




# Thinking Healthily

*'Thinking Healthily' teaches our children to be their best self through the knowledge skills and understanding of how to keep themselves physically and mentally healthy. Children use their learning to make healthy choices; demonstrating the ability to know how their choices impact on themselves and the people around them.*

<b>Term:</b> Summer T2	<b>Year Group:</b> 6	<b>JIGSAW Strand:</b> Changing Me	<b>Thinking Skills:</b> The Perspectives Key – what is the most important period in a humans life? Tree Map – acceptable v unacceptable behaviour in a relationship.	<b>Vocabulary:</b> Embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, pubic hair, menstruation, semen, hormones, ovulation.	<b>Careers:</b> Teacher, Health and Social Worker, Doctor/ Nurse, Human Resources, Public Relations, Occupational Therapist.	<b>Enrichment Opportunities:</b> Visit from a Midwife.
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Children know that sometimes people are not happy with their self-image and this results in a low self-esteem</li> <li>Children know that boys and girl’s bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Children know that a baby develops from conception through the nine months of pregnancy</li> <li>Children know that sometimes people are physically attracted to each other and this can lead to them choosing to become boyfriend and girlfriend</li> <li>Children know that it is important that all relationships have respect and that people should stand up for themselves if they feel uncomfortable</li> <li>Children know that growing and changing can have some emotional effects and can discuss how to deal with these.</li> </ul>			<b>Skills:</b> <ul style="list-style-type: none"> <li>To be able to be aware of my own self-image.</li> <li>To be able to understand the importance of looking after myself physically and emotionally</li> <li>To be able to express how I feel about the changes that will happen to me during puberty.</li> <li>To be able to ask the questions I need answered about changes during puberty</li> <li>To be able to express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> <li>To be able to identify what I am looking forward to and what worries me about the transition to secondary school.</li> </ul>	<b>Links to prior Learning:</b> EYS – Children manage their own basic hygiene and personal needs successfully. Y1 – Children can recognise how they are different to when they were first born. Y2 – Children know that lifecycles are part of everyday life and can discuss where they are on the continuum. Y3 – Children are aware of changes due to puberty and can discuss stereotypes. Y4 – Children know strategies to deal with changes outside of their control. Y5 – Children can discuss how they feel about the changes that will happen during puberty.		

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Expected Outcome</b>	To be aware of my own self image and know how my body image fits into that. To be able to know how to develop my own self esteem.	To be able to explain how girls' and boy's bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To be able to express how I feel about the changes that will happen.	To be able to describe how a baby develops from conception through the nine months of pregnancy and how it is born. To be able to recognise how I feel when I reflect on the development of a baby.	To be able to understand how being physically attracted to someone changes the nature of the relationship. To be able to understand that respect for one another is essential in a relationship.	To be able to be aware of the importance of a positive self esteem and how I can develop mine. To be able to express how I feel about my self image.	To be able to identify what I am looking forward to and what worries me about the transition to secondary school. To be able to prepare emotionally for the changes next year.
<b>Retrieval Practise</b>	Alphabet key – vocabulary join up.	What if key – what if there were no mirrors in the world. Would humans be happier? Explain your answer.	Perspectives key – what do you believe to be the most important period in your life and why? Has it already happened or is it yet to come?	Commonality key – what similarities are there between you and your best friend?	The question key – the answer is respect. What is the question?	BAR Key – if you could make any changes to your primary school education – what would they be?
<b>Connect Us</b>	Play: Squeeze.	Give children a copy of the growing up bingo card. Children to move around the room and find somebody to tick off yes for each box.	Children go around the circle sharing the first thing they can remember in their life and how it makes them feel (Red hat)	Play: Zoom, eek.	Play: the advert game Children choose an object in the classroom and have to try to sell it to their peers (like in an advert)	Prediction key: predict changes that might happen when you move to secondary school.
<b>Calm Me</b>	Calm me script (Jigsaw) and Chimes	Calm me script (Jigsaw) and Chimes	Calm me script (Jigsaw) and Chimes	Calm me script (Jigsaw) and Chimes	Calm me script (Jigsaw) and Chimes	Calm me script (Jigsaw) and Chimes
<b>Open my Mind</b>	Share the facts about fashion ppt slide and	Give children most of the puberty flash cards	Show children picture of baby in the womb. H	Diamond 9 cards.	Show the children the five ideal bodies – how do these pictures make	Play – bin the worry.

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	ask for the children's comments.  In a thought bubble (Red hat) – children write why they think people spend so much time and money on how they look – discuss peer pressure/ social media/ the internet/ pressure.	– exclude ovulation, masturbation, clitoris. Children create a tree map with the headings male / female. Put the correct puberty vocabulary under the sections. Peer mark.		You might want a boyfriend/ girlfriend because.  What is the most important reason? What is the least important reason? Children to explain.	you feel? (red hat) (picture key) think pair share.	Children all write a worry they have about secondary school We share and discuss them
<b>Tell me or Show me</b>	Children to draw the perfect man/ woman in their books (their gender) and label the key features. Eg – glossy hair, six pack et. Are there any common features? Are these people realistic or are we being harsh on ourselves?  Red hat – comparing myself to others can make me feel ...	Explain: <i>Masturbation can be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do.</i>  <i>The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.</i>	Play: baby can Give children the scenarios on the cards and children sort into a tree map Baby can and baby cannot.	Read out Aisha's scenario. (jigsaw scheme)  Discussion about how children felt at different points (Red hat)  Were either of the children under pressure?  What would you have done in their position?	Children create a double bubble map comparing their real self to their ideal self. Are there more similarities or differences?  Highlight the importance of there being things you like about yourself. This contributes to your self-esteem.	After this – we bin the worry Discussions about why it is so important to participate in transition activities etc.
<b>Activity – Let me learn</b>	Have a picture of the children prepared. Children to stick it into the middle of their page. Children to	Separate the children into boys and girls. Each child to write a question about	<i>Invite a midwife in to talk about the experience of birth and pregnancy.</i>	Tree map – okay behaviour, not okay behaviour.	Create a script for a video to a younger child about the importance of self-image and real self.	Children to complete a circle map. Middle – brainstorm all their happy memories of their time at nhca.

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	complete a bubble map with all the positives about themselves around it.	puberty on a post it note. Men to help with men cards/ women to help with woman cards. THERE ARE SCRIPTS, PICTURES AND VIDEO ON THE JIGSAW SCHEME – USE THESE IN ALL EXPLANATIONS.	<i>Children can ask questions.</i>		Discuss the idea of media, peer pressure, fake expectations etc.	Outside – blue hat – what they are looking forward to about moving to secondary school.
<b>Help me Reflect</b>	Yellow hat – why is it important to be positive about yourself?	Red hat – children to write how they feel about the changes that will happen as they grow up.	White hat/ brainstorming key – brainstorm three facts you learnt today.	Yellow hat – why is it so important that children are taught this in school?	Blue hat – following this lesson, what are you going to do to make sure you look after your own body image?	Six hat evaluation Low stakes quiz
<b>Vocabulary</b>	Self-image, self-esteem, real self, celebrity	Opportunities, freedom, responsibilities.	Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.	Attraction, relationship, pressure, love, sexting.	Self-esteem, negative, body-talk, choice, feelings, emotions, challenge, mental health.	Transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement.
<b>Resources</b>	Picture of the children. Fashion ppt slide – jigsaw.	Puberty flashcards. Growing up bingo  THERE ARE SCRIPTS, PICTURES AND VIDEO ON THE JIGSAW SCHEME – USE THESE IN ALL EXPLANATIONS.	Baby can cards (jigsaw) Baby scan pictures	Aisha’s story Tree map scenarios. Diamond 9 cards.	Pictures of ideal body	Circle map
<b>Thinking Skills</b>	Bubble map Red hat Yellow hat Alphabet key	Red hat Tree map What if key	Red hat Tree map Perspectives key	Tree map Red hat feelings Commonality key	Double bubble map Red hat Picture key Question key	All hats Circle map Prediction key Bar key

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<b>Coverage in books</b>	DNA Red hat facts about ppt slide Perfect man/ lady drawing. Personal bubble map Yellow hat reflection	DNA Tree Map Children to write a sentence about their learning today. Red hat evaluation	DNA Baby picture labelled Baby can/ baby cannot tree map Midwife questions White hat evaluation	DNA Diamond 9 Aisha's story – red hat reactions and what the children would have done underneath Tree map Yellow hat evaluation.	DNA Pictures with red hat feelings Bubble map script	DNA Six hat evaluation Low stakes quiz
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