

**The Knowledge about Mental Health and Wellbeing that Pupils need from KS1 (Mental Health Guidance from PSHCE association)**

4

<b>Key stage 1 Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>☑ to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>☑ about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>☑ about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>☑ rules for and ways of keeping physically and emotionally safe (including safety online)</li> <li>☑ about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul>	<p><b>Pupils should have the opportunity to learn</b></p> <ul style="list-style-type: none"> <li>☑ to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>☑ to recognise how their behaviour affects other people</li> <li>☑ the difference between secrets and surprises and the importance of not keeping adults' secrets</li> <li>☑ to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>☑ to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>☑ to identify their special people, what makes them special and how special people should care for one another</li> <li>☑ that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>☑ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>☑ that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>☑ how to resist teasing or</li> </ul>	<p><b>Pupils should have the opportunity to learn:</b></p> <ul style="list-style-type: none"> <li>☑ that people and other living things have needs and that they have responsibilities to meet them</li> </ul>

## Year Three Mental Health and Wellbeing Objectives in Line with PSHCE Scheme of Work

### Objectives that should be focussed on (using above guidance)

Pupils should have the opportunity to learn:-

#### Health and Wellbeing

- What positively and negatively affects their physical and emotional health – including the media
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people

#### Relationships

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise and respond appropriately to a wider range of feelings in others
- That their actions affect themselves and others
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours

#### Living in the Wider World

- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

### PSHCE Scheme of work outline

#### Eating Healthy, Being Active (Links to science)

*In this unit children develop their understanding of how to maintain a healthy lifestyle: They are encouraged to set goals for making healthy choices while recognising some of the external influences, such as advertising, on their choices. They learn how to resist negative pressures on their health. Children learn to distinguish between the five food groups and about the importance of a balanced diet, including the possible effects of their diet on dental hygiene. They identify some of the effects of exercise on their body and mind.*

#### Feelings and Relationships

*In this unit children learn how to recognise friendships including the qualities required to be a good friend. They will learn how to distinguish between different types of friends while exploring their own involvement in these relationships. They will begin to recognise the possible triggers for disagreements within friendships and consider the importance of understanding various points of view. They will recognise the types of behaviours associated with bullying and learn about 'belonging' to a group, including how to resist peer pressure to do wrong.*

#### Resolving Conflicts

*In this unit children learn about friendships; how people care for each other and ways in which to induce positive emotions through various types of behaviour e.g. giving compliments. While exploring their own involvement in a variety of different and changing relationships, pupils will consider the causes of break ups and suggest ways in which to manage negative emotions within friendships such as anger. They will further develop strategies to peacefully resolve differences and conflict.*

#### Health Promoting Environments

*In this unit the pupils will begin to understand the significance of one's own personal identity. They will gain an understanding of the relationship between rights and responsibility by considering the choices available to them, taking responsibility for their own actions and acknowledging the possible negative consequences for themselves and others. They will begin showing empathy for others and explore practical forms of conflict resolution. They will reflect on their own personal attitudes and values.*

#### Developing Economic Wellbeing

*In this unit the children learn how to look after their money and that saving money means they can afford more expensive things they need or want. They learn that there are different ways to keep money safe and that money can earn more money through interest paid by banks and building societies. They learn about the concept of planning and budgeting.*

**Lessons should comprise of a combination of most appropriate SEAL and PSHCE resources for the particular class and teacher, as long as main aims and objectives are covered effectively.**

### Health and Wellbeing

- Is aware of the impact of their own attitudes towards their physical and mental health and wellbeing
- Shows an understanding of the 5 food groups and their relationship to a balanced diet which may in turn affect their dental hygiene
- Understands puberty and its associated changes
- Recognises how these changes will affect different children at different times and in different ways.

### Relationships

- Can understand their role within a network of friendships
- Is able to discuss the way in which negative moods and actions can be controlled so as not to have an adverse affect on relationships.
- Can seek peaceful solutions to conflicts in order to value others;
- Can value the rights of others by taking responsibility for themselves and their actions.
- Can describe the personality and qualities their ideal friend might have; discuss how those qualities might enrich a friendship;
- Can name the most common causes of break ups in a friendship and suggest how they could be prevented or resolved.

### Living in the Wider World

- Can set goals for healthy choices which reflect the consideration of possible external influences.
- Can empathise with new members of the community
- Can understand the impact of over-use and waste of the earth's resources
- Can make a distinction between wants and needs, showing concern for those whose needs are not met;
- Can give reasons why they should keep their money safe and demonstrate different ways of doing this
- Can explain the importance of keeping financial records and demonstrate an ability to keep a simple record
- Can understand the reason for, and importance of, a financial plan to save money for a specific purpose.
- Can make a financial plan using ICT

## Year Four Mental Health and Wellbeing Objectives in Line with PSHCE Scheme of Work

### Objectives that should be focussed on (using above guidance)

Pupils should have the opportunity to learn:-

#### Health and Wellbeing

- What positively and negatively affects their physical, mental and emotional health
- To recognise that they might experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About people who are responsible for helping they stay healthy and safe and ways that they can help these people
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- About change, including loss, separation, divorce and bereavement
- How their body will, and emotions may, change as they approach and move through puberty
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

#### Relationships

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- That their actions affect themselves and others

#### Living in the Wider World

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

### PSHCE Scheme of work outline

#### Keeping Safe (Link to literacy)

*This unit looks at mental health and its relationship to healthy lifestyles. It focuses on developing children's recognition of risks in different situations and how to react to those situations. It stresses the fact that pressure to behave in an unacceptable, or risky, way can come from a variety of sources, including people they know. It looks at how to judge what kind of physical contact is acceptable or unacceptable; the difference between safe and unsafe secrets and techniques for resisting pressure to do wrong. It also teaches children how and where they can ask for help.*

#### What's happening to me? Addressing worries about growing and changing (Yr 3 and 4 units – term long)

*In this unit pupils will be given opportunity to discuss changes which they are beginning to experience, in the context of their continuing growing and changing. This unit will build on all KS1 SRE work, and lead into the more sensitive aspects of the SRE curriculum. In this unit children will also be encouraged to identify any worries or concerns they have about growing up; this will probably include both physical and emotional changes. The first week is based on The Huge Bag Of Worries and involves the pupils identifying their own worries. Teachers will discuss loss and separation.*

#### Alcohol and Smoking (one term long)

*In this unit children will develop their understanding of risk taking and decision making. They move from looking at general risk-taking activities to considering choices related to taking risks with their health. They will learn to identify factors that affect their choices and practise skills for resisting unhelpful pressures or influences. They learn the importance of making informed choices about their health. There is a specific focus on alcohol and smoking.*

#### Valuing others and their communities

*This unit takes an action focussed approach to citizenship through the theme of act locally think globally. It will encourage pupils to consider the part they play within their local community and the connection between this community and the wider world. Pupils will explore the similarities and differences between their own lives and those of members of other communities. They will develop feelings of empathy and understand global needs. They will consider goals on a personal and community based level for acting responsibly in terms of the wider community and environment.*

**Lessons should comprise of a combination of most appropriate SEAL and PSHCE resources for the particular class and teacher, as long as main aims and objectives are covered effectively.**

### Health and Wellbeing

- Can understand why the body responds to different emotions in different ways
- Knows how to contact people and organisations they can go to for help or advice.
- Has a detailed knowledge and understanding of puberty and its associated changes
- Recognises how puberty changes will affect different children at different times and in different ways.
- Knows of and understands the physical and emotional aspects of puberty, having strategies to recognise and deal with them as they occur;
- Demonstrates that they recognise their own worth and expresses their views confidently;

#### Relationships

- Has a clear understanding of what is a safe and an unsafe secret; understand why they should tell someone immediately if they are told an unsafe secret;
- Has a more well developed emotional maturity for discussing feelings, puberty and other issues associated with growing and changing – e.g. loss and separation.

#### Living in the Wider World

- Understands the good and bad effects of alcohol and knows that some people may abuse alcohol;
- Can list some ways of resisting negative peer pressure around issues affecting their safety, health and wellbeing, including smoking and alcohol use
- Can understand basic first aid procedures and be able to recognise when and where they might need to use these.
- Knows a number of reasons why some people use drugs and choose to smoke and understand how smoking is harmful to their own and others' health;
- Understands their link to the community and the wider world
- Recognises the links between this country and others in terms of their global responsibilities
- Can adapt their lifestyle in order to become an active citizen and take responsibility for the impact of themselves and their community on the environment.

## Year Five Mental Health and Wellbeing Objectives in Line with PSHCE Scheme of Work

### Objectives that should be focussed on (using above guidance)

Pupils should have the opportunity to learn:-

#### Health and Wellbeing

- What positively and negatively affects their physical, mental and emotional health
- To recognise that they might experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About people who are responsible for helping they stay healthy and safe and ways that they can help these people
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- About change, including loss, separation, divorce and bereavement
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe might be wrong
- How their body will and emotions may change as they approach and move through puberty

#### Relationships

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- That their actions affect themselves and others
- To realise the nature and consequences of discrimination, teasing, bullying, and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

#### Living in the Wider World

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

### PSHCE Scheme of work outline

#### Recognising risk and responsibility, body image and self-esteem

*This unit looks at common fears amongst children. It examines the associated risks and responsibilities of a range of different situations and the concept of peer pressure and techniques for resisting it; alongside consideration of how, when and where to ask for help. Children will also discuss body image and what influences our personal body image.*

#### Friendship Groups and Peer Pressure

*In this unit children learn how to recognise various groups of friends and relationships within which they co-exist. They will develop strategies for modifying their own behaviours to suit various groups whilst continuing to develop the strategies required for making new friends and resolving conflict and differences. In learning about 'belonging' to a group they will develop an understanding of group identity and the qualities of a good leader whilst exploring how to resist peer pressure to do wrong.*

#### Growing and Changing

*In this unit children learn about physical and emotional development during puberty. Children will learn about what makes a positive relationship and that relationships should be loving and caring based on trust and mutual support. Children learn how to identify and challenge gender stereotypes.*

#### Drugs and Volatile Substances

*In this unit, children build upon their knowledge and understanding of the effects and risks of using drugs and alcohol. They determine a definition for what a drug is and identify a range of substances to be investigated. They look at commonly available drugs, including volatile substances, tobacco and cannabis. They discuss why drugs are illegal or restricted. They develop their communication skills by working through scenarios.*

#### Living in a Diverse World

*This unit looks at identity and explores ways in which we are all the same but also all different. It encourages pupils to not only recognise but respect their similarities and differences with others. It raises awareness of what racism is and looks at ways of challenging stereotypes and prejudice in order to break down some of the barriers in society.*

#### Work Related Learning and Enterprise

*In this unit the children will be set a project through which they will learn how to look after and save their money. They will develop a deeper understanding of the range and value of the various skills, qualities and attributes required for different jobs. They will learn that there are different ways to keep money safe and that money can earn more money through interest paid by banks and building societies. They will also learn about the concept of planning and budgeting.*

### Health and Wellbeing

- Be able to recognise the risk in a wide variety of different situations, making judgements about their own behaviour and that of others
- Make informed decisions about personal safety, and be able and willing to take the consequences
- Recognise peer pressure as an influence on individual and group behaviour
- Can describe what body image is and some of the typical things people like or dislike about themselves.
- Can describe what influences our body image and explore how the media present information.
- Can predict situations in which they may be at risk from peer pressure and demonstrate strategies to resist it.
- Can compare and contrast the changes which boys and girls go through during puberty
- Understands that once a woman is menstruating she is capable of becoming pregnant.
- Be able to make informed choices about how to develop healthy lifestyles; identify factors that affect emotional health and wellbeing;
- Can list the commonly available drugs that are legal and illegal, including volatile substances and describe some of the effects and risks of these;
- Understands that the misuse of drugs carries risks and possible dangers to their safety, health and wellbeing and that they need strategies to resist pressures to experiment with drugs.

#### Relationships

- Can understand that their own actions have consequences for themselves and others.
- Can describe how friendships may change over time
- Can suggest why people would want to belong to a group or 'gang' and how this affects their behaviour;

#### Living in the Wider World

- Recognises the many ways in which we are the same or different and the variety of ways in which we are all connected
- Understand the natures of racism and how prejudice affects society
- Demonstrates an understanding of how stereotyping and racism are interconnected and understands the importance of breaking down barriers and changing people's attitudes.
- Demonstrate an understanding of the world of work through the planning and delivering of a successful enterprise project
- Give reasons for and demonstrate ways in which to keep their money safe
- Explain the importance of financial records and demonstrate an ability to keep a simple record
- Understand the reason for, and importance of, a financial plan to save money for a specific purpose.

## Year Six Mental Health and Wellbeing Objectives in Line with PSHCE Scheme of Work

### Objectives that should be focussed on (using above guidance)

Pupils should have the opportunity to learn:-

#### Health and Wellbeing

- What positively and negatively affects their physical, mental and emotional health
- To recognise that they might experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About people who are responsible for helping they stay healthy and safe and ways that they can help these people
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- About change, including loss, separation, divorce and bereavement
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe might be wrong
- How their body will and emotions may change as they approach and move through puberty
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

#### Relationships

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- That their actions affect themselves and others
- To realise the nature and consequences of discrimination, teasing, bullying, and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- The concept of 'keeping a secret' and we should, or should not share it with someone else

#### Living in the Wider World

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

### PSHCE Scheme of work outline

#### Personal Safety

*This unit looks at different types of problems and the skills, knowledge and positive attitudes needed to address them. It stresses the need to talk about problems and the importance of seeking help from an adult if necessary, particularly if it could be dangerous to keep a secret.*

#### Dealing with Barriers to Friendship

*In this unit children further develop their ability to make new friends by exploring strategies for coping with a variety of personalities whilst gaining an understanding of how to behave in an approachable manner. They will consider the effects of possible barriers to friendships such as making assumptions and pre-judging others. They will become aware of the changing nature of relationships between boys and girls at this age and develop strategies for dealing with the repercussions of such changes.*

#### Puberty and Sex Education

*In this unit children learn about physical and emotional development during puberty and pregnancy. They will also learn about how a baby is conceived and born. Children will learn about what makes a positive relationship and that sex should only be part of a loving and caring relationship based on trust and mutual support. Children will learn about how the media deals with sex and about diseases which can be transferred between people in a number of ways.*

#### How drugs affect us

*In this example unit, children build their knowledge and understanding of the effects of using drugs including cannabis and alcohol. A range of activities is used to find out what the children already know about these substances. They explore people's reasons for drinking alcohol and different attitudes to it. They discuss why drugs are illegal or restricted. They develop their communication skills through a formal debate as part of scenarios.*

#### Transition to High School

*Transition sessions offer pupils the opportunity to recognise and discuss their thoughts and feelings about moving to High School whilst considering the choices involved in such changes and the possible external influences on the decision making process. Sessions taught should ultimately encourage pupils to recognise the positive aspects of change, understand that preparation is part of managing change and reflect on and identify what they have achieved in the past year whilst also considering goals for the future.*

### Health and Wellbeing

- Compare and contrast the changes which boys and girls go through during puberty;
- know that sexual intercourse does not always result in pregnancy;
- know that diseases can be passed between people during sexual intercourse;
- Understand the broader meaning of the term 'drug' and know that different drugs have different effects
- Can give basic information about cannabis and explain the effects that drinking alcohol has on the body and on behaviour
- Can offer some reasons why laws restrict drug use and apply this to the safety, health and wellbeing of themselves and others
- Know how to ask for help.

#### Relationships

- Be able to discuss a variety of problems and suggest solutions to them, understanding that sharing problems can help.
- know the difference between problems they can solve themselves, problems they should share and why some secrets can be dangerous
- understand the difference between a tactful reply and a deliberate untruth
- recognise situations which might make them feel uncomfortable and know what to do about it;
- Recognise strengths in new acquaintances whilst acknowledging that they may not always lead to friendship nor should they become enemies
- Recognise barriers to friendships e.g. stereotypes, assumptions or snap judgements and overcome these;
- Recognise that feelings within friendships may change and respond appropriately, particularly with regards to the changing nature of boy / girl relationships.
- Understand common responses to change and develop an ability to empathise with others
- Explore the temporary nature of some negative feelings about change e.g. nerves
- Consider ways in which to manage / prepare for change so as to increase the chances of a positive experience

#### Living in the Wider World

- Recognise that change may result in an increase in personal choice / responsibility;
- Begin to make responsible choices with regards the needs of themselves and others so as to effect positive change e.g. behaviour.

**The Knowledge about Mental Health and Wellbeing that Pupils should learn next in KS3 (Mental Health Guidance from PSHCE association)**

<b>Key stage 3 Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>☒ to recognise their personal strengths and how this affects their self-confidence and self-esteem</li> <li>☒ to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</li> <li>☒ to be able to accept helpful feedback or reject unhelpful criticism</li> <li>☒ to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</li> <li>☒ the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of key stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</li> <li>☒ the importance of balance between work, leisure and exercise</li> <li>☒ what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> <li>☒ what might influence their decisions about eating a balanced diet</li> <li>☒ how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</li> <li>☒ about eating disorders, including recognising when they or others need help,</li> </ul>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>☒ to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</li> <li>☒ that relationships can cause strong feelings and emotions (including sexual attraction)</li> <li>☒ the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships</li> <li>☒ that the media portrayal of relationships may not reflect real life</li> <li>☒ how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</li> <li>☒ about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so</li> <li>☒ to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</li> <li>☒ about the support services available should they feel or believe others feel they are being abused and how to access them</li> <li>☒ to recognise peer pressure and have strategies to manage it</li> <li>☒ to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and</li> </ul>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>☒ to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</li> <li>☒ the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to key stage 3)</li> <li>☒ the similarities, differences and diversity among people of different ethnicity, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>☒ about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</li> <li>☒</li> </ul>