

YEAR 6: Health and Wellbeing (Autumn 1)

Enquiry Question: Why should I exercise?

Related Units:

YEAR 5 – Health and Wellbeing (Autumn 1) – What do I need to consider when setting healthy goals for myself?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum Links: • B1: how important friendships are in making us feel happy and secure, and how people choose and make friends. • B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • C1: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • C2: practical steps they can take in a range of different contexts to improve or support respectful relationships. • C6: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • C8: the importance of permission-seeking and giving in relationships with friends, peers and adults • D1: that people sometimes behave differently online, including by pretending to be someone they are not. • D2: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • D3: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • D4: how to critically consider their online friendships and sources of information including	• Active • Effects • Cannabis • Volatile substance abuse • Sun damage • Healthy lifestyle • Active lifestyle • Mental health • Physical health	Lessons 1-6: 1. To set a goal 2. To recap how to keep ourselves healthy 3. To explain some of the health benefits of being active 4. To understand the effects of alcohol 5. To understand the effects of alcohol 6. To understand the risks associated with cannabis and volatile substance abuse

awareness of the risks associated with people they have never met. • D5: how information and data is shared and used online. • F8: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • G6: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H1: the characteristics and mental and physical benefits of an active lifestyle. • H2: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H3: the risks associated with an inactive lifestyle (including obesity). • H4: how and when to seek support including which adults to speak to in school if they are worried about their health • I1: what constitutes a healthy diet (including understanding calories and other nutritional content). • I2: the principles of planning and preparing a range of healthy meals. • I3: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • J1: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • K2: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • K4: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
• 'The Savage' by David Almond • 'Skellig' by David Almond Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 6 • Suggested lesson slides • Suggested resources • Assessment opportunity resources Anti-Bullying Week (Lessons and Resources)	Collective Worship At beginning of unit, discuss what it means to set a goal and, through discussion, generate a brief list of whole class goals to display in classroom. Goals can be linked to school values/rules/dispositions or be more specific to year group. LEPS Links • MindUp • Zones of regulation • Worry boxes	Self-Assessment Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. Assessment 1. Name 4 ways in which we can keep ourselves healthy

http://www.anti-bullyingalliance.org.uk/	• School Council • Collective worship External Links and Themed Weeks • Anti-Bullying Week (16/11 – 20/11/2020) • Student council elections • Visit to parliament • Visit from local councillor • Health Fair • Visit to a dentist/from a dentist • Visit from oral health promoter Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	2. Name 4 health benefits of staying active 3. Describe the effects of alcohol 4. Explain the risk associated with cannabis and volatile substance abuse <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.
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