



Wellbeing Curriculum
Year 6 Term 4

Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.

If you have any questions or concerns about any aspect of the Wellbeing Curriculum please contact the Wellbeing Lead, Mr Wheeler, through the school office for further information, clarification and support.

This term we will be learning...

- To explain what should/shouldn't be shared online and rules about this
- To explore how to evaluate online content and media sources
- To recognise risks with online gambling
- To make decisions about what they view online and in the media and know if it is appropriate.
- To think about their own choices and lifestyle and how they may be influenced by others and the media

Our Key question for this term is...

How can the media influence people?

If you or your child needs help and support these websites have information that can help...

<https://www.childline.org.uk/>

<https://anti-bullyingalliance.org.uk/>

<https://students.ygam.org/>

Key Vocabulary we will learn and use...

Media, age-appropriate, decisions, online, gambling, gaming, lifestyle, responsibility

Points to note– Age Appropriate content, media and wellbeing

These sessions were created in response to concerns about the content young people watch and how it may be appropriate or not for their age. They aim to challenge preconceptions and give children the skills to recognise themes, messaging and bias, and challenge them to critically assess and question content.

They will be learning about legislation, social issues, gambling, content creation and personal responsibility. At all times they will be delivered in a safe learning environment following established ground rules and ensuring the school policy and procedures for safeguarding are followed.

Points to note– Gaming and Gambling

During these lessons the children will explore gaming and gambling, what these mean and how they may be linked. The children will be asked to think about the games they play and how some elements may be similar. They will look into how much money may be spent on in game purchases, loot boxes etc. They will look into what the positive and negative impact may be, and talk about ways of being safe now and in the future with gambling and gaming. They will also explore issues around how appropriate aspects of gaming and gambling are depending on age, following on from the prior learning as detailed above about age appropriate content.

DATA SHEET: THE GAMING INDUSTRY

What is gaming? 'Gaming refers to playing electronic games, whether through consoles, computers, mobile phones or another medium altogether. Gaming is a nuanced term that suggests regular gameplay, possibly as a hobby. Although traditionally a solitary form of relaxation, online multiplayer video games have made gaming a popular group activity as well.' Technopedia.com Accessed 09.08.2019

Different types of games:

Massively Multiplayer Online: (MMO) These games are played via a local area network (LAN) or internet with players from all over the world.

Adventure: Generally single player games set in a fantasy world, the player has to figure out how to complete the mission. Can play in teams

Sports: Playing real world sport mimicking real world athletes. The most popular games usually involved known popular games/players/participants.

Educational: These games cover a range of subjects and can help to make learning fun and interactive.

UK Consumer Market: Ukie 2019 highlighted the UK as the **6th largest** video game market in 2018 in terms of consumer revenues, after USA, China, Japan, South Korea and Germany. Approximately **37.3m people** in the UK play games. The UK consumer spend on games was valued at **a record £5.7bn in 2018, up 10.0%** from 2017 (£5.18bn):

Gaming Participation: The World Health Organisation has recognised the growing concern of gaming on the wellbeing of young people. YGAM's 2019 research found 79% of students have played digital games, 17% have played every day and a further 18% played most days.

Why do students participate in gaming?

74% of young people said it was for entertainment

60% stated gaming is a good way to pass the time

48% felt that gaming reduced stress levels

45% enjoyed the challenge / competition

21% due to peer pressure

YGAM 2019

In-game purchases:

31% of 11 – 16 year olds have opened a loot box in a computer game or app

Revenue from Loot Boxes in 2018 was \$30 billion

How much is the UK gaming industry worth?

Findings from the BFI's Economic Contribution report:

Overall in 2016, the UK games industry **provided 47,620 FTE jobs and contributed £2.87bn in GVA** to the UK economy.

The UK games industry **directly employs 20,430 FTEs** in development, publishing and retail roles, which contribute **£1.52bn in direct GVA** to the economy.

Gaming facts and figures:

- Number of gamers in UK is 42% of women and 58% of men
- The largest demographic within the player base is 15-24 year old males, making up 16% of players compared to 8% of similarly aged females (GameTrack, November 2016)
- On average 11 – 64 year old players spend approximately 8.2 hours per week
- In June 2018, there were 2,261 active games companies in the UK
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