

Year 6 – **My Healthy Self:** How do my choices shape my future health?
Autumn 1 Knowledge Organiser



Heathfield Schools' Partnership
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This unit builds on from 'My Healthy Self: How can I support my mind and body as I grow' previously studied. We will learn about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. The children will think critically about healthy eating, including calories as a unit of energy. They will consider how habits and reactions can influence relationships, learning and future success. After the children will explore how having a growth mindset can build confidence and resilience when faced with challenges.

Key knowledge

- Explain how brushing, flossing, limiting sugar and making healthier food choices support good health.
- Understand how past experiences can influence emotions and choose effective ways to regulate strong feelings.
- Explain the difference between a growth and fixed mindset, and identify positive ways to respond to challenges and setbacks.
- Describe how unkind behaviour, including bullying, can affect self-esteem and how to support others.

Emotions



Star Words- Key Vocabulary

- Realistic** - Having or showing a sensible and practical idea of what can be achieved or expected.
- Mindfulness** - The quality or state of being conscious or aware of something.
- Habit** - A settled or regular tendency or practice, especially one that is hard to give up.
- Regulate** - To manage thoughts, feelings and actions to stay balanced.
- Growth Mindset** - The belief that your intelligence and abilities are not fixed traits you are simply born with, but can be developed over time through dedication, effort, and continuous learning.
- Exclusion** - The act of deliberately shutting out, denying access to, or omitting someone or something.

Key Skills

Dental health	Having a growth mindset	Nutrition	Self-esteem
 • Brush teeth twice a day. • Floss daily to remove plaque. • Avoid sugary snacks and drinks between meals. • Visit the dentist every six months.	 When I face a setback, I can: • Take a breath. • Break it into steps. • Ask for help. • Try again. • Learn from mistakes.	 When choosing food, we can: • Compare traffic light labels. • Choose more green. • Choose some amber. • Have less red. • Swap sugary snacks for less sugary options.	 Self-esteem can grow when we: • Feel included. • Are treated kindly. • Try again after setbacks. • Notice our strengths. • Ask for support when we need it.

- Communicate feelings, thoughts and responses clearly and respectfully.
- Reflect on emotions and behaviour, considering whether responses were appropriate and how they could be adapted in different situations.
- Identify and evaluate effective self-care strategies and understand the benefits of positive emotional wellbeing.
- Make informed food choices by evaluating nutrition labels, ingredients and factors that influence eating habits.
- Explain the risks of an unhealthy diet, including effects on physical and mental health.
- Understand what a healthy relationship with food looks like, including balance, variety and enjoyment without guilt.

Year 6 – **Connecting with others**: What does it mean to stand up for myself and others?

Autumn 2 Knowledge Organiser



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This unit builds on from the Year 5 topic **Connecting with others**: Why are healthy relationships important previously studied. In this module the children will develop self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. They will build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.

Key knowledge

- Explain how values guide behaviour choices.
- Set a personal growth goal and list at least two clear first steps.
- Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each.
- Apply respectful behaviours in school, in public places, and online during activities.
- Describe what a personal boundary is and how it can change.
- Explain how crossing someone's boundary, even as a joke, can harm trust.
- Apply consent language to model an appropriate response when a boundary is crossed.
- Identify stereotypes or discrimination accurately within the given scenarios.
- Choose and justify a safe response to bullying in person and online, including what they would say or do.
- Name trusted adults in and out of school and describe what they would tell them when asking for help.

Star Words - Key Vocabulary

- **Personal growth** - The ongoing process of improving your self-awareness, skills, behaviours, and mindset to reach your fullest potential
- **Respect** - Due regard for the feelings, wishes, or rights of others, and feeling deep admiration for someone or something elicited by their abilities, qualities, or achievements.
- **Compromise** - A compromise is an agreement or a settlement of a dispute where each side gives up some of their demands to reach a middle ground.
- **Discrimination** - Discrimination is the unfair or prejudicial treatment of a person or group based on specific personal characteristics or group membership
- **Stereotype** - A stereotype is a fixed, oversimplified, and general belief about a particular group of people or things
- **Situation** - Situation is a set of conditions, events, or circumstances that happen at a particular time and place

Standing up for ourselves and others means:

using our
voice positively

including
everyone

challenging
unfairness

treating
people fairly



setting and
respecting
boundaries

supporting
others

asking for
help when we
need to

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Key Skills

- Analysing how different contexts can influence family roles and relationships.
- Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.
- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.
- Recognising when to stand up for themselves and when to compromise.
- Discussing real-life examples of balancing their own needs with those of others.
- Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports.
- Practising ways to safely speak out against unfairness or exclusion, using respectful language.
- Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders.