

PSHE Year 4 (Summer 1) Positive Mental Health

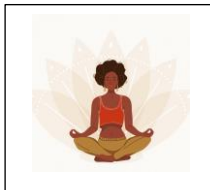
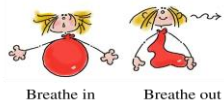
Prior Learning: In Year 3 children will have learnt about ways of expressing feelings and emotions and about the impact of different situations such as grief and change on our feelings.

Across KS1 and 2 We will learn how to identify and manage different feelings and emotions within the 'Positive Mental Health' theme of our PSHE Education. We will recognise that physical health and mental health are interlinked and that it is normal to experience a range of emotions at different times.

This learning will include an understanding of our own and others' emotions and the development of healthy coping strategies and protective factors. It will provide knowledge, understanding and strategies to keep ourselves healthy and safe, as well as equipping us to support others or giving us the confidence to seek support for ourselves or others. We will understand when to seek help, what help is available, and the likely outcome of seeking support.

1. TWAL: To explore strategies to respond to negative feelings

Explore some of the negative feelings we all feel sometimes and how they can make us feel-children map these on a thought shower. Introduce idea of class calming toolkit. Explore and practice different breathing techniques. (Bear, Balloon, Dragon, Star) Explore grounding techniques- 5 things I can see, 4 things I can touch, 3 things I can hear, 2 things I can smell, 1 thing I can taste. Reflections, sign posting help and assessment. (Children add strategies to thought shower)

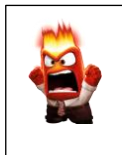


2. TWAL: To explore further anger management strategies

Explore the Science behind what is happening in our bodies when we are worried/ angry etc – fight or flight/ release of chemicals. Discuss anger management strategies we already know. Introduce new ones (paper strategies, screw up into a ball, rip into pieces, write down worries and scribble out) Role play scenarios in pairs outside and children practice other techniques e.g. walking away, breathing, counting to ten, clenching fists) Add ideas to calming toolkit. Write a response to a problem page letter from someone feeling angry or anxious giving advice/ some coping strategies.



- It's O.K to not be O.K sometimes
- Strategies I can use when I experience negative feelings.

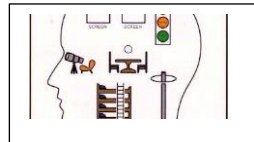


3 & 4 TWAL: To explore the Homunculi strategy

Explore how thoughts feelings and actions are all connected. We have a constant stream of automatic thoughts running through our heads. Many of these thoughts are about ourselves. Some of these thoughts will be negative and will make us feel unpleasant. Identifying our negative thoughts is the first step towards learning how to feel good. Introduce the homunculi approach. Fill out thoughts and feelings screens. Pair work – share ideas. Children design their own homunculi. They can use a range of medium to bring it to life- textiles, paint etc. Children share their homunculi. Reflections, sign posting help and assessment. Chn map out a range of intense feelings and the best strategy they could use in each case. Remind children where they can get help.



- I can have some control over my thoughts and feelings
- If I feel trapped by negative thoughts or feelings I can get help.



5. About the importance of good quality sleep and other factors that promote our positive mental wellbeing

Pupils record what they think they can do to look after their mental wellbeing. Explore other important actions with them: Healthy diet, physical exercise, good quality sleep. Sleep facts and sleep buster work. Finally, consider other ways to promote positive thinking/ make negative thoughts smaller. For example a gratitude diary. Chn record things they are grateful for.

Reflections, sign posting help and assessment.



- The routines and habits that promote good quality sleep
- Diet, exercise and sleep are all very important for our health and wellbeing.



Words we will know!

Wellbeing

Coping
strategy

Negative/
Positive

Homunculi

PSHE Year 4 (Summer 1) Positive Mental Health

For pupils in KS2, the PSHE Association suggests using the terms 'feelings' and 'emotions' interchangeably as their definition is similar, but for your own subject knowledge these words can be defined as:

Emotion: a strong feeling deriving from one's circumstances, mood, or relationships with others; an instinctive or intuitive feeling as distinguished from reasoning or knowledge*

Feeling: an emotional state or reaction, an idea or belief, especially a vague or irrational one, or the adjective **feeling:** showing emotion or sensitivity*

