Subject: Y6 PSHE	Outcome: Pupils recognise and manage emotions linked to change and	3 weeks
	transition, understand that everyone has mental health and how to	
	maintain it, value uniqueness and diversity in themselves and others,	
	and demonstrate empathy and resilience in preparation for secondary	
	school.	

NC Objectives:

To recognise emotions connected to change and transition and identify strategies to manage them.

To understand that everyone has mental health and describe how to maintain positive wellbeing.

To appreciate personal uniqueness and celebrate diversity in others.

To identify and challenge discrimination in appropriate ways.

To build resilience and empathy in preparation for transition to secondary school.

21st Century Skills:

Emotional Intelligence: recognising, naming, and managing emotions. **Resilience & Adaptability:** coping with change and uncertainty confidently.

Critical Thinking: analysing personal experiences and misconceptions about mental health.

Empathy & Communication: listening to others' perspectives and supporting peers.

Collaboration: working together to explore diversity and inclusion.

Global & Cultural Awareness: recognising uniqueness and promoting equality.

Key vocabulary:

Transition, resilience, coping, secondary school, wellbeing, uniqueness, diversity, empathy, equality, discrimination, ally, support, mental health, inclusion, identity, stren

Challenge" (Clides 2—	Transition, re	sinched, coping, secondar	y serioor, wendering, arriqueriess, arrer	oney, empainly, equality, also miniation,	, any, support, mental health, molasion, lachtity, sti	
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	excited? Which made you feel nervous?" Display a quick emotion scale from 1–5 to check emotional awareness. AfL: Identify pupils who link change to a variety of emotions.	Prompt: "What helps you cope when something big is about to change?"	helpful thoughts and unhelpful thoughts about change. AfL: Observe if pupils can recognise and reframe unhelpful self-talk.		and confidence. AfL: Gauge pupils' readiness for future discussions about resilience and mental health.
LO: I can explain what mental health is, describe ways to look after it, and recognise that everyone has mental health that can change over time.	Activity: "Mind or Body?" (Slides 3–5) Pupils sort examples into physical health and mental health (e.g., eating healthy, feeling stressed, exercising, worrying, resting). Teacher explains: Mental health is about how we think, feel and behave — just like physical health, it can change. AfL: Check pupils' understanding that everyone has mental health, not only people with difficulties.	Slides 6–11: Explore the idea that mental health exists on a spectrum. Show images or scenarios depicting feeling well, coping, struggling, and needing help. Discuss how mental health can move up or down this spectrum depending on life events and habits. Prompt: "What everyday things help your mental health?" Transition: Highlight how small actions can make a big difference.	Watch Me: (Slides 12–16) Teacher models identifying their own wellbeing actions: "When I'm tired or stressed, I take a walk or talk to someone I trust." Join Me: Pupils brainstorm ways to support mental health under three categories — Mind, Body, Connections. Show Me: Groups sort wellbeing cards (Slides 17–20) into "Healthy Habits" and "Unhelpful Habits." AfL: Observe pupils' reasoning — can they justify why a habit helps or harms mental wellbeing?	Main Task: (Slides 21–29) Pupils create a Mental Health Pyramid with three levels: Things I do every day to stay well. Things I do when I feel low or stressed. People or places that can help when I need support. Extension: Write a short "Wellbeing Message" for younger pupils explaining how to take care of their mental health. AfL: Circulate and question — "Which actions make the biggest difference for you?"	Exit Task: (Slides 30–36) "Check-In Chart." Pupils choose an emoji to show how they're feeling and one action they'll take for their wellbeing this week. Class reflection: "Why is it okay to talk about mental health?" Teacher reinforces: Talking helps everyone — mental health is part of who we are. AfL: Assess pupils' comfort in using mental health vocabulary confidently.
LO: I can recognise what makes me and others unique,	Activity: "All About Me" (Slides 3–5) Pupils complete a quick quiz with fun personal facts (favourite food,	Slides 6–11: Explore the concept of diversity — differences in culture, language, appearance, beliefs, interests, and abilities. Show images of diverse communities and discuss: "What	Watch Me: (Slides 12–17) Teacher shares something unique about themselves and how it makes them proud. Model inclusive language and curiosity ("Tell me more about").	Main Task: (Slides 21–29) Pupils create a "Proud to Be Me" poster. They illustrate: Three things that make me unique. One way I can celebrate others' uniqueness. One thing I can do to make everyone feel include. Extension: Write a class pledge to celebrate diversity and	Exit Task: (Slides 30–36) "One Word of Pride." Each pupil shares one word that captures what

understand	hobby, language,	makes these groups stronger?"	Join Me: Pupils share one thing	kindness.	they're proud of
why	culture, dream job).	Use stories of Leila (wears a	that makes them unique with a	AfL: Circulate and ask: "How does celebrating	about themselves or
diversity	Teacher highlights:	headscarf), Oliver (uses a	partner.	others help your wellbeing too?"	their class
should be	"We're all different —	wheelchair), and Amira (bilingual	Show Me: Groups complete		community.
valued,	and that's what	learner) to explore inclusion and	"Diversity Detective" cards (Slide		Teacher summarises:
and	makes our class	empathy.	18–20) — identifying similarities		When we respect
explain	special."	Prompt: "How can we celebrate	and differences between		and celebrate
how	AfL: Gauge pupils'	differences instead of judging	classmates and how these make		differences, we all
celebrating	understanding of	them?"	the group stronger.		feel happier and
differences	individuality and		AfL: Observe respectful discussion		safer.
supports	comfort discussing		and positive attitudes toward		AfL: Assess pupils'
wellbeing.	difference.		difference.		understanding of
					how diversity links to
					wellbeing.