

National Statutory Requirements

(DFE Statutory Guidance on Health Education and Relationship Education)

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- 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
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- 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)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Series of Lessons

- Begin to understand mental health and how to keep well.
- Manage challenges and change.

Unit Outcome

In this unit of work, pupils learn:

- about mental health, what it means and how to take care of it
- how feelings and emotions are affected at changing, challenging or difficult times
- ways of managing these feelings
- how to seek support and advice when needed

PDL



Mental Wellbeing – Year 5

Progression of Skills (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

R&R and Herne Harmony Values

Article 13, Article 31

Enjoyment, Independence, Honesty

Vocabulary

Feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle, events, change, challenge, advice, support, personal network, affirmation

Resources

Flipcharts
Worksheets on system, Baseline Assessments, Resources on system.