

PSHE Year 5 (Summer 1) Positive Mental Health- PSHE Association lessons

Prior Learning: In Year 4 children will have learnt about strategies to respond to negative feelings, and the importance of good sleep, exercise and diet for positive mental health

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.

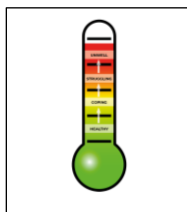
This learning will include an understanding of our own and others' emotions and the development of healthy coping strategies and protective factors. It will provide knowledge, understanding and strategies to keep ourselves healthy and safe, as well as equipping us to support others or giving us the confidence 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: About mental health; what it means and how we can take care of it

Draw/write or make a collage of words/images associated with mental health. Choose and explain the best definition to sum up mental health. Discuss how we know if someone feels good in their body and their mind. Work in groups to sort activities that support physical health, then mental health, Apply the thermometer to a scenario and suggest ways to support being mentally healthy. Consider one strategy they could use in their own lives to help support their mental health. Reflections, sign posting help and assessment.



- Understand the definition of mental health
- Recognise that we can take care of our mental health (as well as our physical health) and name everyday behaviours that can support this.

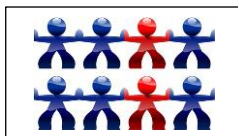


2. TWAL: About how feelings and emotions are affected and can be managed at changing, challenging or difficult times.

Complete sentences about what can affect mental health and how to manage this, Using a scenario consider life events that can impact on a person's mental wellbeing and how these can make them feel. Identify life events that can cause conflicting emotions. Plot how a situation and the associated feelings change over longer periods of time. Suggest ways people can support themselves or others at these times. Pupils think about their own personal support network and record who is part of their personal network



- How mental wellbeing can be affected by life events and circumstances
- Know that feelings and emotions can be conflicting and change over time.



3 TWAL: About the impact of loss and bereavement and strategies for dealing with grief

Respond to an email scenario. Pairs identify responses to grief. Card sort strategies that might help someone manage grief. Pupils review different sources of help and support. Reflections, sign posting help and assessment.



- Grieving takes time and can include many different feelings
- Different sources of support and information are available to help



4 & 5 TWAL: About further ways we can support our mental wellbeing and build resilience

Respond to scenarios/ problem page letters with suggestions on how the character can get support/ feel better. Review what we have learnt so far. Explore what we mean by resilience. What do we need to be resilient? Read 'After the Fall' by Dan Santat and discuss. Watch <https://www.youtube.com/watch?v=7VfSbMh9ggU> and discuss how Derek Redman was able to be resilient and keep going. What helped him?

Children research and present a fact file/ poster about a given person – the ways they have looked after their mental wellbeing and built resilience.

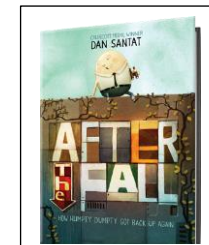
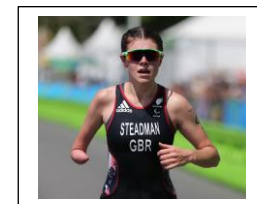
(Examples: Guy Martin, Dr Maggie Aderin Pocock, Will I Am, Lauren Steadman)

What can we learn from these examples? Where can we get help if we need it?

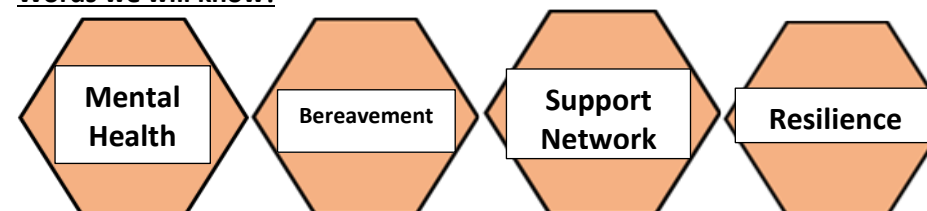
Reflections, sign posting help and assessment.



Positive thoughts, habits and relationships help build resilience.



Words we will know!



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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*