

Foundation subject lesson – PSHCE

Year Group: Year 6

Question: Being the best me.

Learning objectives:	Key resources/stimuli
<p>About self-respect and how it can affect our mental health and wellbeing. about how what we see on the internet and social media can affect our feelings of wellbeing</p> <ul style="list-style-type: none"> • what to do if we feel worried about or affected by something we have seen online. 	<p>Presentation slides Self-respect bingo cards (one per pupil) Collection of old jars (ask pupils to bring in, or collect from staff) Sticky labels to name the jars Art materials to decorate the jars (e.g. paper to create a decorative sleeves and glass paints if available) Pupil worksheet: Self-respect statements Presentation slides Paper and pens FOMO scenarios Post-it notes or scraps of paper</p>
Key vocabulary	Key knowledge
<p>self-respect confidence strengths weaknesses pride social media, comparison, FOMO (fear of missing out)</p>	<p>We will be able to:</p> <ul style="list-style-type: none"> • describe self-respect • explain how self-respect can affect our mental health and wellbeing. <p>describe how the internet and social media can affect personal wellbeing</p> <ul style="list-style-type: none"> • explain where and how to get help if we feel worried about or affected by something we have seen online.

6. Can the children identify what mental health is? Mind like a balloon- what happens when it fills up too much? How can they ease the pressure?

5. Taking care our mental health.

How can the children take care of our mental health? Can the children identify when someone is having trouble with their mental health?

4. Fear Of Missing Out scenarios – when is it appropriate to miss out on something? When are sources on the internet trustworthy, can the children spot the signs?

**Being the
best me**

3. Discuss the positives and negatives of the internet – when can it become a negative?

1. How does a healthy body help a healthy mind.
 What activities can the children take part in to help them be healthy?
 How do the activities make them feel?
 What can the children put in their self-respect jar?

2. What can the children put in their self-respect jar?

Key Stage Two (5-6)			
	Relationships	Health and Wellbeing	Living in the Wider World
Expected	<ul style="list-style-type: none"> Do they know about the different types of relationships people have in their lives? Do they know how friends and family communicate together; how the internet and social media can be used positively? Do they know how knowing someone online differs from knowing someone face-to-face? Do they know how to recognise risk in relation to friendships and keeping safe? Do they know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family? Do they know how to respond if a friendship is making them feel worried, unsafe or uncomfortable? Do they know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety? 	<ul style="list-style-type: none"> Do they how to recognise and respect similarities and differences between people and what they have in common with others? Do they that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)? Do they know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)? Do they know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others? Do they how to challenge stereotypes and assumptions about others? Do they know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions? Do they know that if someone has experienced a head injury, they should not be moved? Do they know when it is appropriate to use first aid and the importance of seeking adult help? Do they know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services? Do they know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing? Do they know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal? Do they know how laws surrounding the use of drugs exist to protect them and others? Do they know why people choose to use or not use different drugs? Do they how people can prevent or reduce the risks associated with them? Do they know that for some people, drug use can become a habit which is difficult to break? Do they know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use? Do they know how to ask for help from a trusted adult if they have any worries or concerns about drugs? 	<ul style="list-style-type: none"> Do they how people make decisions about spending and saving money and what influences them? Do they how to keep track of money so people know how much they have to spend or save? Do they know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)? Do they know how to recognise what makes something 'value for money' and what this means to them? Do they know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions? Do they know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime? Do they know that some jobs are paid more than others and some may be voluntary (unpaid)? Do they know about the skills, attributes, qualifications and training needed for different jobs? Do they know that there are different ways into jobs and careers, including college, apprenticeships and university? Do they know how people choose a career/job and what influences their decision, including skills, interests and pay? Do they know how to question and challenge stereotypes about the types of jobs people can do? Do they know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions?

Exceeding	<ul style="list-style-type: none"> • Do they know that people have different kinds of relationships in their lives, including romantic or intimate relationship? • Do they know that people who are attracted to and love each other can be of any gender, ethnicity or faith? • Do they know the way couples care for one another? • Do they know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership? • Do they know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime? • Do they know how puberty relates to growing from childhood to adulthood? • Do they know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for? • Do they know that there are ways to prevent a baby being made? • Do they know how growing up and becoming more independent comes with increased opportunities and responsibilities? • Do they know how friendships may change as they grow and how to manage this? • Do they know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing? 	<ul style="list-style-type: none"> • Do they know how mental and physical health are linked? • Do they know how positive friendships and being involved in activities such as clubs and community groups support wellbeing? • Do they know how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices? • Do they know that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • Do they know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them? • Do they know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school? • Do they know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on? • Do they know that anyone can experience mental ill-health and to discuss concerns with a trusted adult? • Do they know that mental health difficulties can usually be resolved or managed with the right strategies and support? • Do they know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else? 	<ul style="list-style-type: none"> • Do they know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions? • Do they know that not everything should be shared online or social media and that there are rules about this, including the distribution of images? • Do they know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions? • Do they know how text and images can be manipulated or invented; strategies to recognise this? • Do they know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts? • Do they know how to recognise unsafe or suspicious content online and what to do about it? • Do they know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them? • Do they know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range? • Do they know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue? • Do they know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have? • Do they know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints?
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