

Coping with Change : PSHE : Self and Emotional Well-being : Year 6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To reflect on how we respond to changes.	In this lesson the children will look at how our brains respond to different changes. They will explore how a person's past experiences, values, strengths and weaknesses can affect how strongly they react to a change. The class will then reflect on their own values, strengths and weaknesses and how these might affect their own reactions to different changes.	<ul style="list-style-type: none"> • Do children understand that people hold different values? • Can children consider how people will act and react differently to scenarios, based on their values? • Can children identify values that are important to them and how these might affect their reactions to change? 	<ul style="list-style-type: none"> • Slides • Place Markers (Teaching Input) • Character Cards • Worksheet 1A/1B • Change Cards (FSD? activity only) • Reaction Graph (FSD? activity only)
Lesson 2	To reflect on disproportionate and conflicting emotions.	This lesson engages your class in discussion around mixed or conflicting emotions and how these can lead to confusion and possibly disproportionate reactions to our emotions. The children will also discuss how emotions can change over time, based on our perception and experiences. The children will reflect on these scenarios independently, or take the time to discuss the idiom 'The straw that broke the camel's back' and how this might relate to disproportionate reactions.	<ul style="list-style-type: none"> • Can children judge whether feelings and behaviours are appropriate and proportionate? • Are children aware that feelings can be conflicting? • Can children identify strategies that have helped them cope with changes effectively? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Story Card 2A (FSD? activity only) • Discussion Card 2A (FSD? activity only)
Lesson 3	To gather and prepare strategies for expected changes.	This lesson aims to guide the children through a strategy that would help them prepare for and anticipate an expected change such as moving house, moving school or a new sibling. The lesson focuses on the acronym PLAN and challenges the children to PLAN for some hypothetical changes.	<ul style="list-style-type: none"> • Can children identify the steps in PLAN when approaching an expected change? • Can children suggest helpful and productive ideas for PLANning an expected change? • Do children know the importance of self-care for their own well-being? 	<ul style="list-style-type: none"> • Slides • PLAN Card 3A • Challenge Cards 3A/3B/3C • Worksheet 3A • Worksheet 3B (FSD? activity only)
Lesson 4	To gather strategies for coping with unexpected changes.	During this lesson the children will identify and discuss some unexpected changes that they might encounter. They will attempt to apply the strategies learnt about in the previous lesson, and adapt coping strategies to help them with these sudden changes.	<ul style="list-style-type: none"> • Do children know the importance of self-care for their wellbeing? • Do children have strategies to help with intense or conflicting feelings? • Do children have strategies to help cope with an unexpected change? 	<ul style="list-style-type: none"> • Slides • Example Mind Map • Worksheet 4A/4B • Change Cards • Situation Card (FSD? activity only) • Response Slips (FSD? activity only)
Lesson 5	To practise applying strategies for an upcoming change.	In this final lesson the children will have the opportunity to apply what they have learnt and prepare for an expected change: the transition to secondary school. The children will discuss different elements of the change, and how they might retain a feeling of control and opportunities the change will bring. They can then reflect on this independently, or conduct research into their new school using the internet.	<ul style="list-style-type: none"> • Can the children reflect on their strengths and values? • Do the children know what sort of setbacks and challenges they might expect at secondary school? • Do the children understand what new opportunities and responsibilities are available at their new school? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B • Research Cards (FSD? activity only) • Worksheet 5C (FSD? activity only)

End of Primary Phase Objectives:

Health Education - Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Health Education - Internet safety and harms

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Health Education - Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Vocabulary

Coping strategies, changes, expected, unexpected, prepare, accept, list, negotiate, PLAN, reactions, routine, control, balance, freeze, fight, flight, fawn, flop, disproportionate, mindful, self-care, strengths, talents, personal, growth, values, mental health, trolling, intense feelings, conflicting feelings, appropriately, proportionally, problem-solving, emotional changes, transitions, opportunities, responsibilities, objective opinion, independence.

Teacher notes