

Year 6 – Health and Wellbeing Autumn 2 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE unit builds on from the Year 5 health and wellbeing topic. The children focus on developing qualities and values that help them to create achievable goals. They discuss the importance of their physical well-being, and learn about resilience as well as useful resources to develop strong mental well-being. They will understand good and bad habits that contribute to the quality of health and wellbeing. The children will discuss changes in their bodies that could indicate an illness and know what to do if they notice them. Finally, they will wrap up the topic by linking it all to relaxation strategies and looking after their mental and physical health.

Key knowledge

- Understand the factors that contribute to mental and physical health such as diet, exercise, rest/relaxation.
- Know that habit is a behaviour often done without thinking and that there are good and bad habits.
- Know that habits are not fixed and they can be changed.
- Know the effects of technology on mental health.
- Recognise the changes in the body that could be a possible sign of illness and react appropriately.
- Understand that vaccinations give protection against disease.



Decide which relaxation methods work best for you.



If you notice changes in your body or you feel unwell, talk to an adult you trust or the doctor.



Using a tracker might help to start a good habit.

Key Vocabulary

- **Growth Mindset**-Believing that you can achieve a goal even if it seems difficult at first. The power of 'yet'. Learning from mistakes.
- **Habit**-A repeated action.
- **Qualities**-Traits or characteristics that make someone who they are, unique to an individual.
- **Responsibility**-Being in charge of own action. Taking ownership of an action.
- **Skill**-The ability to do something well.
- **Vaccination**-An important scientific discovery where a microscopic amount of a disease is injected into the body so that antibodies are formed and the person can have immunity against the disease.

We can decide what type of person we want to be and we can develop skills and qualities to achieve this.

Key Questions

- Can I identify relaxation strategies when in a stressful situation?
- Can I identify ways to take action if I am worried about my own or a friend's wellbeing?
- Can I explore ways to maintain good habits?
- Can I set achievable goals for a healthy lifestyle?
- Can I identify resilience qualities and work to develop them in a challenging situation?
- Can I consider ways to prevent illness?



Meditation and mindfulness can help us to relax.



Lots of things contribute to keeping our bodies healthy including diet, exercise and sleep.



This PSHE unit follows from the topic of Families and Relationships in Year 5. Within this topic, children will understand that everyone can expect a certain level of respect, but it is equally important to realise that respect can be lost through actions and behaviours and they can form foundations of respect through positive interactions. They will continue to tackle stereotypes and their impact on perception and judgement. Children are encouraged to comprehend a wide spectrum of stereotypes and learn effective communication skills to break down biases. They will understand that this ability can be achieved through encompassing strategies of conflict management. Lastly, children will grasp the concept of grief and describe the associated emotions, fostering empathy and support for those experiencing loss.

Key knowledge

- Conflict is a disagreement that can occur in friendships and often can be in the form of an argument.
- Conflicts can be resolved through negotiation and compromise.
- Everyone deserves respect but respect can be lost.
- Stereotyping can lead to a loss of respect, and is considered discrimination.
- Grief is the process an individual goes through when someone close to them dies.
- Loss can cause a range of emotions and the person who has lost can experience grief.



Grief is a process we go through when someone dies (or we no longer see them for another reason).

Grief is different for everyone and we might need support from other people to help us deal with it.

Key Vocabulary

- **Authority**– A person with decision making responsibilities.
- **Conflict**–An argument or disagreement.
- **Earn**– To gain something, such as respect by showing qualities of trustworthiness.
- **Grief**– Feelings of sadness after losing someone.
- **Resolve**– To find a solution to a problem.
- **Respect**– Being thoughtful and polite towards someone.
- **Stereotype**–An idea about someone or something that is often false.

Key Questions

- What is a conflict and when does it occur?
- How can you identify ways to resolve a conflict?
- What is respect?
- Why is respect an important part of relationships?
- What is a stereotype?
- How can you challenge a stereotype?
- How can stereotypes affect an individual?
- What is grieving?
- What is the process of grief?

Sometimes people might lose your respect but this can be returned if they change their behaviours.



Respect is an important part of relationships and we need to show others respect if we want them to respect us.