</p> <p>Article 19<br/>Article 31</p> <p><b>Topic Title:</b> Children's Mental Health Week</p> <p><b>Objectives</b><br/>To understand how our mental health is important and strategies to help our mental health</p> <p><b>Activities</b><br/>Depending on the theme for that year</p> <p><b>Topic Title:</b> Safer internet week</p> <p><b>Objectives</b><br/>To understand how to be safe online and make good choices about how to interact online</p> | <p>PSHE Taught through Votes for schools once a week</p> <p>Article 38<br/>And all of them</p> <p><b>Topic Title:</b> Peace Day</p> <p><b>Objectives</b><br/>To understand what peace is and the issues that affect the world</p> <p><b>Activities</b><br/>Depending on the theme for that year</p> | <p><b>Topic Title:</b> Relationships</p> <p>Article 15<br/>Article 16<br/>Article 21<br/>Article 22<br/>Article 25</p> <p><b>Key knowledge:</b><br/>Understand now that is important to look after our mental health. Understand the different stages of grief and that there are different types of loss. Recognize people who are trying to gain power. Understand whether something online is safe and helpful to me. Use technology positively and safely communicating with my friends and family.</p> <p><b>Key Skills:</b></p> | <p><b>Topic Title:</b> Changing Me</p> <p>Article 19<br/>Article 31</p> <p><b>Key knowledge:</b><br/>Understand why the body changes during puberty, and understand physical and emotional relationships. Understand the process of conception and pregnancy. Understand positive and negative ways to communicate in a relationship</p> <p><b>Key Skills:</b><br/>Self-care, and empathy towards the opposite gender.</p> <p><b>Key vocabulary:</b><br/>puberty, hair, voice breaking, breasts menstruation wet</p> |  |

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| <p>attitude to self, developing a positive attitude to mental illness.</p> <p><b>Key vocabulary:</b><br/>Smoking, cigarettes, alcohol, lungs, liver, heart, anti-social behaviour, drunk, wasted, mental illness, depression, anxiety</p> | <p>To research and create a written piece about a significant black figure</p> | <p><b>Activities:</b> Depend on the theme for that year</p> |  | <p>Developing self-esteem, responsible online actions, and developing hardiness explain how to stay safe when communicating online.</p> <p><b>Key vocabulary:</b><br/>Self-esteem, online, internet, screen- time, gaming, Facebook, Instagram, Snapchat, Twitter, Fortnite, grief, loss, bereavement</p> | <p>dreams, erection, semen, periods tampon, sanitary towels, conception sex, relationship, positive, negative</p>  |
| <p><b>Lesson 1:</b></p> <p><b>Objective:</b> take responsibility for my health and make choices that benefit my health and well-being</p> <p><b>Activity:</b><br/>Chn to act as agony Aunt and advise how to solve a health problem</p>   |  |   |  | <p><b>Lesson 1:</b></p> <p><b>Objective:</b> know that it is important to take care of my mental health</p> <p><b>Activity:</b><br/>Display the PowerPoint slide of the set of scales and ask the children if they are balanced or not. Explain that we can imagine a person's</p>                        | <p><b>Lesson 1:</b></p> <p><b>Objective:</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p> <p><b>Activity:</b><br/>Body parts related to puberty are called out</p> |

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|   |  |  |  |  | <p>mental health as a set of scales in balance. When our mental health is in balance everything is OK. Hand out the set of 'situation cards' to various members of the class. One at a time ask the children who have the cards to read out what it says, and then the class needs to decide if the situation is a 'challenge' or a 'support'. If possible, stick the cards on the relative side of the scales as a visual stimulus.</p> | <p>and chn stand in the labelled area of the classroom. Male, female, or both. Chn to discuss the reproduction question sheet.</p>  |
| <p><b>Lesson 2</b></p> <p><b>Objective:</b> know about different types of drugs and their uses and their effects on the body, particularly the liver and heart</p> <p><b>Activity:</b> Chn to sort drugs into unrestricted, rescripted,</p> |  |  |  |  | <p><b>Lesson 2</b></p> <p><b>Objective:</b> know how to take care of my mental health</p> <p><b>Activity:</b> Divide the class into small groups and hand out one of the scenario cards to each. Ask each group to see if they can work out if a</p>   | <p><b>Lesson 2</b></p> <p><b>Objective:</b> To consider physical and emotional behaviour in relationships</p> <p><b>Activity:</b> Use relationship pictures to discuss whether it is a positive</p> |

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| <p>prescribed, and illegal. Make sure you explain that illegal drugs can have slang names. Discuss the effects of drugs and why people sell them. Finally, encourage chn to think of different ways people can feel better other than taking drugs</p>  |  |  |  | <p>thought, feelings, or actions cycle has started or is taking place, and to discuss if there are any signs or clues that show this person might require some help or advice because their worries are getting TOO BIG for them to manage.</p>   | <p>or negative relationship. Discuss touch and sexual touching.</p>  |
| <p><b>Lesson 3</b></p> <p><b>Objective:</b> understand that some people can be exploited and made to do things that are against the law</p> <p><b>Activity:</b><br/>Listen to Kiran's story<br/>Divide the class into groups and give each group a printed version of the story and two different coloured pens (preferably one in red and one in green). Ask the children to work through the story again and highlight in</p> |  |  |  | <p><b>Lesson 3</b></p> <p><b>Objective:</b> understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p><b>Activity:</b> Using the scenario card of their choice, working in pairs, each pair imagines how the cycle of grief might have been experienced by the person in their scenario and draws the stages of</p> | <p><b>Lesson 3</b></p> <p><b>Objective:</b> To explore the process of conception and pregnancy</p> <p><b>Activity:</b> Create a timeline for meeting someone special and deciding to have a baby. Chn to sequence how a baby starts cards. Discuss if sexual intercourse is the only way to have a baby.</p> |

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| <p>red where they think the 'danger points' are for Kiran. In green they should highlight the 'choice points' that Kiran faced in the story, each choice point being a potential place where he could have taken action to help himself from being drawn into the gang. Discuss what advice you'd give to Kiran.</p>  |  |  |  | <p><i>grief, annotating it as if they were the person.</i></p>  |   |
| <p><b>Lesson 4</b></p> <p><b>Objective</b> know why some people join gangs and the risks this involves</p> <p><b>Activity:</b><br/>Divide the class into groups. Show the children how to play the 'Gangs are...' game. Explain there are no right or wrong answers but the idea of the game is for the children to match up the people on the cards with a</p> |  |  |  | <p><b>Lesson 4</b></p> <p><b>Objective:</b> recognise when people are trying to gain power or control</p> <p><b>Activity:</b><br/>Share one of the scenarios and ask the children who are trying to gain power and control how. Then, with the class in pairs, ask the children to suggest ways the central character (s) could stand up for themselves</p> | <p><b>Lesson 4</b></p> <p><b>Objective:</b> To explore positive and negative ways of communicating in a relationship</p> <p><b>Activity:</b> discuss different ways to communicate and how to communicate in a relationship. Discuss scenario cards</p> |

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| <p><i>reason for being part of a gang. Then every group will share how they have matched their cards and the reasons why they matched the cards the way they did.</i></p>   |  |  |  | <p><i>or deal with the situation. Give approximately 2 minutes of thinking time. Ensure that every pair has an idea to contribute before continuing.</i></p>  |  |
| <p><b>Lesson 5</b></p> <p><b>Objectives</b><br/> <i>understand what it means to be emotionally well and explore people's attitudes towards mental health/illness</i></p> <p><b>Activity:</b><br/> <i>individually, children complete their emotional well template. Ask the children to write on some positive feelings they could put in their well and an activity or something they can do that makes that feeling happen. Children then add emotions that cause their well to leak.</i></p> |  |  |  | <p><b>Lesson 5</b></p> <p><b>Objectives</b><br/> <i>judge whether something online is safe and helpful for me</i></p> <p><b>Activity:</b><br/> <i>Divide the children into groups and give each group one of the 'Online scenario cards', which involve someone using technology to gain control. Ask the children to discuss these and come up with a plan of what to do in this situation, how to prevent it from happening and/ or what to do to resolve</i></p> | <p><b>Lesson 5</b></p> <p><b>Objectives</b><br/> <i>identify what I am looking forward to when I move to my next class</i></p> <p><b>Activity:</b> <i>Assessment opportunity</i></p> |

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| <p>Discuss their causes and ways to stop the leaks.</p>   |  |  |  | <p>the situation. Ask them to refer to the SMARRT rules. Can they offer any advice about how to deal with the pressures and influences? What assertive language could be helpful?</p>   |  |
| <p><b>Lesson 6</b><br/> <b>Objective</b> recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse</p> <p><b>Activity:</b> Complete the assessment activity</p> |  |  |  | <p><b>Lesson 6</b></p> <p><b>Objective:</b> use technology positively and safely to communicate with my friends and family</p> <p><b>Activity:</b> Complete the assessment activity</p> |  |