

SUBJECT: PSHE

UNIT: Health and Wellbeing; Healthy lifestyles;growing and changing;keeping safe

TERM: 5 YEAR GROUP: 6

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	<p>Identify what they are looking forward to about going to secondary school</p> <p>Identify what they are nervous/anxious about in relation to starting secondary school</p> <p>Describe how transition to secondary school may affect feelings</p> <p>Explain why going to a new school may cause feelings of loss and how to manage these</p> <p>Identify a range of changes in people's lives that can cause feelings of grief and loss</p> <p>Explain the process of grieving and how grief is expressed</p> <p>Identify how others may be supported</p> <p>Describe or demonstrate strategies that can help them manage feelings of loss</p> <p><i>NB Additional time may be needed for these sessions to allow pupils to talk about their feelings and to ensure that they are able to manage their feelings after the lesson finishes. Informing parents that these themes will be covered enables them to have follow-up conversations at home and alert you to any family circumstances you may not be aware of.</i></p>	<p>Active listening</p> <p>Empathy</p> <p>Self-reflection</p>	<p>How do we feel if someone important to us stops being our friend, being close to us, goes away or dies</p> <p>How have our networks of relationships changed?</p> <p>Who can help us?</p> <p>How can we learn to cope and support others to cope with the same feelings?</p>	<p>Stories where young characters deal with family break-ups or new families; deal with love, loss and separation.</p> <p>Useful websites: Winston's Wish, The Willow Foundation, and Child Bereavement Network.</p>

<p>Session 2</p>	<p>To learn what is meant by the term 'habit' and why habits can be hard to change?</p>	<p>Identify how choices can create and maintain a habit</p> <p>Explain how a habit is sometimes the reason why people smoke, drink alcohol, take drugs to excess</p> <p>Give reasons why habits can be hard to change</p> <p>Explain how habits help us to maintain healthy lifestyles</p> <p>Explain that whilst difficult, habits can be changed or stopped</p> <p>Recognise when we may need help to 'break a habit'</p> <p>Identify help available</p>	<p>Managing pressure and stress</p> <p>Communication of ideas and views</p> <p>Making decisions and choices</p>	<p>Who are our role models?</p> <p>What is our self-image?</p> <p>Can habits be good or not so good for us?</p> <p>How can habits make us feel?</p> <p>How do we recognise not so good habits?</p> <p>Can we develop not so good habits?</p> <p>What helps people to 'break' a habit?</p>	<p>Stories where young characters may be addicted in many ways for example, to a particular sport, hobby, pop group, friendship or place.</p>
<p>Session 3 (see Additional Guidance below)</p>	<p>Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p>Describe how some substances change the way people feel, either more relaxed or more energised</p> <p>Explain how the misuse of any substance can lead to difficulties and describe what these might be</p> <p>Explain how society protects us by making some substances available to anyone, some can only be purchased and should only be used by adults, some only doctors can supply and some are illegal for anyone to own or give to someone else.</p> <p>Give some examples of each of the above</p> <p>Identify reliable, trustworthy sources of</p>	<p>Active listening</p> <p>Looking at evidence</p> <p>Drawing conclusions</p>	<p>Do we know what it is?</p> <p>Is it legal/ illegal?</p> <p>What affect will it have on us?</p> <p>How much should we have??</p> <p>What are the short term effects on our health and wellbeing?</p> <p>What are the possible long term effects on our health and wellbeing?</p> <p>Are friends and peers a reliable source of information about substances?</p> <p>Where/from whom can we find accurate, reliable information on substances?</p>	<p>Stories where characters move into a new group which has new or different norms of behaviour which have to be dealt with; where the behaviour of characters has an impact on family relationships; the characters overcome setbacks.</p>

		<p>information about substances</p> <p>Describe the wider impact of misuse on families and communities</p> <p>Pupils should have opportunities for practising saying 'no' in a variety of ways.</p>			
Session 4 and 5	<p>To understand school rules about health and safety, why these are important, basic emergency aid procedures, where and how to get help</p>	<p>Explain school rules for health and safety</p> <p>Give reasons for school rules and why they are important to follow</p> <p>Describe or demonstrate basic emergency aid procedures such as phoning 999 and giving accurate information, putting someone in the recovery position, applying pressure to and elevating cuts</p> <p>Explain the rights and responsibilities of people involved in emergency situations</p> <p>Talk about different perspectives of people involved in challenging situations</p> <p>Describe helpful language and strategies to use to help self and others maintain calm</p>	<p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Self-manage feelings</p> <p>Resilience</p>	<p>How can we help in an emergency situation?</p> <p>What skills do we have?</p> <p>How will other people react in an emergency situation?</p>	<p>Use film clips, role-play, scenarios etc. Promote skills for coping in an emergency. Discuss safety skills within various relevant contexts e.g. near water, on the road. Refer to the school's safeguarding procedures.</p> <p>Useful agencies for advice, to provide visitors to the classroom and resources: Red Cross and St John Ambulance</p> <p>http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Quick-activities/Build-resilience real life scenarios to discuss</p>

Session 6	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	Identify their personal goals Describe or demonstrate ways they can support others to recognise their own worth Identify ways to face new challenges Talk about aspirations for secondary school	Self-organisation Empathy Reviewing own progress against targets/priorities Affirm self and others	What are we good at in school? What are we good at out of school? What are we most proud of? What are our long-term goals? What do we need to do to achieve them? How can our actions support others in achieving their goals? What are our goals for secondary school and how will we achieve them/ Who/what will help us?	Stories where young characters achieve goals, solve problems and face challenges; move schools or start secondary schools
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Commonly misused substances could include: energy drinks, tobacco, cannabis, e-cigarettes, e-shisha, or New Psychoactive Substances (NPS - formerly called legal highs)

Explain how the misuse of any substance can lead to difficulties and describe what these might be - some examples for discussion/points to raise:

- People don't know what it really is; only what someone else says it is.
- People don't know what it will do to them, only what someone else says it did for them
- People don't know the dose, it could be very strong,
- People might have an accident or make a poor choice when influenced by a substance

Talk about wider impact of misuse on families and communities - it is important that teachers emphasise the wider impact of misuses, such as:

- Accidental poisoning
- Unpredictable effect on the person
- Overdose
- Having an accident
- Making a poor choice
- Worrying parents or people who care for them
- Getting into trouble with the police
- Meeting older children or people who may take advantage of them, ask them to do things they may not want to or could get them into trouble.

Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change' NHS campaign, ASH, Christopher Winter Project Drug Education DVD.