



Summer 1 – What is Mental Health?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Key Vocabulary	Context
1	<p>LO: What is Mental Health?</p> <p>To evaluate students' prior knowledge, begin the lesson by asking the following questions:</p> <ul style="list-style-type: none"> • What does it mean to have good mental health? • Can you think of any strategies or behaviours that can support mental health? <p>These questions will allow the teacher to assess students' understanding of mental health and determine their prior knowledge of strategies and behaviours that support it.</p> <p>Starter:</p> <p>To engage the students and activate their prior knowledge, show a short video clip showcasing different healthy activities and behaviours, such as playing sports, spending time with friends and family, and engaging in hobbies. After watching the video, facilitate a class discussion using the following questions:</p> <ul style="list-style-type: none"> • What activities did you see in the video? • How do you think these activities can support mental health? <p>The students will share their thoughts and ideas, creating a mind map on the board to capture their responses.</p> <p>Input:</p>	<p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>Mental Health</p> <p>Strategies</p> <p>Wellbeing</p>	<p>This lesson is aligned with the 2014 National Curriculum in England for PSHE. The specific objective for this lesson is as follows:</p> <p>To understand strategies and behaviours that support mental health, including the importance of good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends.</p>



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<p>Provide a brief explanation of mental health and its importance in overall well-being. Key vocabulary, such as mental health, well-being, and strategies, will be introduced with clear definitions provided. The teacher will then introduce the specific strategies and behaviours that support mental health, including:</p> <ul style="list-style-type: none">Good quality sleepPhysical exercise/time outdoorsBeing involved in community groupsDoing things for othersClubs and activitiesHobbiesSpending time with family and friends <p>For each strategy or behaviour, explain its relevance to mental health and provide examples. Visual aids and real-life examples will be used to enhance understanding.</p> <p>Activity: Divide the students into small groups. Provide each group with a set of scenario cards. In their groups, students will take turns selecting a scenario card and discussing how they can apply the strategies and behaviours discussed to support the mental health of the person in the scenario. Each group will then present their scenario and their suggestions to the rest of the class. As a class, discuss the different strategies and behaviours proposed for each scenario, encouraging students to reflect upon and justify their choices.</p>			
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	<p>Plenary: In the plenary session, facilitate a reflective discussion with the whole class. The following questions can be used as prompts:</p> <ul style="list-style-type: none"> • Which strategies and behaviours stood out to you as particularly effective in supporting mental health? • How can you incorporate these strategies and behaviours into your daily routine? • Can you think of any additional strategies or behaviours not mentioned today that could support mental health? <p>During the discussion, encourage students to share personal experiences or examples they have observed in their own lives.</p>  <p>Plenary: Marvellous Me ‘Activity’ Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
2	<p>LO; How does Mental Health link to triggers, feelings and bullying?</p> <p>To assess the students' prior knowledge, begin with a class discussion about emotions and mental health. Some sample questions could include:</p> <ul style="list-style-type: none"> • What are some common emotions you experience in your daily life? • Can you think of any situations that trigger certain emotions, either positive or negative? • Have you ever witnessed or experienced bullying? How did it make you feel? 	H17. to recognise that feelings can change over time and range in intensity	Triggers Feelings Bullying Mental Health	This lesson plan aligns with the 2014 National Curriculum in England Key Stage 2 PSHE (Personal, Social, Health, and Economic Education) curriculum. Specifically, it addresses the learning objective LS6.4: to understand how to manage strong



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	<p>Starter: Display a list of emotions on the board (e.g., happy, sad, angry, afraid), and ask students to write down the emotions they feel most often. Discuss the emotions and ask volunteers to share why they feel certain emotions in specific situations. Introduce the term "triggers" and explain that triggers are events or situations that cause certain emotions.</p> <p>Input: Present a slide or poster defining key terms: triggers, feelings, bullying, and mental health. Triggers: Events or situations that cause certain emotions. Feelings: Emotional responses to triggers. Bullying: Repeated, intentional, and hurtful behaviour towards someone. Mental Health: The state of a person's emotional, psychological, and social well-being. Discuss how triggers can affect mental health by leading to strong emotions and potentially influencing one's behaviour.</p> <p>Activity: Divide the class into small groups and provide each group with a set of trigger cards (e.g., losing a game, being excluded, receiving criticism). In their groups, students take turns selecting a trigger card and discussing</p>			<p>feelings such as frustration, anger, or resentment, and the potential consequences of bullying or aggressive behaviour for the individual and others.</p>
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	<p>how they think it may make someone feel and why. After each discussion, encourage students to reflect on the potential consequences of those feelings on individuals and the wider community. Rotate the trigger cards among groups until each group has explored different triggers.</p> <p>Plenary: Bring the class together and summarise the main points discussed during the activity. Discuss strategies to manage strong emotions and promote positive mental health. Have a class discussion about bullying, including its impact on mental health and the consequences for individuals and the wider community. Encourage students to think about ways they can support and show empathy toward others who may be dealing with triggers or have been victims of bullying.</p> <p> Plenary: Marvellous Me ‘Activity’ Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
3	<p>LO: How do I deal with emotions, challenges, and change?</p> <p>Before beginning the lesson, assess students' understanding of emotions and problem-solving strategies through a class discussion. Ask questions such as:</p> <ul style="list-style-type: none"> • What are some examples of emotions you have experienced? 	H24. problem-solving strategies for dealing with emotions, challenges, and change,	Emotions Challenges Change	This lesson plan is aligned with the 2014 National Curriculum in England for Personal, Social, Health and Economic (PSHE) education for Year 5 and



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<ul style="list-style-type: none"> • Can you give an example of a challenge you have faced and how you dealt with it? • Have any of you experienced a significant change in your lives recently? <p>Starter: Display images depicting various emotions on the interactive whiteboard. Ask students to identify and name the emotions displayed. Discuss situations that might cause these emotions and how they might feel physically and mentally when experiencing them. Introduce the concept of problem-solving strategies and ask students to brainstorm different strategies they can use to deal with challenging emotions.</p> <p>Input: Introduce the topic of challenges and changes by discussing common experiences that students may face, such as moving to a new school/class or preparing for sats assessments. Explain that these situations can bring about various emotions and can be challenging to navigate. Provide examples of problem-solving strategies that can help students deal with emotions, challenges, and changes effectively. Examples may include: Identifying and understanding the problem. Breaking the problem into smaller parts. Generating possible solutions. Evaluating the pros and cons of each solution. Choosing the best solution and implementing it.</p>	<p>including the transition to new schools</p>	<p>Significant change</p> <p>Problem-solving strategies</p>	<p>Year 6 students. The specific learning objective addressed in this lesson plan is based on the outcome outlined in the curriculum, which focuses on problem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools and SATs assessments.</p>
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Reflecting on the outcome and making adjustments if necessary.

Activity:

Divide the class into small groups and provide each group with a scenario card. Each group will read their scenario aloud and discuss the emotions, challenges, and changes presented in the scenario. Within their groups, students will use the problem-solving strategies discussed earlier to come up with possible solutions for dealing with the given situation. Students will then share their solutions with the whole class, explaining their reasoning behind the chosen strategy. As a class, students will discuss and compare the strategies proposed by different groups and identify the most effective approaches.

Plenary:

Initiate a whole-class discussion on the emotions and challenges associated with transitioning to a new school and sats assessments. Students will share their own experiences, concerns, and questions related to these transitions. Provide guidance on how to effectively apply problem-solving strategies to cope with these specific challenges. To wrap up the lesson, students will reflect on their learning and write down one problem-solving strategy they can use in future situations involving emotions, challenges, or changes.



Plenary: Marvellous Me ‘Activity’



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	Floor book expectation: QR codes, pupil voice, videos, and images.			
4	<p>LO: How do I relieve stress?</p> <p>To assess prior knowledge, the teacher will initiate a class discussion by asking the following questions:</p> <ul style="list-style-type: none"> • What is stress? Have you ever felt stressed? • What does it mean to have good mental health? • Can you think of any situations that can cause stress in your everyday life? <p>Starter: Facilitate a brainstorming activity using a mind-map on the board. The central theme will be "stress and mental health." ask students to suggest words or phrases related to stress and mental health, and then link them to the central theme. This activity will activate prior knowledge and introduce the topic.</p> <p>Input: Introduce the concept of stress, explaining that stress is a response to a challenging or demanding situation. Provide examples of common stressors for children their age, such as exams, friendships, and family issues. Define mental health as the state of emotional and psychological well-being. Key vocabulary words and their definitions will be displayed on the board:</p>	H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	Stress Mental Health Triggers	This lesson plan aligns with the 2014 National Curriculum in England for PSHE at Year 5 and Year 6. Specifically, it addresses the objective of promoting mental health and well-being through understanding strategies to relieve stress and improve mental health.



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	<p>Stress: feeling overwhelmed or under pressure due to challenging situations. Mental health: the state of emotional and psychological well-being.</p> <p>Activity: Students will work in pairs or small groups. Each group will be given a scenario card with a hypothetical stressor (e.g., preparing for a test, dealing with a disagreement with a friend). The students will discuss the stressors and brainstorm strategies to relieve stress and improve mental health in relation to the given scenarios. They will record their ideas on a poster or large paper. The teacher will provide guidance and support as needed.</p> <p>Plenary: Each group will present their scenario and the strategies they identified to relieve stress and improve mental health. The class will engage in a discussion, sharing additional ideas and evaluating the effectiveness of different strategies. The teacher will summarise the main strategies mentioned by each group, highlighting the importance of developing coping mechanisms.</p> <p> Plenary: Marvellous Me ‘Activity’ Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
5	LO: How do I support somebody with Mental Health difficulties?	H22. to recognise that	Mental health	This lesson plan aligns with the 2014 National



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<p>To assess prior knowledge, ask the students the following questions:</p> <ol style="list-style-type: none"> 1. What does it mean to be mentally healthy? 2. Can anyone experience mental ill health? 3. Have you ever experienced a difficult situation where you needed help and support? 4. What do you do when you have strong feelings or emotions? <p>Starter: Begin the lesson by asking the students, "What do you think mental health means?" Allow a few minutes for students to share their ideas. Write the definition of mental health on the board: "Mental health is a person's condition with regard to their psychological and emotional well-being." Explain that mental health is important just like physical health, and sometimes people can experience difficulties with their mental health.</p> <p>Input: Display key vocabulary words on the board: mental health, mental ill health, support, feelings, trusted adult. Provide definitions and explanations for each term: Mental health: Refers to a person's emotional and psychological well-being. Mental ill health: Occurs when a person experiences difficulties or challenges with their mental health.</p>	<p>anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p>Mental ill health Support Feelings Trusted adult</p>	<p>Curriculum in England for Personal, Social, Health and Economic (PSHE) Education. It focuses on the learning objective of helping students recognise that anyone can experience mental ill health, understand that most difficulties can be resolved with help and support, and emphasize the importance of discussing feelings with a trusted adult.</p>
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<p>Support: Assistance or help given to someone who is facing a problem or difficulty.</p> <p>Feelings: Emotions or sensations that are experienced in response to a situation or stimulus.</p> <p>Trusted adult: An adult who a child or young person feels comfortable talking to and seeking advice from.</p> <p>Engage the students in a class discussion: Ask the students if they know anyone who has experienced mental ill health and explore their responses. Highlight that mental ill health can affect anyone, regardless of age, gender, or background. Emphasise the importance of understanding and showing empathy towards others who may be experiencing mental ill health. Explain that sharing and discussing feelings with a trusted adult can be beneficial for emotional well-being.</p> <p>Activity: Divide the class into small groups of 3-4 students. Distribute the "Mental Health Scenarios" worksheet and explain the activity: Each group will receive a scenario that describes a person facing a mental health challenge. They need to discuss the scenario and come up with possible solutions or ways to support the person. Encourage students to consider seeking help from trusted adults within the scenarios. Allow time for groups to read and discuss their assigned scenario. Circulate the classroom, providing support and guidance as needed. After discussion, ask each group to share their scenario and the suggestions they came up with. Facilitate a class reflection on the</p>			
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	<p>importance of seeking help and support, and how it can positively impact mental health.</p> <p>Plenary: Conduct a whole class brainstorming session, with the following prompt: "Why is it important to discuss our feelings with a trusted adult?" Encourage students to share their ideas and write their responses on the board. Summarise the discussion, emphasizing the importance of open communication and seeking support to maintain good mental health.</p> <p> Plenary: Marvellous Me 'Activity' Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
6	<p>LO: How do I recognise warning signs?</p> <p>To evaluate students' prior knowledge, the teacher will lead a short class discussion about emotions and feelings. This will help gauge their understanding of mental health and wellbeing. Ask questions such as:</p> <ul style="list-style-type: none"> • What are emotions? • Can you name some common emotions that people experience? • How can our emotions affect our mental health and wellbeing? <p>Starter:</p>	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	Mental health Wellbeing Warning signs Support	This lesson plan aligns with the objective from the 2014 National Curriculum in England for PSHE (Personal, Social, Health, and Economic Education) for Year 5 and Year 6 students. The objective is to "recognise warning signs about mental



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<p>Display the key vocabulary words: mental health, wellbeing, warning signs, support. Ask students if they know what these words mean and invite volunteers to define them. Provide the definitions for these terms: Mental health: The state of a person's emotional, psychological, and social well-being. Wellbeing: The state of being comfortable, healthy, or happy. Warning signs: Indicators or signals that something may be wrong. Support: Help or assistance offered to someone in need.</p> <p>Input Introduce the main topic of the lesson: recognizing warning signs about mental health and wellbeing and how to seek support for themselves and others. Explain that mental health is an important part of overall wellbeing, and it is essential to understand and take care of our mental health. Discuss some common warning signs that may indicate poor mental health, such as changes in behaviour, mood swings, difficulty concentrating, withdrawal from social activities, etc. Emphasise the importance of seeking support for oneself and others when needed. Explain that there are trusted adults and resources available to provide support, and it is essential to know where to seek help.</p> <p>Activity Divide the class into small groups of 3-4 students. Distribute worksheets with scenarios depicting different warning signs related to mental</p>			<p>health and wellbeing and how to seek support for themselves and others."</p>
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	<p>health and wellbeing. In their groups, ask students to read and discuss the scenarios, identifying the warning signs presented. Encourage students to think about how they would respond and seek support in each scenario. After discussing the scenarios, ask each group to share their findings with the class.</p> <p>Plenary Recap the main points of the lesson: understanding mental health, recognizing warning signs, and seeking support. Ask students to silently reflect on what they have learned and write down one thing they will do differently to support their own mental health or that of someone they know. Invite a few students to share their reflections and encourage class discussion about the importance of supporting mental health.</p> <p> Plenary: Marvellous Me ‘Activity’ Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
7	<p>The Big Finish: What is Mental Health?</p> <p>To evaluate students' prior knowledge, begin the lesson by discussing any topics related to mental health that students will already be familiar with. This can include experiences, misconceptions, or awareness of mental health issues. Ask open-ended questions to assess students' understanding of emotions and well-being.</p> <p>Starter:</p>	<p>As above</p> 	<p>Mental Health</p> <p>Well-being</p> <p>Emotions</p>	<p>This lesson plan is aligned with the 2014 National Curriculum in England for PSHE (Personal, Social, Health, and Economic Education). The learning objective of this lesson is to understand the</p>



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<p>Displays images of people showing different emotions on the board or uses physical cards with emotions written on them. Students are given a few minutes to silently observe the images or cards and think about what emotions they represent. Conduct a whole-class discussion asking students to share their observations and identify the emotions portrayed. Explain that emotions are an important aspect of mental health.</p> <p>Input: Revisit the concept of mental health and explains that it refers to a person's emotional, psychological, and social well-being. emphasise that mental health is a vital component of overall well-being and that everyone has mental health, just like physical health. Key vocabulary with definitions: Mental health: The emotional, psychological, and social well-being of an individual. Well-being: A state characterized by the experience of positive emotions, satisfaction with life, and functioning effectively in various aspects. Emotions: Feelings that are experienced in response to different situations. Explain that mental health can be influenced by various factors, including:</p> <ul style="list-style-type: none"> • Relationships with family and friends. • Experiences at school or work. 			<p>concept of mental health and its importance. This lesson plan is specifically designed for Year 5 and 6 students.</p> <p>Assess the children’s learning to see what they have learnt and if the lessons have been useful to their outlook on what is mental health.</p>
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<ul style="list-style-type: none"> Ability to cope with challenges and stress. <p>Discuss the importance of good mental health and its impact on daily functioning, relationships, and overall happiness. Briefly addresses common mental health issues, such as stress, anxiety, and depression, and highlights the importance of seeking support when needed.</p> <p>Activity: Divide students into small groups and provides each group with a set of scenario cards. The scenario cards describe different situations that students may encounter in their daily lives, such as a friend experiencing bullying or a family member feeling stressed. In their groups, students discuss the emotions portrayed in each scenario and identify how these situations may impact mental health. After the group discussions, each group presents one scenario card to the class, shares their analysis of emotions and mental health impact, and suggests strategies for maintaining good mental health in those situations. The teacher facilitates the discussions, encourages active participation, and takes notes of the students' ideas.</p> <p>Plenary: Lead a whole-class discussion to summarise the main points covered in the activity. Students share their understanding of mental health and reflect on the importance of promoting good mental health for themselves and others. emphasise the significance of empathy and</p>			
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	<p>understanding towards individuals facing mental health challenges and encourages students to offer support in such situations.</p> <p> Plenary: Marvellous Me 'Activity' Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
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