

Year 6 Term 1

## How can we look after our mental health and wellbeing?

PSHE



### Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Where and how to seek support (including recognising the triggers for seeking support), including who 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).

That it is common to experience mental health problems, and early support can help.

The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

### Essential Prior Learning:

Know what makes you, you and name some of your personal qualities that contribute to your identity.

Name a range of physical activities.

Name some trusted adults.

Know how much screen time is suggested for people of different ages.

### Progression in Skill:

Explain how positive friendships and involvement in community groups and clubs can support your well-being. Recognise the link between mental and physical health. Know some of the early signs of mental ill-health and what can be done about this, including who to speak to inside and outside of school.

Recognise that mental health problems can build up if they are not recognised and managed or if help is not sought early on.

Recognise that mental health difficulties can usually be resolved or managed with the right strategies and support.

Understand that anyone can experience mental ill-health and know to discuss concerns with a trusted adult.

Make choices to support a healthy, balanced lifestyle, including balancing time online with other activities.

Understand the difference between a fixed mindset and a growth mindset.

Make connections between the choices we make and their impact on our health.

Talk about how the media, including online experiences, can affect our well-being, thoughts, feelings and actions.

Develop strategies to manage the influence of friends and family on health choices.

### Long-term Memory Knowledge:

Understand that physical and mental health are linked and that one can impact the other.

Name some of the things people can do to maintain or improve their mental health and wellbeing.

Name some of the early signs of mental ill-health and what to look for.

Name some people or services that offer support with mental health.

Understand there is a link between the choices we make and how we feel.

Understand that other people can have an impact on our mental health and wellbeing, both positively and negatively, and give examples.

Suggest some strategies to manage peer pressure.

### Key Vocabulary

|                       |                                                                                                                                              |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>fixed mindset</b>  | a belief that talents, intelligence, etc. are set and cannot be altered: if you aren't good at something now, you never will be              |
| <b>growth mindset</b> | a belief that everyone can improve at anything with time, practise and effort: just because you can't do it now, doesn't mean you never will |
| <b>self-esteem</b>    | how you think and feel about yourself: can be negative or positive and can change in different situations                                    |

### Progression in Resources:

- Scenario cards
- [www.kooth.com](http://www.kooth.com)
- [www.youngminds.org.uk/young-person](http://www.youngminds.org.uk/young-person)

### Relevance

|                   |                                                                                                                                                                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Now</b>        | Children recognise that it is 'normal' for mental health to be better at some points in our lives than others; they understand what they can do to try to maintain good mental health and know who to talk to if they are concerned, before potential problems escalate. |
| <b>Future</b>     | They can take responsibility for their own wellbeing, making choices that support good mental health; they can recognise the signs of potential mental health problems in themselves and others and know who/where to turn to.                                           |
| <b>Aspiration</b> | They may choose to work within the mental health, e.g. counsellor, mental health nurse, psychiatrist, etc. Or they may consider a voluntary role, such as with the Samaritans, or fundraising for a mental health charity.                                               |