

Year 6 Jigsaw PSHE content Spring Term

During the Spring Term, we will be covering the Jigsaw themes 'Dreams and Goals' and 'Healthy Me'.

Please be aware that topics and themes may arise from class discussion which is outside the content specifically specified for these terms. Questions and themes may be discussed if they fall within the Year 6 PSHE or wider curriculum, however, in some instances discussion will be directed home so parents and carers can choose how they approach these with their children.

Spring 1: Dreams and Goals

Questions discussed

- **What are my strengths? How can I identify challenging but realistic goals for myself?**
- **What are the small steps I can take to achieve my goal? How can I motivate myself to work towards them?**
- **What issues do I recognise in the world around me? How do I feel when I consider people who are living in difficult situations?**
- **How can I work with others to help make a difference in the world around me?**
- **Why should I want to make a difference in the world around me?**
- **How can I recognise the achievements of others? How can I give positive praise and compliments to others which recognise their contributions?**

Vocabulary

Dream, hope, goal, learning strengths, stretch, achievement, personal, realistic, unrealistic, achievement, success, global, issues, suffering, concern, hardship, money, sponsorship, empathy, motivation, admire, respect, compliment, recognition.

Spring 2: Healthy Me

Questions discussed

- **How can I maintain my own physical and emotional health?**
- **What are drugs and how/why might they be misused?**
This lesson will teach children about the difference between unrestricted drugs e.g. caffeine; restricted drugs e.g. alcohol, prescribed medicines and illegal substances. It will teach the effects which some drugs can have on organs of the body, including the heart and liver.
- **What does exploitation mean and why do I need to be aware of it? What might make a person vulnerable to exploitation?**
This lesson covers why some people, including children, can be exploited (such as via 'county lines'). They will explore a scenario of a boy who becomes part of criminal behaviour and decide where the child themselves may have made an alternative choice. Children will discuss emotions around making choices and why it can be hard to choose the right thing.
- **Why do some people join street gangs? What are the risks of joining a gang? What strategies can I use to avoid peer pressure? Where could I get help if myself or another child was in this situation?**
- **What can I do to maintain my emotional wellbeing? How can I recognise when I need support to feel emotionally well? Where can I go for emotional support?**
- **When might I become stressed? How do I feel when this happens? Why can negative emotional wellbeing lead some people to misuse substances such as alcohol? What strategies might I use to combat stress?**
This lesson explores emotions linked with stress and how, for some people, this becomes difficult to manage and may lead to substance misuse as a way to cope. Children have the opportunity to discuss healthy ways to minimise stress and identify where help is available should they need to seek it for themselves or to raise a concern about someone else.

Vocabulary

responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'Legal highs', exploited, vulnerable, criminal, crime, illegal, gangs, pressure, strategies, reputation, anti-social behaviour, mental health, emotional health, symptoms