

| TERM: Autumn 2 | | YEAR GROUP: 6 | | | SUBJECT: PSHE – Health and wellbeing | |
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| WEEK 1 DATE: 04.11.24 | WEEK 2 DATE: 11.11.24 | WEEK 3 DATE: 18.11.24 | WEEK 4 DATE: 25.11.24 | WEEK 5 DATE: 02.12.24 | WEEK 6 DATE: 09.12.24 | WEEK 7 DATE: 16.12.24 |
| <p>LO: To identify long term goals and how to work towards them.</p> <p>SC: I can describe qualities I want to have.</p> <p>I can plan how to get better at something.</p> <p>I can create achievable goals.</p> <p>Main event: Children to draw a picture of their future selves labelling skills and values that cannot be seen. Discuss what the children can do to achieve their goals. Share the presentation on SMART goals.</p> <p>Support: Children may record ideas on video or using a Dictaphone.</p> <p>Challenge: Pupils should give detailed SMART targets and explain how frequently they will practise each skill, adding milestones along the way.</p> | <p>LO: To use mindfulness to manage emotions.</p> <p>SC: I understand the importance of relaxation.</p> <p>I know a range of relaxation strategies.</p> <p>I can say when I would use different relaxation strategies.</p> <p>Main event: Follow the guided meditation video.</p> <p>Show relaxation presentation which covers progressive muscle relaxation, laughter, breathing, stretches, visualisation, yoga.</p> <p>Support: May need access to the presentation to remind them of strategies previously looked at.</p> <p>Challenge: Should describe when they would use different relaxation strategies and articulate why.</p> | <p>LO: To understand and plan for a healthy lifestyle.</p> <p>SC: I understand the importance of a healthy diet, good oral hygiene rest and relaxation and physical activity.</p> <p>I take responsibility for my mental and physical health.</p> <p>I can set myself achievable goals.</p> <p>Main event: Look at the four categories: diet, exercise, rest/relaxation, and dental health. Ask the children to fill in the <i>Activity: Looking after my body and mind</i>, writing in one colour to record what they are already doing within each of these four areas, based on the ideas discussed. in another colour, they add something new that they will try and when.</p> <p>Support: May need some examples to get them going or prompting questions to help them think of what they already do.</p> <p>Challenge: Describe how each of these areas can affect both mental and physical health.</p> | <p>LO: To understand the potential impact of technology on physical and mental health</p> <p>SC: I understand that technology can have an impact on my health both physical and mental</p> <p>I can explain the pressures the use of technology can bring</p> <p>I understand that developers design technology to make it as engaging as possible</p> <p>I can explain strategies to reduce the negative impact of technology on health</p> <p>Main event: Explain that the organisations and people who create digital content want people to be engaged with it and to keep using it. In groups, ask the children to come up with strategies to reduce the negative impact of technology on their health – three points for physical and three for mental health.</p> <p>Support: reduce the number of strategies or focus on either physical or mental health.</p> <p>Challenge: challenged to add the reasons why these are a benefit, for example switching technology off at night prevents disturbed sleep.</p> | <p>LO: To reflect on skills they have developed to identify and respond to difficult situations</p> <p>SC: I know what resilience is</p> <p>I can describe a range of resilience strategies</p> <p>I can describe why resilience is important</p> <p>Main event: Show the daisy presentation. Ask children to think of any challenges that they have faced, including things that have made them want to give up or not try in the first place. Explain that the children are going to create a resilience toolbox. Give children the opportunity to reflect on what resilience is and why it is such a valuable quality.</p> <p>Support: Could use the <i>Activity: Resilience strategies list</i> to help them with their ideas.</p> <p>Challenge: Should articulate the importance of resilience by referencing the ideas behind a growth mindset and share ways in which they have shown resilience.</p> | <p>LO: To understand ways that we help prevent ourselves and others becoming ill</p> <p>SC: I understand ways that I can prevent myself being ill</p> <p>I can explain some benefits of immunisation</p> <p>I can explain how vaccination works</p> <p>Main event: Put the children into groups of three and give each group a copy of the <i>Activity: Vaccine information</i> (the information is taken from the 'NHS website') or the <i>Activity: Vaccine information – concise version</i> for pupils needing support.</p> <p>The groups are going to take on the roles of nurses or doctors, explaining why immunisation is so important, in the form of a short speech.</p> <p>Support: Can be given the <i>Activity: Vaccine information concise version</i> to work from.</p> <p>Challenge: Can be challenged to carry out additional research such as what age children have vaccinations</p> | <p>LO: To understand how habits can be good or bad for our health</p> <p>SC: I understand how I can take responsibility for my health</p> <p>I understand that habits can be good or bad</p> <p>I can explain the consequences of actions</p> <p>Main event: Explain that habits can be good or bad. It is sometimes difficult to get into a good habit and it is also difficult to break a bad habit. Children to work in pairs and focus on one of the habits, thinking about what their chosen area would look like as a good and bad habit.</p> <p>Support: Should focus on the positive consequences of a good habit and the negative consequences of the bad habit</p> <p>Challenge: Should work with a greater range of consequences and make the link between positive and negatives for good and bad habits i.e. that they are often the opposite.</p> |

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