



Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



Subject: PSHE

Year group: 6

Term: SPRING

Unit name: Healthy Lifestyles

(what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online)

Compassion

When Jesus arrived, he saw a large crowd. He felt sorry for them and healed those who were sick.

Matthew 14:14

Main concepts:

- Mental health is just as important as physical health and that both need looking after and that help and support is available. That negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- Positive strategies for managing feelings, for example approaching a trusted adult. That there are situations when someone may experience mixed or conflicting feelings.
- How feelings can often be helpful, whilst recognising that they sometimes need to be overcome and to identify where they and others can ask for help and support with mental wellbeing in and outside school.
- Changes that may occur in life including death, and how these can cause conflicting feelings. How to ask for support with changing feelings.
- Changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed.. Strategies that can help someone cope with the feelings associated with change or loss.
- How balancing time online with other activities helps to maintain their health and wellbeing.
- Strategies to manage time spent online and foster positive habits, e.g. switching phone off at night.

Possible outcomes– drama, leaflet, freeze frame photo, poster

Key vocabulary

Online safety, screen time, mental wellbeing, trusted adult, come to terms with something, mixed emotions or conflicting feelings, anxiety, transition, loss and bereavement, grief.

Prior knowledge. Children should already...

Be able to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally (Y4).

Be able to describe and share a range of feelings and know ways to change their mood (Y2).

Know when and how to ask for help, and how to help others, with their feelings (Y2).

Know how to manage big feelings including those associated with change, loss and bereavement (Y2).

Be able to name things that affect feelings both positively and negatively, and have strategies to identify and talk about their feelings (Y3).

Know that regular exercise has positive benefits for their mental and physical health (Y3) including being outside in the sun (Y5).

How the children are to be taught this.

Relate to children's own lives and experiences.

Use teacher judgment to decide whether aspects should be blocked or taught over smaller sessions, dependent upon the cohort.

At the teacher's discretion, some objectives could be taught by additional adults (dependent upon the cohort). However, it is recommended that lessons focusing on loss and bereavement are taught by the class teacher.