


ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PSHE 	YEAR 6	SUMMER TERM UNIT 5: EHW – Calming the mind, incl. yoga and meditation	UNIT 6: EHW – Moving on and future aspirations
Knowledge Focus	Core Theme 1: Health and Wellbeing (Emotional Health & Wellbeing/Physical Health & Wellbeing)		
<u>PSHE Education Primary Toolkit 2020</u> Health and Wellbeing H1 – H50	Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).		
Year 6 Summer 1	Calming the mind, incl. yoga and meditation <ul style="list-style-type: none"> To explain how people might approach making an informed decision in relation to health and wellbeing. To explain how their choices might have positive, neutral or negative consequence. To describe the benefits of a balanced lifestyle use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time. To describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something). To explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome. To describe positive strategies for managing feelings. To identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available. To identify where they and others can ask for help and support with their feelings. 		
Year 6 Summer 2	Moving on and future aspirations <ul style="list-style-type: none"> To describe different ways of celebrating achievements and analyse which might help to motivate. To describe how setting high aspirations can help motivate people to achieve and give some examples. To explain different ways to approach a challenge or goal and evaluate which would be the most successful. To identify their personal goals and describe aspirations for secondary school or beyond. To describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something). To explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome. To identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school). To identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available. 		