

Health and Relationships Framework: Health and Wellbeing

When planning, always consider not only where you will ‘explicitly’ address mental health and emotional wellbeing but also where you will ‘build in’ the implicit learning crucial to pupils’ understanding and skills development. When deciding where to teach specifically about mental health, ensure that it builds on appropriate earlier learning to form part of a developmental, spiral curriculum, rather than a patchwork quilt of unrelated ‘topics’.

Mental Wellbeing	
<p>Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>In Key Stage 1 and 2, pupils should:</p> <ul style="list-style-type: none"> • Learn that mental wellbeing is a normal part of daily life in the same way as physical health • Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experiences in relation to different experiences and situations • Learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other’s feelings • Learn how to judge what they are feeling and how to manage what they are feeling • Learn about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Learn that 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 • The bullying (including cyber-bullying) 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 and 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

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To explore feelings that they might have in different situations and scenarios, e.g. sad, worried, scared</p> <p>Name and talk about a wide range of feelings. Chn understand that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are.</p>	<p>To recognise and name some of the everyday feelings that they might have</p> <p>To understand that we all have different feelings — some we might feel every day, and others just sometimes and that our feelings can come and go, and can change over time.</p> <p>Example Activities: Chn to make a list of everyday feelings that they might have (keep for reference – can be used in lessons that follow)</p> <p>Chn to practise putting different feelings on their faces when suggested by the teacher:</p> <ul style="list-style-type: none"> • Can you show a happy face? • What does an angry face look like? • How do we look when we are excited? <p>Chn to make a mask by covering their faces with their hands and then to think of something that makes them happy, giving examples such as a beautiful, sunny day. One the count of three uncover their ‘happy’ face. Repeat with other feelings</p>	<p>To explain how feelings can make their bodies feel inside</p> <p>Example Activities: Using a fictitious character or alien visiting Earth for the first time as the audience, and feeling vocabulary cards, chn should discuss and describe how the word on their card might feel in the character’s body, eg:</p> <ul style="list-style-type: none"> • Where in his body might ‘Mak’ experience this feeling? • What might happen to his face when he feels it? • What might happen to his body when he feels it? <p>Working in groups, chn to record some sentences to describe how the fictitious character or alien might experience the feeling, e.g.</p> <ul style="list-style-type: none"> • Worried: Mak might clench his fist. • Mak’s legs start feeling shaky. • Mak’s tummy hurts. • Mak bites his nails. • Mak’s teeth start to chatter. <p><i>Note that we all are all different we might have the same feeling but our bodies might react in different ways.</i></p>	<p>To learn more about the different feelings and emotions people experience and how these can change over time</p> <p>Example Activities: Chn, in small groups, discuss <i>what a feeling is</i> and <i>what feelings do</i>. Then display the following definition and discuss with the class: <i>‘A feeling is our emotional state, or our reaction to something. Feelings are important because they help us to manage different situations and look after ourselves. Feelings and emotions are about our minds but we might also experience them in our bodies.’</i> NB: Use the terms ‘feelings’ and ‘emotions’ interchangeably as their definition is similar: 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</p> <p>Chn to imagine a person of about their age (or a bit older), who goes to a school like theirs, somewhere near here. They should draw and/or write about:</p> <ul style="list-style-type: none"> - the feelings they have most days - what helps them to feel good every day. 	<p>To recognise that feelings/emotions are part of a person’s health and wellbeing and explain why these usually change throughout the day</p> <p>Example Activities: Chn to demonstrate their knowledge of the different feelings that can be experienced, the different things can influence and affect our feelings and that feelings change often, by working in pairs to plot a character’s possible changing feelings at different times of the day on an emotion/feelings graph (could be based on a character in a book or a made up person’s day at school) Chn to discuss how much the character’s feelings changed throughout the day. Compare the different feelings they thought the character might experience at different times with other groups.</p> <p>Share a timeline of events for a character’s day. Chn to write a story to describe the feelings they experience and explain why they feel like that at different times of the day.</p>	<p>To begin to understand and explain what is meant by the term ‘mental health’ and how feelings and emotions contribute to this</p> <p>Example Activities: Chn to write down all the words, feelings and emotions they think are associated with mental health. Alternatively, chn can draw or make a collage. Note any responses, personal attitudes/stereotypes and any misconceptions that need addressing through the lesson.</p> <p>Stick definitions around the room:</p> <ul style="list-style-type: none"> • Mental health means being happy all the time • Mental health is about feelings and emotions; knowing how to take care of ourselves so that we can cope with things that happen to us. • Mental health means there is something wrong with a person and they might behave in a strange way. • Mental health means that you often feel worried, anxious or depressed. • Mental health is a bit like a continuum — people can move along it and feel better or worse at different times, just like with physical health <p>Chn to stand next to the one they think best sums up what we mean when we talk about mental health - explain and justify their ideas.</p> <p>Chn to come up with a shared definition of mental health. Chn may find it helpful to be given the following definitions as a starting point for their discussion. <i>The World Health Organisation describes mental health as being: ‘A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.’</i> <i>NHS England describes it as: ‘How we think, feel and behave.’</i></p>	<p>To distinguish between physical and mental health</p> <p>Example Activities: Ask the chn to respond to: How are physical and mental health connected? In words, drawing or verbally. Discuss how in the same way as everyone has physical health (which is about their body), everyone also has mental health – both children and adults – which is about their mind, their emotions and feelings. It can include how we feel about ourselves, our relationships and how we deal with challenges and difficulties. Explain that physical and mental health are connected. Being fit and well physically helps us to be fit and well mentally and vice versa.</p>

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
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<p>To recognise a range of common emotions, e.g. excited, anxious, worried, happy, angry</p> <p>Chn look at photographs and pictures of emotions and talk about these</p> <p>Using circle time, allow chn can explore feelings, e.g. help chn to recall when they were happy, when they were excited, or when they felt lonely</p>	<p>To distinguish between good and not so good feelings and recognise that people feel differently about things and situations</p> <p>Example Activities: Refer back to the everyday feelings list made in previous lesson. Chn to decide if each of the feelings listed is a good or not so good feeling and draw or display a 'happy' face or a 'sad' face next to each of the feelings. Chn to draw a question mark by any feelings that they are unsure how to classify. (keep for reference)</p> <p>Display feelings words (scared, relaxed, nervous, lonely, excited, angry) individually, in different areas around the room, and ask chn to put themselves in the role of a fictitious character or an alien visiting Earth for the first time. Read out a scenario. Chn decide which of the displayed words best represents how they think the character/alien might feel, and stand next to that word. Repeat for remaining scenarios: eating sweets being in the dark being told off cuddling his teddy going to a birthday party having a birthday party getting wet in the rain being away from his family seeing spiders</p> <p>Chn to think of as many feelings as they can, and write or draw the feeling under the heading they feel it fits best, e.g. Next, they should write or draw something that gives the good or not so good feeling.</p>	<p>To explain what can change their feelings (from good to not so good and from not so good to good)</p> <p>Example Activities: Chn to personally reflect on how they feel about certain everyday situations and scenarios:</p> <ul style="list-style-type: none"> the dark visiting family starting a new club going to a party answering questions in class standing up in assembly playtime talking to someone I don't know <p>Chn should identify if the situation gives them a good or not so good feeling using a smiley or frown face. Chn to share their responses with one other person of their choice and compare their feelings about different things. Discuss as a class and ask questions to elicit the understanding that not everyone will feel the same, e.g. does everyone like sweets/ the sun/ pop music? Is everybody scared of the dark/spiders?</p> <p>Chn to identify and explain how feelings come and go; even happy and good feelings can sometimes change to not so happy and not so good feelings, e.g. eating sweets – at first you may feel happy but later, you feel unhappy because you may feel unwell. Chn to make suggestions for what can be done to feel better, e.g. have a glass of water and next time save some sweets for another day.</p>	<p>To recognise how and to give examples of everyday things that can affect feelings changing them from good to not so good feelings</p> <p>Example Activities: Use cards to depict different moments throughout the school day (e.g. non-uniform day at school, it's pizza for lunch, there is an argument in the group, forgotten PE kit, someone says something nasty to someone else, someone is not included, extra playtime, etc). Chn to take it turns to draw a card from the envelope then decide as a group whether it would give a good, not so good or neutral feeling, and place the card in groups on their table. Remind the chn that people might feel differently about different things.</p> <p>After a short time, stop the group work and ask them to assess whether, according to the moments cards, it was a good day or not-so-good day, so far. Discuss the types of things that made the day better or worse; things we can control and things we can't. Allow the chn to continue the activity until they have used all the cards.</p>	<p>To deepen their understanding of good and not so good feelings and their ability to change from good into not so good and vice versa throughout the day.</p> <p>Example Activities:</p>	<p>To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</p> <p>Example Activities: Explain that our mental health can be thought of as being on a scale that can move up or down, a bit like a thermometer. Display an image of a thermometer labelled with (from bottom to top): healthy, coping, struggling, unwell. Explain that mental health can move anywhere up or down the thermometer, between being healthy or unwell. We can all move along the scale at any time, but there are things that we can do to support us to stay in the health and coping areas. Sometimes, we may go in to the struggling or unwell areas. To support us with our mental health, we can put things in place to help us feel better and move out of the struggling or unwell areas.</p> <p>Display the following sentence starters: A time when someone's mental health might be affected is... The person might feel... Something the person can do to help themselves is... Something someone else can do is... Chn complete the sentences individually, writing down their responses:</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>Example Activities Explain that talking about mental health may make them think about themselves or people that they know who are experiencing a difficult time with their feelings or emotions. Remind chn of the people in school that they can talk to if they are concerned. Read the following scenario to the class: <i>A few weeks ago Sasha's mum explained there were going to be some changes coming...</i> <i>Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.</i> Chn to discuss how this situation might affect Sasha's mental health and wellbeing (feelings and emotions). Chn work in groups to think of other times in people's lives that might affect their feelings and emotions, such as: parent starting a new job, death of a pet/close relative, new baby brother/sister, tests or exams, argument with a friend, a marriage or divorce. Chn consider how these times might affect their feelings and emotions, and record their ideas using a life events grid with columns headed: Life events and circumstances, How it might affect someone and their feelings, What could help Reflect that sometimes life events can prompt mixed-up or conflicting feelings; people can feel lots of different emotions all at once. Chn share examples from Sasha's scenario. Discuss how different feelings grow, change, pass or get stronger with time. In pairs, chn consider how the situation and Sasha's feelings might change over time and record their ideas in a table with rows headed: Sasha's situation and Sasha's feelings Columns headed: At the time, a few weeks later, a few months later, a year later and a few years later.</p>

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
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<p>To be able indicate how they and/or others are feeling</p> <p>Chn use ‘classroom activities/initiatives’ to let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.</p> <p>Share stories about characters that follow or break rules, and the effects of their behaviour on others. Chn to recognise the character’s feelings and emotions and the ways in which these feelings are shown to others</p>	<p>To recognise how others show feelings and how to respond</p> <p>Example Activities: Chn to explain to a fictitious character or alien character, what signs to look out for if someone was scared, or any of the other feelings. What might they say, do, behave like?</p> <p>Chn to match cards printed with faces showing feelings with cards printed with corresponding feelings words.</p> <p>To begin to show an awareness of how emotions are shown to others, and how ‘big feelings’ can cause a change in behaviour</p> <p>Example Activities: Using a fictitious character, explain that they having a ‘big’ feeling. He/she knows it’s a big feeling because their body is tense and shaking, and their fists are tight. What might this big feeling be? Chn to give the character some advice on what they could do to help with this big feeling by writing in a speech bubble what they might say to someone to tell them how they are feeling. Chn to also write or draw two things that the character do that might help them with this big feeling.</p> <p>Refer back to the everyday feelings list from previous lessons. Chn to decide which feelings on the list are ‘big’ feelings. Can they think of any other big feelings? Explain that sometimes these big feelings don’t start off as big feelings, they can start as little feelings but if they don’t go away they can grow and grow until they become big feelings. Sometimes these feelings can get bigger and bigger until they can change how we behave or how we get on with other people or how we see the world, a bit like blowing up a balloon until it gets bigger and bigger and finally pops. Chn match feelings pictures to a simple scale of ‘little’ and ‘big’ feelings. Provide pictures from magazines or newspapers which show feelings.</p>	<p>To begin to explore how feelings can get stronger and understand how these ‘big’ feelings feel or look like in the body</p> <p>Example Activities: Read aloud the following scenario: <i>Mak finds out that his best friend from his home planet is coming to earth to visit him. Mak starts talking really loud and fast and shouts and whoops; he is jumping up and down and spinning round and round. He starts to jump and bounce on the sofa, even though the grown-ups tell him not too. Oops – he makes a tear in the cushion. Mak realises that he is having a big feeling that is affecting his behaviour.</i></p> <p>Chn to identify:</p> <ul style="list-style-type: none"> the big feeling that Mak is having (he is excited) how the big feeling is changing Mak’s behaviour? (he is talking fast and loud/jumping around/shouting out, jumping on the sofa) which parts of Mak’s behaviour are not so good? (jumping on the sofa, tearing the cushion and ignoring the grown-ups) ways that he could make the situation better (talking to an adult about feelings should be included - provide this if chn do not volunteer as a response) what they can do to help Mak or what advice they would give him? (stress that feeling excited is a good feeling but that any big feeling can affect our behaviour in not so good ways and it’s this that Mak needs help to manage) <p>Chn discuss whether Mak’s big feelings might change? Explain that like all feelings, our big feelings can change and can get smaller, just like a balloon that goes down</p> <p>Chn to suggest ways that someone could help themselves feel better.</p>	<p>To describe many different feelings and explain how these may be experienced in the body</p> <p>Example Activities: Display images around the classroom: an erupting volcano, waves violently crashing against the rocks, a shivering cat appearing lost outside in the snow, the wind blowing the leaves off the tree Chn suggest which feelings words are suggested by each image, share ideas and discuss.</p> <p>Chn to choose a feeling: happy, sad, angry, excited, etc and using a body outline of a person, as a basic template on which to draw and write, as they respond to the following questions: If you could explain where in the body someone would experience that feeling, where would it be? If the feeling had a colour, what colour would it be? If it had a shape what shape would it be? If it had a texture, what texture would it be? If the feeling were an image or a picture, what would this be? If the feeling had a sound, what sound would this be? Provide the class with examples of how feelings are often described as similes or metaphors and discuss their meaning, for example: Colours: ‘she saw red’, ‘feeling blue’, ‘in a black mood’, ‘tickled pink’ or ‘green with envy’ Temperature: ‘fiery temper’, ‘boiling over with rage’ or ‘cool as a cucumber’ Images: ‘over the moon’, ‘shaking like a leaf’ or ‘walking on sunshine’ Chn to take a feeling (one with more intensity than happy, sad, etc) and use words, colours and pictures to represent it in the form of a graffiti wall.</p>	<p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Example Activities: Chn work in groups to match word cards to the root words (happy, sad, scared, angry, worried, pleased). Chn may need dictionaries. happy – cheery, joyful, estatic sad – upset, forlorn, heart-broken scared – anxious, frightened, petrified angry – irritated, cross, furious worried – concerned, troubled, distressed pleased – satisfied, delighted, overjoyed</p> <p>Chn work in groups to brainstorm as many other words as they can associated with a given root word (e.g. happy, sad, scared, angry, worried, pleased), then choose three words to rank on a scale of intensity. They can also think of different root words. Provide thesauruses to help.</p> <p>Chn rank the synonyms of the root words on a scale of intensity to show how feelings can build up or suddenly burst. Chn to clearly identify the words that best describe the strongest or most intense feelings. Ensure chn can explain and describe why feelings change all the time, but sometimes things happen that make our feelings build up and up until they become very strong or intense. Sometimes we get a very strong or intense feeling from just one thing or moment in time. Eventually, for the most part, very strong feelings tend to fade. You may want to add that if someone feels like this a lot of the time or if they know someone who does, it is best they talk to someone (trusted adult) about what is happening. It is important to be able to describe our feelings as it helps us and others know how to manage them.</p>	<p>To recognise how finding ways to express feelings is important for our health and wellbeing.</p> <p>Example Activities: Discuss with the class, why finding ways to express feelings is important for our health and wellbeing. For example: <i>if we allow a feeling (like anger) to build up without expressing it, it can build up so much that it explodes and this may come out in unhealthy or not-very-nice ways, like if someone shouts at someone else for no reason.</i> Read the following scenario to the class: <i>Jamie feels worried a lot of the time. Everything seems to worry Jamie. It feels like all the worries in the world are building up into a big pile, sometimes it feels like a wall of worries. Jamie tries not to think about what is happening or the feelings.</i> Chn discuss in pairs or small groups: What would help Jamie express the feelings? What might be stopping Jamie from doing this? What might be the consequences of Jamie not expressing the feelings? What would most help Jamie in this situation?</p> <p>Take feedback. Reiterate the importance of talking to someone about difficult feelings, especially if they have not so good feelings like worry, sadness or loneliness. Recap different ways to express feelings (including writing, art-work) but include the importance of talking to others.</p>	<p>To identify the positive actions that support mental wellbeing during difficult times, including identifying their personal support network.</p> <p>Example Activities: Explain how it is likely, in everybody’s life, when feelings and emotions can result in changes to mental health and maybe even cause a person to ‘struggle’ or become ‘unwell’, so learning how to manage them is important. Discuss examples where change, challenge, excitement or difficulty can arise including everyday scenarios.</p> <p>Using Sasha’s story, chn discuss her situation and suggest what will her manage the current situation, e.g: keeping a diary of feelings, talking to Mum, talking to a teacher, joining a school-club to make some new friends, going for a walk in the new area, thinking positively about the future and remembering that this feeling will pass.</p> <p>Recap that mental health can be affected at different times in life and times of change, challenge or difficult events. Sometimes nothing in particular happens to cause a mental health concern; feelings can seem to develop without a specific cause. If people are worried, they can get help and advice and knowing they have a support network of people they can trust and turn to when needed. Explain that Sasha has been thinking of who is in her support network. It includes: Mum, step-dad Billy, Uncle Joe, Granny Mack, best friends — Mylo and Robyn, teacher — Miss Williams, plus the children’s websites/helplines such as Childline www.childline.org.uk 0800 1111 Chn to write their own name about a third of the way down on a piece of paper and underline it with a long line, so their name is in the middle and the line goes across the page. Chn to think about their own support network and to add initials, a symbol or picture to represent each person or group of people they are thinking about under the line their name is sitting on. This is so that they do not publicly identify individuals and are not ‘put on the spot’ in naming others, for example if one family member or friend is a greater support than another. They should put the people who they feel are the greatest source of support closest to the line and the more indirect/distant people further down the page.</p> <p>Chn to respond to the requests for advice (see below for examples) to help the characters manage the challenging time they are experiencing using the format: Dear Cross (feeling) Every day... In the moment or when the feelings get stronger... Someone to talk to... From,</p> <p><i>Growing up is hard! I feel angry all the time! My friends annoy me, my mum annoys me, I get so frustrated when my phone doesn’t work or if I lose a game. If I don’t get a good enough score I feel furious! Even little things drive me absolutely up the wall! When I am really cross, I can feel my</i></p>

						<p><i>body tense, my fists clench, my jaw grip and my hair standing on end. I feel like I could scream, even if I am in a place where I shouldn't. Grrr! I'm even feeling angry now!</i> Cross, age 11</p> <p><i>Worried about tests!</i> Every week we do tests in our class... maths tests are the ones I find the hardest; I really worry about them. I look round the class in the test and everyone else seems to be getting on with it but I'm staring at question and feeling nothing but blank. Then my palms go sweaty and I feel a bit panicky. The night before a test, I can't sleep, I feel all wound up inside and scared about the next day. It seems to be getting worse the older I get. Worried, age 10</p>
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EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To begin to recognise ways to feel better</p> <p>Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' before asking chn for their ideas on what might make people feel better when they are sad or cross, etc.</p> <p>Chn can share how their own actions may affect other people, e.g. they know to comfort another child when they realise they have upset them.</p>	<p>To suggest things that can help them and others to feel better.</p> <p>Example Activities: Discuss some of the things that we can do to help us or others to feel better when we're/they're feeling not so good., e.g talk to someone/listen to someone, play with a toy/share a toy with them, play a game/share a game or talk to an adult/help them to find an adult to talk to.</p> <p>Using a fictitious character or Mak the alien from previous lessons, display a large postcard, addressed to Mak and write down some of the ideas the chn have for what Mak could do to help himself feel better when feeling not so good. Are there any strategies for Mak that they could also use to help themselves to feel good? Discuss where at home and at school they can go to for support with their feelings.</p> <p>Chn to interview a grown-up at school. They should choose three activities e.g. seeing spiders, hearing their favourite song, going to the funfair, not being able to use their computer, the sun shining, getting wet in the rain, and ask if it makes them feel good, or not so good, and what healthy things might they do to makes themselves feel better</p> <ul style="list-style-type: none"> 	<p>To identify what can help them feel better when they have a big feeling (including talking to trusted adults)</p> <p>Example Activities: Share made up text messages from some chn who want to ask the class their advice. Chn to share the advice they would give, drawing out that it's often a good idea to ask an adult or someone they trust, for help. Text messages: 'I'm feeling so angry today, I wonder what can help me feel better. Any ideas?' Gaby (7) 'What do you do when you feel excited?' Ty (6) 'I need some quiet time because I feel exhausted, who should I tell?' Milo (8) 'I'm really scared – I feel sick in my body, what will help?' Lucinda (5)</p> <p>Chn to role-play asking for help. They should begin by freeze framing a big feeling (which they should show on their face and bodies). Other chn to demonstrate asking for help.</p> <p>Chn to make a list of 'dos and don'ts' to identify some of the things that someone can do to help them when they have a big feeling, and some of the things that they shouldn't do, e.g. :</p> <ul style="list-style-type: none"> Do talk about it Do something to help you calm down Do remember that feelings can change Don't hurt yourself Don't hurt others Don't hurt things or property <p><i>NB: Ensure that chn are aware that talking to an adult won't always solve a problem – but it might start to help them feel better. This is because adults have experience and can come up with ideas that might help them to feel better.</i></p>	<p>To give examples of everyday things that can affect feelings To explain how feelings and emotions change and what helps people to feel good or better</p> <p>Example activities: Discuss with the class that there are some ways we can help to make our days feel better, or to help recover if something happens that doesn't make us feel good and that this is all part of looking after our feelings and emotions (our mental health). In pairs, pupils read Sammi's blog post (made up character/person):</p> <p><i>Different things happen every day that make us feel good and not so good. For example, I missed the bus this morning and was late, I felt worried about it so that was a not so good feeling. But then I got a star for my art-work and I felt proud, so that was a good feeling. There are ups and downs all the time. But there are some things we can do to help us have more of the good feels - simple ideas of things you can do every day...</i></p> <ul style="list-style-type: none"> Go outside! Get some fresh air Run around or play – do something active that gets your body moving Have you got a hobby that you enjoy? Learn something new! Hang out with your family or friends Doing something nice for someone else Helping others – it feels good for you too! Read books you like Listen to your favourite music – sing and dance! Have a good night's sleep Relax... <p>If things happen that make us feel not so good... don't worry! There are things you can do to feel better. Here are some ideas...</p> <ul style="list-style-type: none"> Talk to someone about it Take your mind off it – do something else Take some deep breaths Count to 10! Know that this moment will pass Choose something from the list above If it feels very bad or not right... tell a trusted adult – they can help you! <p>Chn to discuss their opinions on the blog. Do they like the ideas? Have they got any others to suggest? Chn to write their own blog using Sammy's as a stimulus</p>	<p>To describe what can help people to feel good/better</p> <p>Example Activities: Chn to write a reminder message to a character/friend suggesting ideas to manage feelings positively every day.</p>	<p>To identify everyday behaviours that can help to support mental (and physical) health</p> <p>Example Activities: Discuss with the class how mental health can be thought of as being on a scale that can move up or down, a bit like a thermometer. Mental health can move anywhere up or down the thermometer, between being healthy or unwell. We can all move along the scale at any time, but there are things that we can do to support us to stay in the health and coping areas. Sometimes, we may go in to the struggling or unwell areas. To support us with our mental health, we can put things in place to help us feel better and move out of the struggling or unwell areas. Chn apply the thermometer to given scenarios and suggest ways to support being mentally healthy</p>	<p>To recognise the ways in which we can take care of our mental health as well as our physical health To recognise how we know if someone feels good in their body and their mind</p> <p>Example Activities: Display a drawing of a person/stick-person on a piece of flipchart paper or the board. Discuss with the class how we know if someone feels good in their body (physical health) and their mind (mental health). Write the chn's ideas around the body outline, e.g they seem quite happy most of the time; can talk about how they feel; take exercise; get out and about; skin and hair look fresh and glossy, look clean and tidy. Then discuss clues that might mean someone does not feel good in their body. How do we know? What about if someone does not feel good in their mind? Are there similar clues? Are we always able to tell how someone feels (physically or mentally)? Chn might say things like: they feel ill, are tired all the time, look sad, don't have any get-up-and-go, skin looks pale or grey, need to take medicine Explain that how a person looks or behaves can suggest how they are feeling (in their body or mind), but we cannot always tell – sometimes illness or ill-health is not obvious to others.</p>

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use class story time to read books about feelings, such as: <i>Angry Arthur</i> by Hiawyn Oran, <i>The Great Big Book of Feelings</i> by Mary Hoffman or <i>The Huge Bag of Worries</i> by Virginia Ironside</p> <p>Signpost chn to who they can talk to about their feelings.</p>	<p>To identify who can help them with feelings, and how they can help others</p> <p>Example Activities: Chn to be given a scenario then discuss which feelings they think the characters are experiencing e.g:</p> <ul style="list-style-type: none"> Amir has heard that his best friend might be moving to a new school. His tummy aches, he keeps crying and he wants to be left alone. How is he feeling? Mia's dad works in another country. Tonight she will get to video call her dad for the first time in ages. Her tummy is tingling, she can't keep still and jumps around a lot and her voice is very loud. How is she feeling? Ty accidentally call his teacher 'mummy' and some children laugh at him. His face goes red, his body gets hot and he wants to run away. What is he feeling? Maddy's family aren't going on holiday again this year. She heard her friend talking about the holiday that he is going on where there is an ice-cream fountain in the hotel and it's all you can eat. Her tummy is in knots, she says nasty things to her friend and she pretends that she doesn't like her friend anymore. How is she feeling? <p>Chn to identify which of the characters might need help with their feelings (e.g. <i>Amir, Ty or Maddy</i>) and be able to explain why.</p> <p>Chn to discuss the effectiveness of the following 'help' suggestions in helping the characters. They could put them in order usefulness.</p> <ul style="list-style-type: none"> do nothing tell someone who cares about them. write down what is worrying them. tell a friend at school. tell a teacher or adult at school. 	<p>To identify the ways of coping with feelings in different situations To explain why it is important to talk about feelings and describe how this can feel</p> <p>Example Activities: Chn to draw lines to match feelings (surprise, anger, sadness, excitement, fear, disappointment) to behaviours: jump up and down, shout at someone, scream shake head, cry hug someone, kick something, hit something, hide, be quiet, back away, smile, punch, stamp feet Chn should also add their own ideas. Some pupils may benefit from additional adult support for this activity</p> <p>Discuss that it can be difficult at times to control or manage feelings - this can depend on the feeling and the situation a person finds themselves in (as well as individual personalities). Share some scenarios:</p> <ul style="list-style-type: none"> Poppy's little brother keeps taking all the toys so there is nothing left to play with. Suddenly, she grabs Poppy's favourite toy. Then... she breaks it. Poppy has had enough! Lucy is in the school play. She already felt nervous about going on stage in front of everybody but to make things worse, it is her turn to speak and she has forgotten what to say. Everyone is looking at her, she feels her face go red and her legs turn to jelly. Jules is playing football for the school team. It's really exciting because the team are playing really well. It looks like they might win. In the final minutes of the game, Jules shoots to score the winning goal but it doesn't go in and their team loses. Eli's pet rabbit had been sick for a few weeks. Eli was very worried about it and had a feeling that something bad was going to happen. At the weekend the rabbit died. Today, Eli can't stop thinking about his rabbit and why bad things happen. Alma is surprised her name is not included on the online group party invite list. She is about to message everyone to let them know when she notices one of the group has said something nasty about her. Then, some others make nasty comments too. The others don't seem to realise she is part of the group. Alma realises they don't want her to go to the party. <p>Chn work in groups to look at the different scenarios each (choose the ones you feel are most appropriate for your chn's needs) . They should read the scenario, then consider, discuss and record their thinking about: How the character is feeling — What vocabulary would they use to describe the feeling/feelings? How the character might react — What physical reaction they might have or what physical action they might take. Would that be appropriate in the situation? Why or why not? What would help the character in the moment — at the time of this situation? What could or should they do? What would help the character after this situation? — What could or should they do?</p>	<p>To recognise that help, advice and support about feelings comes from different sources</p> <p>Example Activities: Discuss with the class how many of them would suggest to others that they should talk to someone about how they were feeling. Why do you think this would help the person? Display the following words and phrases: <i>nervous, embarrassed, relieved, weight-off-your-shoulders, good, unsure, ashamed, ok, relaxing.</i> Discuss these questions with the chn: Is it likely people might feel these things when talking about their feelings and emotions? Do they feel other things? Are any feelings more likely than others? Would anyone they have been talking about feel these things? Should people still talk about their emotions, even if they feel embarrassed or nervous, for example? Why?</p> <p>Read aloud each of the scenarios allowing time in between each for chn to go and stand next to the label showing the person they feel would be the best to help the character in the situation (teacher, parent, friends, someone else, website, text/phoneline, no-one). Choose individual pupils to feedback, explaining their thinking and justifying their reasoning.</p> <p>Poppy's little brother keeps sneakily hitting her when her mam isn't watching. Then... he smacks her hard in the face. Poppy has had enough! Lucy has one of the main parts in the school play. She already felt nervous about going on stage in front of everybody but to make things worse, it is her turn to speak and she has forgotten what to say. Everyone is looking at her, she feels her face go red and her legs turn to jelly. Alma is receiving mean messages from the girls in a group chat. She is about to message everyone to let them know when she comes across another mean message sent by one of the group members – her best friend. . Then, some others make nasty comments too. Alma is very upset.</p> <p>Flag up chn's websites and helplines such as Childline (www.childline.org.uk 0800 1111) and discuss when these might be needed. If chn are not already aware of it, show them the website and how to access it. Reiterate the importance of expressing and talking about feelings especially those that feel very strong or go on for a long time. Explain that it is totally usual for people to need help with their feelings sometimes.</p> <p><i>NB: Ensure that chn are aware that talking to an adult won't always solve a problem – but it might start to help them feel better. This is because adults have experience and can come up with ideas that might help them to feel better.</i></p>	<p>To suggest ways to support being mentally healthy</p> <p>Example Activities: Read chn the following scenario: <i>Jay enjoys drawing cartoons and skateboarding. Jay is quiet and thoughtful, has good friends and likes school. Mostly Jay feels generally happy, although like everyone, Jay has ups and downs. Jay has recently started feeling sad. Most days the sadness seems to come and go, but some days it feels as though a dark cloud is gathering above and following Jay around all day. Skateboarding takes Jay's mind off it and when the feelings start to get stronger Jay draws a cartoon that shows the feelings and the cloud. Jay feels very sad most of the time. Every day when Jay wakes up, Jay feels the day ahead is just too much. Everything feels grey and dark. Jay is finding it hard to concentrate at school and some days doesn't want to go to school at all. Nothing seems enjoyable anymore, not even skateboarding! Jay's friends are worried.</i></p> <p>Chn should plot Jay's mental health on the thermometer, then suggest ways to strengthen Jay's ability to cope, so that Jay can manage his wellbeing to avoid moving in to the struggling zone, and reduce his chances of being in the unwell area.</p>	<p>To consider the strategies that they and others could use in their own lives to help support their mental health</p> <p>Example Activities: In small groups, chn organise the activities (below) under headings: things we should do 'everyday'; 'sometimes'; 'if there is a problem'; 'rarely or not at all'. Chn to do this for physical health (looking after bodies) firstly, then they should to repeat considering mental health (looking after minds – feelings and emotions). Chn should place the cards according to what they consider to be a 'best fit'.</p> <ul style="list-style-type: none"> Taking medicine Spending time with friends Eating a balanced diet that includes plenty of fruit and vegetables Washing and keeping your body clean Drinking water regularly Swimming, dancing or indoor sports Helping an elderly neighbour with their shopping Having fun with your family Stroking a pet Taking rest, relaxing, quiet time Going outside, fresh air Talking about problems to a doctor, nurse or teacher Playing board games Playing active games outdoors Joining a sports club Drawing, painting or making something Listening to music Playing on the computer Thinking of happy times Offering to do a chore a home Taking the dog for a walk Watching tv or favourite films Going to bed at a sensible time to get enough sleep at night Allowing enough time to do homework in Expressing feelings Drinking energy drinks Eating lots of sweets Helping someone you notice needs help Having an internet/ phone free day Reading a good story <p>Compare responses. Emphasise that taking care of our mental health is just as important as taking care of our physical health and that the two are closely linked; many of the activities that help people's physical health also support their mental health. NB: Discuss how some people – in order to maintain good health (physical or mental) may have to do things every day, that other people may only do sometimes e.g. taking medication.</p> <p>Chn work in groups to compile a top tips checklist to help people take care of their mental health. They could choose a specific audience, such as other primary pupils, parents, grandparents or teachers. Shared via the school website, in a school assembly and display in entrance showing the value placed on taking care of mental wellbeing within the school community.</p>

