

Subject: Y6 PSHE		Outcome: Pupils recognise and manage emotions linked to change and 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.		3 weeks	
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.					
21 st 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					
Session and LO	Warm up (retrieval)	Starter, inc. building on and leading to. <i>How does this lesson and LO fit into the sequence of learning?</i>	Guided Practice – modelling <i>(Watch Me, Join Me, Show Me – AFL – repeat if necessary)</i>	Independent Practice, inc. AFL strategies & adaptations	Plenary <i>Could be an exit task, final question to gauge understanding, use of w/bs for afl – this could be another join me</i>
LO: <i>I can identify the feelings linked to change and explain strategies to manage them positively.</i>	Activity: “Change Challenge” (Slides 3–5) Pupils recall changes they have already experienced (new class, new friends, moving home). Teacher prompts: “Which changes made you feel	Slides 6–12: Discuss <i>transition</i> – what it means and why it happens. Show examples of upcoming changes (Year 6 responsibilities, preparing for secondary school). Read example stories (Maya – excited and worried; Yusuf – nervous but hopeful). Discuss: “Can two people feel differently about the same change?”	Watch Me: (Slides 13–17) Teacher models explaining mixed emotions during change (e.g., “When I moved schools, I felt nervous <i>and</i> excited.”). Join Me: Pupils use sentence stems to describe their emotions: “When I think about secondary school, I feel ____ because ____.” Show Me: Pupils sort example statements (Slides 18–20) into	Main Task: (Slides 21–30) Pupils create a <i>Transition Toolkit</i> poster. In four sections, they list or illustrate: Feelings I might experience. People who can support me. Things that make me feel calm. Positive self-talk I can use. Extension: Write a “Transition Affirmation” (e.g., “Change helps me grow.”). AfL: Circulate and question: “Which strategy do you think will help you most and why?”	Exit Task: (Slides 31–38) “Circle of Change.” Pupils share one word describing how they feel about future transitions and one strategy to help. Teacher reinforces: <i>Change can be challenging, but it helps us build strength</i>

	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?"	<i>helpful thoughts</i> and <i>unhelpful thoughts</i> about change. AfL: Observe if pupils can recognise and reframe unhelpful self-talk.		<i>and confidence.</i> AfL: Gauge pupils' readiness for future discussions about resilience and mental health.
LO: <i>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.</i>	Activity: "Mind or Body?" (Slides 3–5) Pupils sort examples into <i>physical health</i> and <i>mental health</i> (e.g., eating healthy, feeling stressed, exercising, worrying, resting). Teacher explains: <i>Mental health is about how we think, feel and behave — just like physical health, it can change.</i> AfL: Check pupils' understanding that everyone has mental health, not only people with difficulties.	Slides 6–11: Explore the idea that <i>mental health exists on a spectrum</i>. 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 — <i>Mind, Body, Connections</i>. 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 <i>Mental Health Pyramid</i> 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: <i>Talking helps everyone — mental health is part of who we are.</i> AfL: Assess pupils' comfort in using mental health vocabulary confidently.
LO: <i>I can recognise what makes me and others unique,</i>	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 <i>diversity</i> — 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

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