

Year 6 Summer 2 Short term planning – PSHE

Changing Me

Prior learning:

- I am aware of my own self-image and how my body image fits into that
- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
- I can describe how boys' and girls' bodies change during puberty
- I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I can identify what I am looking forward to when I move to my next class.

Vocabulary

adolescent
 assertive
 attraction
 celebrity
 challenge
 choice
 consent
 criticise
 feelings/emotions
 identity
 independence
 journey
 looking forward
 mental health
 negative body-talk
 opportunities
 pressure
 relationship
 relationships
 responsibilities
 secondary
 self-esteem
 self-image

Books

sexting transition values worries					
PSHE Milestone	Social and Emotional Skills	RSHE	British Values	SMSC	Protected Characteristics
I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	R15, R27, H1, H4, H6, H7, H9, H10	Individual Liberty, mutual respect	Cultural	
I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	R30, R32, H9, H34, H35	Mutual Respect, Tolerance of those with different faiths and beliefs,	Spiritual	
I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby	R1, R4, R32, H9, H35	Individual Liberty, mutual respect	Social	
I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to	R4, R7, R8, R9, R13, R19, H9	Mutual Respect, Tolerance of those with different faiths and beliefs,	Spiritual	
I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	Mutual Respect, Tolerance of those with different faiths and beliefs, individual libert	Social, cultural	
I can identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class.	I know how to prepare myself emotionally for the changes next year	H2, H3, H4, H6, H9, H10	Mutual Respect, Tolerance of those with different faiths and beliefs,	Social	

Lesson	Progression (Milestone Indicator)	Learning Objective	Input	Task
1	I am aware of my own self-image and how my body image fits into that I know how to develop my own self-esteem	To understand my self-image and build my self-esteem.	Revisit the Jigsaw Charter and complete the Calm Me activity. Introduce self-image and self-esteem and discuss what these mean. Complete the Time and Money activity. Children choose how they would prefer to spend spare time/money and briefly explain their choices. Discuss why people may spend lots of time or money on their appearance, clothes, brands and technology. Consider influences such as friends, advertising and social media. Explore whether expensive or fashionable items necessarily make us happier or make us feel better about ourselves. Discuss where society's ideas about looking "perfect" come from and how comparing ourselves with others can affect our self-image and self-esteem. Explain that an unhelpful inner voice can lead to negative thoughts and feelings about ourselves. Introduce the idea of a supportive inner voice that is kinder and more balanced. Model the Safety STAR strategy for challenging an unhelpful thought: Stop - notice the thought. Think - is it fair or kind? Assess - how does it make me feel and what is actually true?	Supporting Our Self-Esteem activity Children identify an example of an unhelpful thought someone might have about themselves. They then use the STAR strategy to turn it into a more balanced, kind and supportive thought. Example: <i>Unhelpful thought:</i> "Everyone is better than me." <i>Supportive thought:</i> "Everyone has different strengths, and there are things I am good at too."

			React - replace it with a more balanced, kind thought. Discuss how positive and supportive thinking can help build self-esteem. Finish by reflecting on how children can use STAR when they experience unhelpful thoughts and identify trusted people they can talk to if they need support.	
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