

<p><b>Learning Objective:</b> Health and Wellbeing</p>		<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To understand the difference between physical and mental health.</li> <li>To understand the link between our feelings and our mental health.</li> <li>To recognise the causes that may affect our mental health.</li> <li>To recognise the signs of a poor mental health.</li> <li>To know the strategies we can use to improve our mental health.</li> <li>To understand the importance of having self-confidence on our mental health.</li> <li>To know how to ask for help and support.</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Show an interest in the progress of an enquiry</li> <li>Show that they have extended their thinking beyond the PSHE session</li> <li>Evaluate a range of reasoned conclusions</li> <li>Identify assumptions and evaluate their impact</li> <li>Summarise the progress of an enquiry</li> <li>Suggest ways in which an enquiry might move to make progress</li> <li>Suggest and explain new and novel ideas that build on the ideas of others</li> </ul>
<p><b>Vocabulary:</b></p> <p>Anxiety Critical lifestyle mental health mental health problems physical health strategies stress</p>		
Suggested Lessons	Aims of Sessions:	Content:
	<p><b>Recap of prior learning:</b></p>	
1	<ul style="list-style-type: none"> <li>What is a feeling?</li> <li>Range of feelings</li> <li>What helps you to feel good/better</li> <li>Similarities and diffs between physical and emotional feelings.</li> <li>How feelings affect body and behaviour.</li> </ul>	<p>L.O. To understand the difference between physical and mental health.</p> <p>Skills Focus: Identify assumptions and evaluate their impact Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Display the terms – ‘physical health’ and ‘mental health’. Ask children what they know about physical health, what does it mean? Ask children if they know what mental health is. Write notes on board/flipchart of children’s thoughts. Children may define mental health in regard to the negative view of mental health problems, it’s important that they recognise the difference between mental health problems and mental health.</p> <p>Define the term mental health as: <b>“Mental health is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.” (World Health Organisation)</b></p> <p>Ensure children understand the definition. Mental health is having a balanced state of mental wellbeing when enjoying life or finding</p>

ways to cope when faced with difficult situations. Watch video: <https://www.youtube.com/watch?v=DxIDKZHW3-E>

Go back to physical health. Get children to think about how we can have a balanced state of physical wellbeing. What different things can we do? List on board e.g. exercise, eating fruit and vegetables, enjoying chocolate/sweets etc. every so often, getting enough sleep.

Focus on mental health now and get children to think about how we can have a balanced state of mental wellbeing e.g. spending time with friends, doing things we enjoy, challenging ourselves etc.

Link mental health to mental health problems. Explain to children that sometimes we may struggle to have a balanced state of mental wellbeing. Ensure children understand that we may not have a balanced state of mental wellbeing because we feel challenged, stressed or anxious. This does not mean we have a mental health problem because it's a normal part of life. However, sometimes these challenges can become too 'big' or we have too many challenges and there isn't enough support to keep that balanced state of mental wellbeing. This could lead to a mental health problem or issue. Draw on the point that people shouldn't feel ashamed about having a mental health problem. In today's society, many people struggle with it. We shouldn't feel ashamed or hide it and we shouldn't treat those struggling with mental health problems unfairly i.e. not include them in things or call them certain names. Discuss well-known celebrities that have struggled with mental health issues e.g. Prince Harry, Demi Lovato, Taylor Swift etc.

Activity: Children to be given a picture of a scale labelled 'support' and 'challenge' (see below). Give different situations e.g. falling out with my friend, being stressed, talking to someone when I'm down, doing something I enjoy etc. Get children to place the situation the correct side of the scale – is it support or challenge? Ensure the scales are 'balanced' with the same number of situations each. Get children to reflect on their scales and think of a challenge that they've faced and a support situation that has helped balance the scale. Children to write down their reflection.

Support



Challenge

<p>2</p>	<ul style="list-style-type: none"> <li>• What is a feeling?</li> <li>• Range of feelings</li> <li>• What helps you to feel good/better</li> <li>• Similarities and differences between physical and emotional feelings.</li> <li>• How feelings affect body and behaviour.</li> </ul>	<p>L.O. To understand the link between our feelings and our mental health.</p> <p>Skills Focus:          Show an interest in the progress of an enquiry          Suggest ways in which an enquiry might move to make progress          Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Recap on previous lesson. Can children define what mental health is? How is it different to mental health problems? Can they give examples of how we can have a balanced mental health wellbeing?</p> <p>Get children to reflect on prior lessons from previous years – what are thoughts, feelings and behaviours? How do thoughts, feelings and behaviour influence each other?</p> <p>Split the class in half. Get one half to think about the positive thoughts, feelings and behaviours one may have in the morning about going to school. Get the other half to think of the negative thoughts, feelings and behaviours one may have in the morning about going to school. Get groups to then feedback.</p> <p>Teacher to make notes on board/flipchart. Focus on the negative thoughts and ask children if they've ever felt any of these negative feelings. Can they remember a time when they felt like that?</p> <p>Display scenario on the board for children to read and think about – Jane forgot that today is a SATs mock test. She hasn't been revising and isn't feeling confident.</p> <p>Ask children to write down on their whiteboards the feelings Jane might be feeling based on her thoughts. Get children to share back to class. Teacher to write on board/flipchart. Get children to then write on boards what emotions Jane might experience, based on these thoughts. Get children to share back to class. Teacher to write on board/flipchart.</p> <p>Explain to children that thoughts that like the ones listed can make us feel a certain way and those feelings can affect our actions. What might Jane do? Why might she behave this way? Discuss with children.</p> <p>Remind children that sometimes we do face challenges, have anxiety or feel stressed. This is normal in everyday life. However, if the challenges become too much etc., then this could lead to a problem/issue.</p> <p>Ask children if they think it's easier to notice positive/ negative mental health in themselves or others. Explain that we all typically have the same feelings, thoughts and behaviours when we have a negative mental health. Reflect on previous lesson, recap on the balanced state of mental wellbeing – we need support to help with those challenges.</p>
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<p>3</p>	<ul style="list-style-type: none"> <li>• Different things are needed to keep the body healthy</li> <li>• How feelings affect body and behaviour.</li> <li>• How feelings can change</li> </ul>	<p>L.O. To recognise the causes that may affect our mental health. To recognise the signs of a poor mental health.</p> <p>Skills Focus: Show an interest in the progress of an enquiry Identify assumptions and evaluate their impact Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others Recap on previous lessons - what can they remember?</p> <p>Explain to children that there are times when we may experience negative mental health/mental health problems and there is nothing to be ashamed of/worried about. Can the children think of any reason why we might experience negative mental health/mental health problems? List children's reasons on the board.</p> <p>Show children video. Please be mindful of children's experience. Don't have to show the whole video: <a href="https://www.youtube.com/watch?time_continue=247&amp;v=tJam03TFMMY&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=247&amp;v=tJam03TFMMY&amp;feature=emb_logo</a> Ask children what things may have affected Annabel's mental health. What mental health problems did Annabel struggle with? Can children name any other mental health problems and define them? Take note on board/flipchart. Support children with definitions. Remind children that not everyone will have a mental health problem if they go through one of these causes. However, these causes can affect our mental health – usually negatively.</p> <p>What's important is that we are able to recognise the signs early on, so that we can get the support. Ask children what they would do if they broke their arm. Some people might not realise your arm is broken by looking at it, so no one might offer to help you fix your arm. If you keep quiet, what happens? The pain gets worse, you</p>

		<p>begin to feel uncomfortable and your arm doesn't get fixed. This is the same if you're struggling with negative mental health or mental health problems. Stress the importance that dealing/being aware with our issues early on, just like a broken arm, means people can get us the support and help we need.</p> <p>Ask children what they think the signs are of having poor mental health. Write on board/flipchart. Add more signs that children may leave out e.g. loss of appetite, sleep deprivation, feeling hopeless, no self-confidence or self-esteem, finding no pleasure in anything, numb, not going out anymore, feeling tired etc. Tell children that many of these signs are hard to see on others because a lot of the signs are in our heads. That is why it's important we ask for help/support when we are feeling/recognise any of these signs.</p> <p>Activity: Children to begin making an advert/assembly/documentary/drama for the children in the years below. Children to focus on what mental health is, what causes affect our mental health and the signs of poor mental health. Children can work in mixed ability groups or as a whole class. Children to complete project in the next lesson.</p>
<p>4</p>	<ul style="list-style-type: none"> <li>• Different things are needed to keep the body healthy</li> <li>• How feelings affect body and behaviour.</li> <li>• How feelings can change</li> </ul>	<p>L.O. To know the strategies we can use to improve our mental health.</p> <p>Skills Focus          Show an interest in the progress of an enquiry          Identify assumptions and evaluate their impact          Suggest ways in which an enquiry might move to make progress          Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Recap on previous lessons – what causes affect our mental wellbeing and signs of poor mental health.</p> <p>Explain to children that today we are going to think of strategies that we could use to improve our mental health. Ask children to share any ideas. Encourage them to think about prior learning from previous years e.g. exercise, mindfulness, healthy diet etc. Write their ideas on the board/flipchart.</p> <p>Extend children's understanding of the strategies we could use to improve our mental health:</p> <ul style="list-style-type: none"> <li>• Eating well</li> <li>• Exercise</li> <li>• Helping someone else/act of kindness</li> <li>• Spend time with family and friends</li> <li>• Take time out and do something you enjoy</li> <li>• Ask for help (focus for lesson 6</li> <li>• Mindfulness</li> <li>• Thinking positively about oneself (focus for lesson 5)</li> </ul> <p>Tell children that today we are going to focus on mindfulness. Explain what mindfulness is - Mindfulness, or being mindful, means being conscious or aware of something. It means focusing on the</p>

		<p>present moment, so that we can acknowledge and accept our thoughts, feelings and the sensations in our bodies. Ask children if they've ever done mindfulness before (they will have done it in previous years). Give children a mindfulness challenge card to complete e.g. closing their eyes, and a partner passing them an object. With their eyes closed, children to use their other senses and simply concentrate on how the object feels in their hand etc. Children to complete and then feedback to class about how they felt etc. Remind children that mindfulness takes a lot of practice and can be done anywhere.</p> <p>Explain to children that we can use these strategies all the time, in everyday life.</p> <p>Activity: Children to complete their advert/assembly/documentary/drama for the children in the years below. Children to focus on strategies to improve mental health.</p>
5	<ul style="list-style-type: none"> <li>• To recognise your own strengths and what you want to be better at</li> <li>• How feelings affect body and behaviour.</li> <li>• How feelings can change</li> <li>• To recognise our personal attributes and achievements.</li> </ul>	<p>L.O. To understand the importance of having self-confidence on our mental health.</p> <p>Skills Focus:            Show that they have extended their thinking beyond the PSHE session            Evaluate a range of reasoned conclusions</p> <p>Recap on previous lessons. Go over the different strategies that we learnt about in the previous lesson. One of those signs was being positive about oneself. One sign that someone has poor mental health is that they have no self-confidence/self-belief/self-esteem. Therefore, it's extremely important that we work on our self-confidence. Can children define self-confidence etc.?</p> <p>How can we improve our self-confidence? Tell children that humans typically focus on the negative comments rather than the positive comments. Teacher can share their experience e.g. lesson observations etc. However, it's actually important that we focus on the positives, not the negatives.</p> <p>Ask children – would you tell your friend that they're fat/stupid/dumb/ugly/worthless/useless etc.? No – so why do we say these things to ourselves? We have to be our own best friend and be positive and kind to ourselves. Get children to tell their partner something positive about them. Encourage children to not make a positive comment based on someone's appearance. How did you feel when you heard something positive? Children to think about how being positive and having self-confidence in oneself can have a positive effect on our mental health</p> <p>Activity: Children to be given these 3 statements – 'I am...', 'I can...' and 'I have...' Children to finish each statement by writing something positive about themselves e.g. I am a good sister because I help my little brother with his learning, and I care for him. Children can write more than one sentence for each statement. Encourage children to share their statements with the rest of the</p>

		<p>class. Children to reflect on how they felt about being positive – write down their thoughts.</p> <p>Tell children that you’re going to set them ‘homework’. They are going to complete a ‘self-confidence and self-esteem journal’. Children should spend maximum 10 minutes every day completing these 3 statements: “One thing I did great at today...,” “Today it was interesting when...,” and “I made someone smile when...” Children can do this at the end of the day in school or at home. Children will bring their journals into school for the next lesson where they will reflect on their time writing the journal. Remind children that journals will be stuck in their books.</p>
<p>6</p>	<p>Resilience How to ask for help and support</p>	<p>L.O. To know how to ask for help and support.</p> <p>Skills Focus: Summarise the progress of an enquiry Show that they have extended their thinking beyond the PSHE session Evaluate a range of reasoned conclusions Identify assumptions and evaluate their impact</p> <p>Spend time going through children’s self-esteem/self-confidence journal. How did they feel writing about positive things they’d done? How does it make them feel reading it back? How has it positively affected their mental health? Get children to write a reflection to go along with their journal in their books.</p> <p>Watch video: <a href="https://www.youtube.com/watch?v=XiCrniLQGYc">https://www.youtube.com/watch?v=XiCrniLQGYc</a>. This video recaps on prior knowledge and discusses the different people we can ask for help and support. After watching the video, ask children – whom can we ask for help and support? Make list on board/flipchart. Ensure children are aware of outside agencies that can help and support. (e.g. Childline, their GP)</p> <p>Link back to resilience – if you feel like you’re not getting help/support, continue asking for help and support.</p> <p>Explain to children that they can support others when they need help. What things could you say to someone to help or support them? What advice would you give them if they needed more help or support?</p> <p>Activity: Children to work in partners/groups and do role-play. Children to be given different scenarios where someone might have poor mental health e.g., they’re stressed about their SATs. One partner has to help/support the other partner providing advice. Teacher can provide conversation starters to support. Encourage groups to share role-play. Teacher to take photographs to go in books.</p> <p>Plenary: Finally, ask students to think of something that has been on their mind – they will not be sharing this with anyone in the room:</p>

Year 6 Term: Aut 1 Topic Focus: My Mental Health and Me Unit Question: How can we look after our mental health?

		<ul style="list-style-type: none"> <li>• Ask them to think about who knows – they might have told a friend, parent, cousin etc.</li> <li>• Whom do they know who is good to talk to?</li> <li>• Then ask if there are any of the same people in both groups.</li> </ul> <p>It is common to be able to identify people who are good to talk to, yet they are sometimes not the ones children approach. Conclude by recommending they do this exercise if they need to share something on their mind.</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>• Understanding the difference between physical and mental health.</li> <li>• Understanding the link between our feelings and our mental health.</li> <li>• Recognising the causes that may affect our mental health.</li> <li>• Recognising the signs of a poor mental health.</li> <li>• Knowing the strategies, we can use to improve our mental health.</li> <li>• Understanding the importance of having self-confidence on our mental health.</li> <li>• Knowing how to ask for help and support.</li> </ul>
<p><b>Resources needed for project:</b></p>		<p>Mindfulness Challenge Cards          Self-Esteem/Self-Confidence Journal          iPad          Worksheets for reflection          Worksheet with scales (lesson 1)          Strips of paper for paper chains</p>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>		<p>AfL questioning throughout lessons.</p> <p>SEND children may need social stories to help understand, visuals, prompts etc.</p>