

PSHE Year 6 (Summer 1) Positive Mental Health

Prior Learning: In Year 5 children will have learnt about what mental health means, how emotions can be affected in challenging times, the impact of grief and ways to support mental health and build resilience.

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

Revisit what we mean by mental health – thought shower emotions we all experience. Discuss ways of keeping mentally healthy. Groups interpret 5 ways to wellbeing headings - Connect, Give, Be active, Take notice, Keep learning. Share their ideas.

<https://www.youtube.com/watch?v=gJ5V525SCK> Pupils plan a diary of how they are going to try these 5 ways over the next week.



- Mental health is as important as physical health and needs to be looked after



2. TWAL: To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. Explore the different spectrum of emotions- pupils rank them from mild to serious. What might the warning signs be that we are experiencing a mental health difficulty as opposed to normal emotions? Focus on anxiety. How do we know when we are experiencing anxiety as opposed to everyday worries? Explore Science behind anxiety-fight, flight, freeze. Scenarios. Where can we go for help?



- Anyone can experience mental ill health but most difficulties can be resolved with help and support.
- Our bodies and behaviour are affected by our emotions



3. TWAL: About how to reframe unhelpful thinking and manage setbacks

Explore how our mindset can affect our mental health. Share unhelpful thinking models (Paul Stallard- Negative glasses, blowing things up, all or nothing, snowballing, predicting the future, mind reader, fortune teller, emotional reasoning, dustbin labelling, setting yourself up to fail, blame me) Recognise scenarios when these thinking models may be happening. Introduce techniques- e.g. Distraction, Thinking puzzles, Positive self -talk, Thought stopping, Turn the Volume Down, Throw them away. Pupils choose an unhelpful thought and a strategy to combat it they will try over the next week. Reflections, sign posting help and assessment.



- Everyone has unhelpful thoughts sometimes but there are strategies we can use to reframe them.

4. TWAL: Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

Explore how different situations/ events and times in our lives can affect our emotions (for example hormones, stressful situations such as loss/ moving house) Focus on the negative impact too much screen time/ social media can have on our mental health. Pairs Diamond 9 rank situations that might affect them the most. Explore strategies for managing/ coping with feelings. Reflections, sign posting help and assessment. Pupils try a mindfulness activity. Reflections, sign posting support.

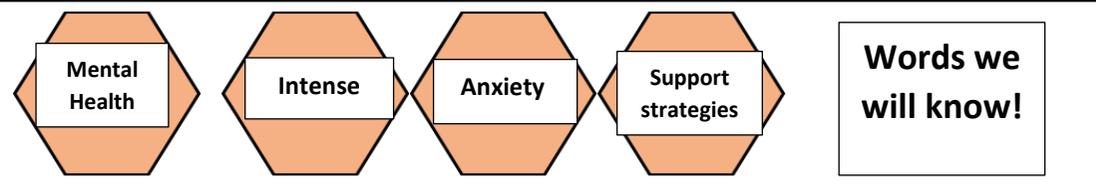
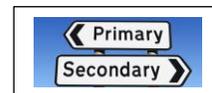


5. TWAL: Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Pupils imagine they work for a problem page & respond to a concern. Pairs jot down feelings a person might have when moving to KS3; discuss conflicting feelings. Scenario inspires pupils to consider their possible hopes and fears. Groups work out the best ways the character can manage their fears and share ideas. Groups evaluate the most reliable sources of support to find information and advice regarding moving to KS 3. Pupils consider advice to give themselves, to be ready for secondary school. *Message to self* and an anonymous question.



- Ways to positively manage the move to secondary school



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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*