

## YEAR 6 — MEDIUM-TERM OVERVIEW (Taken from PSHE Association) New Framework September 2020

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews / Teacher notes / resources
<p><b>Autumn 1 and 2</b> How can we keep healthy as we grow?</p>	<p><b>Health and wellbeing</b> Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including:               <ul style="list-style-type: none"> <li>➤ how to plan a healthy meal</li> <li>➤ how to stay physically active</li> <li>➤ how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>➤ how to benefit from and stay safe in the sun</li> <li>➤ how and why to balance time spent online with other activities</li> <li>➤ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>➤ how to manage the influence of friends and family on health choices</li> </ul> </li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• 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</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> </ul>	<p>Resources on Teacher Shared (T:) &gt; PSHE 2020 New &gt; Year 6 &gt; How can we keep healthy as we grow</p> <ul style="list-style-type: none"> <li>- PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</li> <li>- PSHE Association and - The sleep factor (KS2)</li> <li>- Rise Above – Sleep (KS2)</li> <li>- Rise Above – Social media (KS2)</li> </ul> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

<p><b>Spring 1 and 2</b> How can the media influence people?</p>	<p><b>Living the wider world</b> Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• 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</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>	<p>Resources on Teacher Shared (T:) &gt; PSHE 2020 New &gt; Year 6 &gt; How can the media influence people</p> <ul style="list-style-type: none"> <li>- PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Extremism’</li> <li>- PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</li> <li>- BBFC – Let’s watch a film – making choices about what to watch</li> <li>- Childnet – Trust me</li> <li>- Islington Healthy Schools Team – DrugWise £120</li> <li>- Rise Above – Social Media</li> </ul> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p><b>Summer 1 and 2</b> What will change as we become more independent?</p>	<p><b>Relationships</b> Different relationships, changing and growing, adulthood, independence,</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• 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</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> </ul>	<p>Resources on Teacher Shared (T:) &gt; PSHE 2020 New &gt; Year 6 &gt; How do friendships change as we grow</p> <ul style="list-style-type: none"> <li>- Medway Public Health Directorate - Primary RSE lessons (Y6)</li> </ul>

<p>How do friendships change as we grow?</p>	<p>moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>- Betty – It’s perfectly natural</li> <li>- NSPCC – Making sense of relationships (KS2)</li> <li>- PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</li> <li>- Rise Above – Transition to secondary school</li> </ul>
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