



# Pinner Wood School



| Year Group                                | 6 | Term: | Spring 2 | Subject | PSHE | Topic                              | Healthy Me  |
|---|---|-------|----------|---------|------|------------------------------------|---|
|   |   |       |          |         |      | Key Question                       | How do we ensure we keep our mind and body healthy?   |
| Prior Learning and other Curriculum Links |   |       |          |         |      | Target Tracker statements (Skills) | <ul style="list-style-type: none"><li>- I can explain when substances including alcohol are being used antisocially or being misused</li><li>- I understand the impact substance misuse can have on individuals and others</li><li>- I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</li></ul>   |
| Fundamentals                              |   |       |          |         |      | Key Facts/Sticky Knowledge         | <ul style="list-style-type: none"><li>- know how to make choices that can benefit my health and wellbeing</li><li>- know about different types of drugs, their uses and their effects on the body - particularly liver and heart</li><li>- understand what exploitation is and how people are made to do things which are against the law</li><li>- know about gangs, why people might join them and the risks involved</li></ul> |

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|-----------------------------------|--|-----------------------------|--|
|                                   |  |                             | <ul style="list-style-type: none"> <li>- understand what it means to be emotionally well and explore people's attitudes towards mental health</li> <li>- recognise stress and triggers that cause this</li> </ul>  |
| <b>Our Curriculum Journey</b>     | <b>Journey:</b> To begin this unit, the children will begin to think about the responsibilities they have and how these will get bigger as we age. The children will explore scenarios and become agony aunts to offer appropriate advice. We will look at the different types of drugs and the effects they have on our body, in particular liver and heart. The children will then discuss why certain drugs are legal and illegal. We then move on to looking at exploitation and how some people become targets for gangs. The children will have an opportunity to read a real life story and unpick the danger points. We will then look at strategies to use to help us avoid being pressurised. Following on from this, the children will look at mental health and emotional health and peoples' attitudes towards mental health. Finally, the children will identify stress triggers and come up with solutions to deal with stress and pressures. |                             |  |
| <b>Key Vocabulary (revisited)</b> | Media pressure, choices, informed decisions, influences, recovery position, level headed, procedure, emergency, altered, body image, social media, self-respect, eating disorder, body image, healthy life style   | <b>Key Vocabulary (new)</b> | Responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, "legal highs", exploited, vulnerable, drugs, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure |