

## Year 6

### Being Me

<b>Piece 1</b>	<ul style="list-style-type: none"><li>- Establish jigsaw charter</li><li>- Look at fact file about JK Rowling. Discuss that she didn't always know she wanted to be an author</li><li>- Children to write down hopes, worries and dreams for year ahead</li></ul>
<b>Piece 2</b>	<ul style="list-style-type: none"><li>- Discussion around favourite chocolate and where chocolate beans are grown</li><li>- Compare own lives to children in Ghana</li></ul>
<b>Piece 3</b>	<ul style="list-style-type: none"><li>- Discuss difference between wants and needs</li><li>- Children to identify their own wants and needs</li><li>- Compare these wants and needs to those of a child living in Ghana</li></ul>
<b>Piece 4</b>	<ul style="list-style-type: none"><li>- Think of goals and identify what could stop them achieving them</li><li>- Children complete Learning Charters to show their rights, responsibilities, actions and consequences</li></ul>
<b>Piece 5</b>	<ul style="list-style-type: none"><li>- Share an anti-social behaviour scenario card</li><li>- Groups to share their understanding and discuss</li><li>- Children to agree consequences for various actions</li></ul>
<b>Piece 6</b>	<ul style="list-style-type: none"><li>- Look at a variety of scenarios</li><li>- Agree on consequences</li></ul>

## Celebrating Difference

<b>Piece 1</b>	<ul style="list-style-type: none"><li>- Children to decide whether a set of statements are 'normal'- eg, walking to school, working at age 10, wearing glasses</li><li>- Explain about perceptions and prejudice</li><li>- Discuss examples of prejudice and discrimination</li></ul>
<b>Piece 2</b>	<ul style="list-style-type: none"><li>- <b>Transgender lesson</b></li></ul>
<b>Piece 3</b>	<ul style="list-style-type: none"><li>- Discuss how others may have power over us- eg, knowing our secrets, threatening us etc</li><li>- Look at a range of scenarios and establish what gives the person power</li></ul>
<b>Piece 4</b>	<ul style="list-style-type: none"><li>- Read out statements and children decide if they are bullying or not bullying</li><li>- Discuss how someone who is being bullied would feel</li></ul>
<b>Piece 5</b>	<ul style="list-style-type: none"><li>- In pairs, research the life of a Paralympic athlete or sportsperson.</li></ul>
<b>Piece 6</b>	<ul style="list-style-type: none"><li>- Children set up freeze frames using scenarios - eg, non-disabled person parks in disabled parking bay. Shopping centre is evacuated and the person misusing the parking bay helps a disabled person to exit. Person who parked wrongly realises their mistake and decides to raise money for charity.</li></ul>

## Dreams and Goals

<b>Piece 1</b>	<ul style="list-style-type: none"><li>- Children think of realistic goals to set themselves</li><li>- Teacher to share an aspiration and what challenges they overcame to achieve it</li><li>- Children to set themselves two goals- one for in school and one for outside of school</li></ul>
<b>Piece 2</b>	<ul style="list-style-type: none"><li>- Children to use totem poles as goal setting templates</li><li>- Break their goals into steps</li></ul>
<b>Piece 3</b>	<ul style="list-style-type: none"><li>- Look at people in the world who may be living in difficult positions</li><li>- Discuss the difficulties they may face</li></ul>
<b>Piece 4</b>	<ul style="list-style-type: none"><li>- Recap global issues</li><li>- Discuss charity events that raise money for people in need</li><li>- Children to plan an event to raise money for charity</li></ul>
<b>Piece 5</b>	<ul style="list-style-type: none"><li>- Continue to plan charity event</li></ul>
<b>Piece 6</b>	<ul style="list-style-type: none"><li>- Praise each member of the team and evaluate their role in planning the charity event</li></ul>

## Healthy Me

<b>Piece 1</b>	<ul style="list-style-type: none"><li>- Children to play agony aunt</li><li>- Give them a set of scenarios and ask them to plan advice</li></ul>
<b>Piece 2</b>	<ul style="list-style-type: none"><li>- Children to think of as many drugs as they can</li><li>- Discuss different types: Unrestricted drugs, eg, caffeine Restricted, eg, alcohol, tobacco, solvents</li></ul>

	<p>Prescribed, eg, asthma medication, antibiotics, antihistamine</p> <p>Illegal, eg, cocaine, ecstasy</p> <ul style="list-style-type: none"> <li>- Explain each category</li> <li>- Children to sort drugs into correct category</li> </ul>
<b>Piece 3</b>	<ul style="list-style-type: none"> <li>- Discuss perceptions around gangs</li> <li>- Explore that sometimes gangs exploit children to do criminal things</li> <li>- Children to read a story and highlight danger points and choice points</li> </ul>
<b>Piece 4</b>	<ul style="list-style-type: none"> <li>- Discuss gangs</li> <li>- Explore antisocial or illegal behaviour that gangs may be involved in</li> <li>- Discuss stereotypes around gangs</li> <li>- Explore reasons people choose to join gangs</li> </ul>
<b>Piece 5</b>	<ul style="list-style-type: none"> <li>- Children to discuss how they feel if they've had a good day</li> <li>- What about a bad day?</li> <li>- Explore the terms 'mental health' and 'emotional health.'</li> <li>- Discuss ways of staying emotionally well</li> </ul>
<b>Piece 6</b>	<ul style="list-style-type: none"> <li>- Discuss stress and how it is triggered</li> <li>- Identify causes of stress</li> <li>- Identify ways of dealing with stress</li> </ul>

## Relationships

<b>Piece 1</b>	<ul style="list-style-type: none"> <li>- Children define the term 'mental health.'</li> <li>- Establish that mental health affects our mental wellbeing</li> <li>- Discuss ways people are affected by their mental health</li> </ul>
<b>Piece 2</b>	<ul style="list-style-type: none"> <li>- Reinforce that challenges are a part of life, but if they become</li> </ul>

	<p>overwhelming then they can affect a person's mental health</p> <ul style="list-style-type: none"> <li>- What clues or signs might you notice that suggest someone has poor mental health?</li> <li>- This lesson touches on self harm. You must NOT go into details of how someone may self harm.</li> </ul>
<b>Piece 3</b>	<ul style="list-style-type: none"> <li>- Discuss loss and change</li> <li>- Discuss how people might feel</li> <li>- Explain the stages of grief</li> </ul>
<b>Piece 4</b>	<ul style="list-style-type: none"> <li>- Discuss why someone might try and have power over others</li> <li>- Look at scenarios where someone is trying to gain power</li> <li>- Think of ways a person could stand up for themselves</li> </ul>
<b>Piece 5</b>	<ul style="list-style-type: none"> <li>- Discussion about the internet and how to use it safely</li> <li>- Look at how someone online could use it to try to gain control</li> <li>- Children to look at scenarios and reflect on them</li> </ul>
<b>Piece 6</b>	<ul style="list-style-type: none"> <li>- Set children a challenge to make a safer technology presentation for their parents</li> <li>-</li> </ul>

### Changing Me

<b>Piece 1</b>	<ul style="list-style-type: none"> <li>- Discuss why some people spend so much time on the way they look</li> <li>- Peer pressure and social media</li> <li>- Boys to draw 'perfect man.'</li> <li>- Girls to draw 'perfect woman.'</li> <li>- Discuss how what's on the inside is most important</li> </ul>
<b>Piece 2</b>	<ul style="list-style-type: none"> <li>- Puberty talk with school nurse</li> </ul>