




# PSHE and Citizenship: Positive Mental Health



<b>Aim:</b> To know what positively and negatively affects their physical, mental and emotional health.  To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.  I can explain what mental health is and talk about ways people can help their mind be healthy.	<b>Success Criteria:</b> I can think of ways to stay healthy.  I can suggest positive actions which could help with an uncomfortable thought or feeling.  I can think about ways I can help others to feel good about themselves.	<b>Preparation:</b> <b>Being Healthy Poster</b> - 1 enlarged and displayed at the front of the class  <b>Helping Our Minds Be Healthy Scenario Matching Cards</b> - 1 per group  <b>Spreading the Word Activity Sheet</b> - 1 per child  <b>Helping Heart Activity Sheet</b> - 1 per child
<b>The Big Question:</b> What is mental health?  What can people do to help their mind be healthy?	<b>Key/New Words:</b> health, healthy, mental health, positive, negative, impact, share, talk, pressure, kindness, exercise, creative	<b>Resources:</b> <b>Lesson Pack</b>  Sticky notes

<b>Prior Learning:</b>	It will be helpful if children have previously discussed and explored successful group work skills.
<b>Special Considerations:</b>	This theme may be challenging for some children due to circumstances, personal or in the wider family. Consider this before the lesson and offer additional support to vulnerable children if necessary.

## Learning Sequence

	<b>Reconnecting – Being Healthy:</b> Using the <b>Lesson Presentation</b> share the Big Questions, giving the children time to consider them quietly. Read the given information and put the children into pairs. Distribute a sticky note to each pair. <b>Ask them to think of as many ways as they can of being healthy</b> in a given time. Invite the children to add their sticky notes to the <b>Being Healthy Poster</b> displayed at the front of the class. Summarise the children's responses and explain it is important to do what we can to help both body and mind be healthy.	
	<b>Exploring – Mental Health:</b> Discuss what mental health is by sharing the information in the <b>Lesson Presentation</b> . Relate this to comfortable and uncomfortable thoughts and feelings. Explain that there are things which can positively and negatively affect our mental health by exploring the given examples. Emphasise that we can all experience times of having uncomfortable feelings and thoughts, that this is OK and is nothing to be embarrassed about. Explain that at times when we are experiencing uncomfortable thoughts and feelings there are things we can do to help.	
	<b>Exploring – Helping Our Minds Be Healthy:</b> Put the children into groups of three or four and distribute the <b>Helping Our Minds Be Healthy Scenario Matching Cards</b> to each group. Ask them to discuss how the people in the cards might be thinking and feeling, and match each person to an action which could help make them feel better, therefore having a positive impact on their mental health. <b>Ask each group to share and explain their answers.</b> Different groups may have matched the cards in different ways. This is perfectly fine, as there are no wrong answers in this activity.	
	<b>Reflecting – Helping Hearts:</b> Share the statement in the <b>Lesson Presentation</b> . Introduce the importance of helping others to feel good about themselves. We can do this by showing kindness to all and celebrating who they are and what makes them special. Explain that doing something small for someone else can make a big difference to how that person feels and the thoughts they have. Highlight the fact that this can help the person who is being kind have happy thoughts and feelings too. Ask the children to sit in a circle and pose the question, 'What can we do to help others feel good about themselves?' <b>Go around the circle and invite the children one at a time to share their thoughts in response to the question.</b> Ensure the children know that they can pass if they choose. Children can fill in the <b>Helping Heart Activity Sheet</b> , giving ideas about how they can help themselves and others feel more positive. Encourage children to talk about their mental health with someone they trust, whenever they need to. Conclude by revisiting the Big Questions, asking children to reflect upon what they have learnt today and how they might apply that knowledge in the future.	

	<b>Consolidating – Spreading the Word:</b> This is an optional activity, to fit between the Exploring and Reflecting activities if there is time available. Discuss the key words and ask the children to design and create a poster on the <b>Spreading the Word Activity Sheet</b> . The poster should inform others of actions people can take to positively impact their mental health. These could be displayed in the classroom or around school.
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	The children could use the <a href="#">Helping Our Minds Be Healthy Scenario Cards</a> to help them identify positive actions.
	Ask the children to include all the given key words in their poster.

### Developit:

Work as a class to plan and deliver a class assembly about Mental Health Awareness. This could be shared with another class, the whole school or the wider community.

**Learning Environment:** Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

- Policies:** If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
- Rules:** Remind children of the class agreement or ground rules for discussion.
- Expect:** Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
- Procedures:** Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
- Ask:** Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
- Respond:** Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
- Enable:** Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

Disclaimer: We hope the information we've provided here is useful. However, please remember that everything you read is supplied as information only and should never be taken as medical advice. Instead, if you have any concerns about your own or somebody else's health or wellbeing, always speak to a qualified health professional.