

PHSE Curriculum Plan (3 weeks) & RSE Curriculum Plan (3 weeks)

Spring 1 2025

Year 6



Spring 1 2025	PHSE – Healthy Lifestyles – How do I keep physically healthy?	Session length
6/1/25-What is your physical health?	<p>Learning Objective: To learn how to make informed choices that contribute to a balanced, healthy lifestyle.</p> <p>Learning Outcomes: List some lifestyle choices that are likely to be detrimental to their health and some that are likely to be beneficial to their health. Explain how people might approach making an informed decision in relation to health and wellbeing. Describe the benefits of a balanced lifestyle, including eating a balanced diet and achieving the recommended amount of physical activity.</p> <p>LESSON</p> <p>What is your physical health? <i>Ask pupils to discuss in groups what they think we mean when we refer to people's 'physical health'.</i> <i>Take feedback from the pupils and discuss.</i> <i>The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social wellbeing.</i> <i>Having good physical health is related to people's fitness levels, their ability to take part in everyday activities of a physical nature (e.g., walking to the shops, hanging out the washing, carrying heavy bags etc.) and their ability to take part in sports and games.</i></p> <p>Task 1 – Healthy or harmful? <i>Ask pupils to cut out the cards on worksheet HL 6.1 and work in pairs to sort them into activities that are likely to be beneficial to health and those which could potentially be harmful (detrimental) to health. Some of these are likely to promote discussion, e.g., sit down and rest a lot. Some students may argue that relaxation is important for relieving stress and therefore beneficial to health. Others may suggest that too much time spent lying around is detrimental to health.</i> <i>Take feedback and discuss answers.</i></p>	30 minutes

<p>13/1/25- Making choices about your health</p>	<p>Learning Objective: To learn how to make informed choices that contribute to a balanced, healthy lifestyle.</p> <p>Learning Outcomes: List some lifestyle choices that are likely to be detrimental to their health and some that are likely to be beneficial to their health. Explain how people might approach making an informed decision in relation to health and wellbeing. Describe the benefits of a balanced lifestyle, including eating a balanced diet and achieving the recommended amount of physical activity.</p> <p>LESSON</p> <p>Making choices about your health When it comes to your health, there are some things which you are unable to control. However, there are other aspects of your health that you may have more choice over and are more able to control. Through making healthy choices, you can help to keep yourselves well.</p> <p>What healthy choices could you make to look after your health?</p> <ul style="list-style-type: none"> • Taking part in active travel, e.g., walking or cycling to school • Making sure you are physically active every day • Following the advice on the Eatwell Guide and making healthy food choices • Maintaining a healthy weight <p>You may wish to play the short BBC Bitesize animation which talks about ways to keep healthy. You can find it here.</p> <p>Information is key!</p> <p>Task 2 – Share your knowledge Ask pupils to make a ‘healthy lifestyles’ leaflet to tell the pupils in year 4 some of the things they can do to keep themselves healthy.</p> <p>Every day choices Look at the choices each of the characters in slides 12, 13 and 14 are faced with. Discuss in groups how the situation on the slide could potentially negatively impact that person’s health. How could this person handle the situation? What could they say? Are there any alternatives or compromises that could be made that could be less damaging to their health?</p>	<p>30 minutes</p>
<p>20/1/25 – Active travel</p>	<p>Learning Objective: To learn how to make informed choices that contribute to a balanced, healthy lifestyle.</p> <p>Learning Outcomes: List some lifestyle choices that are likely to be detrimental to their health and some that are likely to be beneficial to their health. Explain how people might approach making an informed decision in relation to health and wellbeing.</p>	<p>30 mins</p>

	<p>Describe the benefits of a balanced lifestyle, including eating a balanced diet and achieving the recommended amount of physical activity.</p> <p>LESSON</p> <p>Active travel</p> <p><i>Work in teams to design a campaign to encourage your school community to travel to and from school actively every day. You may wish to show pupils the Living Streets Walk to School website as a stimulus for this part of the lesson. You can access the webpage here.</i></p> <p><i>Pupils should think about making their campaign appeal to all ages - how they could motivate people to join in (e.g., rewards and incentives) and how they could get parents and carers to support the campaign. They should also consider pupils who may have a disability and those who have no choice but to travel in a car/bus/taxi. Could these pupils get off a stop or road earlier and actively travel the last part of their journey?</i></p> <p>Plenary</p> <p><i>Ask the pupils to use each of the following words and phrases related to living a healthy lifestyle making healthy choices to make a sentence or sentences about health. These could be written on post it notes and stuck up to form part of a display.</i></p>	
	RSE – UKS2-Unit 2- Me, my body, my health	
27/1/25- Lesson 1- Identity	<p>How to Lead Paradise Street Sessions</p> <p>Paradise Street is an original drama series for Upper Key Stage Two which follows the story of 4 friends – Finn, Leyla, Marcus and Siobhan – who have different personal and social experiences related to growing up and puberty. Each episode lasts about 10 minutes and is followed by a time of teacher-led discussion with the pupils. Each session also includes an episode of “Delving Deeper into Paradise Street” in which two fun presenters explore the issues in the drama and provide some teaching for pupils (which also acts as guidance and support for teachers). Each concludes with a time of personal writing in a Module 1 Workbook which will help the pupils to digest and personalise the teaching.</p> <p>Complete identity page of the Paradise Street work book</p>	30 mins
3/2/25- Lesson 2- Girls Bodies	<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/uks2/m-1/uks2_1_created-and-loved-by-god/u-2/uks2_1-2_me-my-body-my-health/s-2/girls-bodies/Learning Objectives</p> <p>Children will learn:</p> <ul style="list-style-type: none"> That human beings are different to other animals About the unique growth and development of humans, and the changes that girls will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries <p><u>Success Criteria</u></p> <p>Children will:</p>	45 minutes

	Engage with the film and discussion questions Successfully complete the appropriate section in their 'Paradise Street' Workbook	
10/2/25- Lesson 2- Boys bodies	https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/uks2/m-1/uks2_1_created-and-loved-by-god/u-2/uks2_1-2_me-my-body-my-health/s-3/boys-bodies/ <u>Learning Objectives</u> Children will learn: That human beings are different to other animals About the unique growth and development of humans, and the changes that boys will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries <u>Success Criteria</u> Children will: Engage with the film and discussion questions Successfully complete the appropriate section in their 'Paradise Street' Workbook	45 mins