

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	<p>To learn about positive and negative effects on physical, mental and emotional health (including the media and internet/social media/phone use)</p> <p>Understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	<p>Analyse the positive and negative influences on choices related to health</p> <p>Identify choices that they can make about their health that they couldn't have made before</p> <p>Recognise that responsibility for their choices lies with them</p> <p>Identify positive role models of healthy lifestyles in the media and explain why they think they are positive</p> <p>Talk about the influence of media advertising/celebrity culture on health and lifestyle choices</p> <p>Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing</p> <p>Understand how social media, internet use (blue light) and phone use can affect sleep and mental wellbeing.</p> <p>Describe the long term consequences of informed choices on their body and mind</p> <p><i>NB Include in discussion body image, impact of celebrity culture on perceptions of how to look, use of energy drinks</i></p>	<p>Making decisions and choices</p> <p>Planning and deciding</p> <p>Recalling and applying knowledge</p>	<p>What/who influences our choices related to our health?</p> <p>Do these influences always have our best interests in mind?</p> <p>How do we describe and judge lifestyles?</p> <p>What is the difference between 'real', 'reality' and 'fantasy' lifestyles presented by the media?</p> <p>How might the media's portrayal of lifestyles affect our feelings about ourselves?</p> <p>How might it affect others' feelings about themselves?</p> <p>Is this fair?</p> <p>Does image really matter?</p> <p>What image do we want to present?</p>	

<p>SESSION 2</p>	<p>(i) To learn how their body will change as they approach and move through puberty. (ii) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>Re-cap their learning from Year 5 on changes that occur during puberty, identifying physical, emotional and behavioural changes that occur for both males and females and how to manage them</p> <p>Give examples of how the media portrays males and females</p> <p>Discuss how media messages can promote gender stereotyping</p> <p>Describe how images may be manipulated and why?</p> <p>Explain the effect of media images on how people feel about themselves and their bodies</p> <p><i>NB Conduct class/group discussion on: recognising different rates of change; awareness of pressure in media; recognising risks to mental and physical health and relationships with peers and families</i></p>	<p>Active listening</p> <p>Self-reflection</p> <p>Formulate questions</p> <p>Affirm self and others</p>	<p>What does it mean to be grown up?</p> <p>What is involved in growing up?</p> <p>What changes are happening to our bodies as we change from children to young adults?</p> <p>How do we feel about the changes in our bodies</p> <p>Why do we look different from our friends and images presented by the media?</p> <p>How do we feel about other people's bodies?</p> <p>How does this make us feel?</p> <p>Do we feel under pressure to grow up quickly?</p>	<p>Media smart materials, http://selfesteem.dove.co.uk</p>
<p>Session 3</p>	<p>Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones), the importance of protecting personal information, including passwords, addresses and images</p>	<p>Explain the rules for keeping safe in a wide variety of situations</p> <p>Give reasons for having certain rules and procedures in place</p> <p>Identify rules and procedures for keeping safe online and explain why they are important</p> <p>Describe protocols for using social media and explain why these are necessary including sending and receiving of images.</p> <p>Identify occasions when it is especially important to protect personal information</p> <p>Describe potential outcomes of misuse of personal information</p>	<p>Affirming self and others</p> <p>Drawing conclusions</p> <p>Managing risk and personal safety</p>	<p>How do we feel when we see something upsetting online?</p> <p>Who/what can help us?</p> <p>Are we ever under pressure to do something we feel uncertain about?</p> <p>Does it feel right?</p> <p>How can we protect our and other people's personal information?</p> <p>What are we willing to share with the 'online world'?</p>	<p>Stories where characters deal with different situations and demonstrate skills they were not aware they had.</p> <p>CEOP https://www.thinkuknow.co.uk/teachers/</p> <p>ChildLine https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx</p> <p>Child Net http://www.childnet.com/teac</p>

		<p>Explain or demonstrate how to protect personal information online and report anything that makes them feel worried or uncomfortable</p> <p>Explain how they will protect their personal information at secondary school</p> <p>Explain their responsibility to never ask for personal information or images from others</p> <p>Explain their responsibility to protect other people's information or images if they receive them</p> <p>Explain what to do and who to speak to if they receive images or communication online that makes them worried or upset</p> <p>Pupils should practice skills of deciding when, and how to say 'no', 'I'll ask....' or 'I'll tell...'. </p>		<p>What are the consequences of not protecting our own or other people's images?</p> <p>How might this affect us?</p>	<p>hers-and-professionals</p> <p>UK Safer Internet Centre http://www.saferinternet.org.uk</p> <p>NSPCC Share Aware: http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware</p>
Session 4	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe	<p>Analyse how responsibility will increase as they grow in independence</p> <p>Give examples of how independence will increase at secondary school and beyond (such as travelling to school on their own)</p> <p>Describe how increased independence includes keeping themselves and others safe (including whilst travelling: road, rail and water safety)</p> <p>Identify new situations where they will be responsible for their personal safety</p> <p>Describe or demonstrate strategies they can use to increase their personal safety (Personal safety can apply to the body, feelings and mind)</p>	<p>Managing risk and personal safety</p> <p>Communicating ideas</p> <p>Self-organisation</p>	<p>How do we feel about having more independence?</p> <p>How will our independence change in the near future?</p> <p>What does it mean to be 'in charge'?</p> <p>What does it mean to be 'responsible'?</p> <p>Are we responsible for others as well as ourselves?</p> <p>What parts of our bodies does personal safety apply to?</p>	<p>Stories where young characters 'respond' to something happening; where they are responsible for themselves or others; where there may be conflict within their responsibilities.</p> <p>Find examples in life of the school community, local or national events or in history where people have responded to what is happening.</p> <p>Road safety: http://think.direct.gov.uk/education/early-years-and-primary/</p>

<p>Session 5</p>	<p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p>Identify risks and risky behaviour that someone in Year 6 might encounter</p> <p>Describe how increased freedom as they get older means having more risks to negotiate</p> <p>Describe or demonstrate a range of strategies for resisting negative peer influence</p> <p>Describe their feelings when predicting and assessing risks</p> <p>Predict potential consequences of risk taking for self and others</p> <p>Describe or demonstrate how to assess risk and then make an informed choice</p> <p>Demonstrate ways of being assertive in risky situations</p> <p>Identify people who can help them in a range of risky situations</p> <p>Identify how risks are different for different people</p> <p><i>NB Develop pupils' understanding that risk is part of life and that there is a continuum of risk depending on the situation, where it occurs, who they are with and whether they are able to recognise the variables that may occur in order to have a strategy to deal with the risk encountered</i></p>	<p>Making decisions and choices</p> <p>Self-manage feelings</p> <p>Negotiation</p> <p>Managing risk and personal safety</p> <p>Recognise need for peer approval</p>	<p>Are we at risk?</p> <p>What are we at risk from?</p> <p>Is there an alternative?</p> <p>Are we under pressure to do something we feel uncertain about?</p> <p>Who and what can persuade us?</p> <p>How can we learn to manage influences and risks and make our own decisions?</p>	<p>Stories where young characters encounter risk and danger where they either cope or fail to cope; characters are aware of risk and fail to take account of these.</p>
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<p>Session 6</p>	<p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>Identify different influences on the behaviour of children their age</p> <p>Identify how peers' behaviour can influence their own behaviour</p> <p>Explain that they may feel a pressure from the 'inside' to copy their peers to gain acceptance or approval</p> <p>Recognise that peers' acceptance or approval rarely depends on this</p> <p>Identify and demonstrate strategies that can help to resist peer influence</p> <p>Give examples of how the media influences opinions and attitudes</p> <p>Give views on how to resist media influences</p> <p>Identify who can support them if they are feeling under pressure to behave in a certain way</p>	<p>Self-manage feelings</p> <p>Recognise need for peer approval</p> <p>Recognise distorted thinking</p>	<p>Who do we admire?</p> <p>Who are the people we trust?</p> <p>How do people try to persuade others to do things?</p> <p>Are we ever under pressure to do something we feel uncertain about?</p> <p>What should we do if someone makes us feel unsafe?</p> <p>Will doing something risky or dangerous make others like us?</p> <p>Who/what can help us when we feel under pressure to do something risky?</p> <p>How do we get someone to listen to us?</p> <p>Should we set an example to younger children?</p>	<p>Stories where young characters are put under pressure to do something; where pressure comes from different sources – peers, family, media, advertising, popular culture; where characters pressurise themselves to do something.</p>
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