Mental Health Objectives in HRSE

This topic is very much linked to mental health awareness development

This objective directly relates to mental health awareness development

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. **Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.** Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life
Year 1	
Autumn 1 What is the same and different about us?	• **what they like/dislike and are good at** • **what makes them special and how everyone has different strengths** • **how their personal features or qualities are unique to them** • **how they are similar or different to others, and what they have in common**
Autumn 2 Who is special to us?	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Spring 2 What can we do with money?	• the difference between needs and wants - that people may not always be able to have the things they want
Summer 1 Who helps to keep us safe?	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
Summer 2 How can we look after each other and the world?	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • how to manage change when moving to a new class/year group

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Year 2	
Autumn 1 What makes a good friend?	• how to make friends with others • **how to recognise when they feel lonely and what they could do about it** • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 2 What helps us to stay safe?	• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Summer 2 How do we recognise our feelings?	• **how to recognise, name and describe a range of feelings** • **what helps them to feel good, or better if not feeling good** • **how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)** • **how feelings can affect people in their bodies and their behaviour** • **ways to manage big feelings and the importance of sharing their feelings with someone they trust** • **how to recognise when they might need help with feelings and how to ask for help when they need it**

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Year 3	
Autumn 1 How can we be a good friend?	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • **how to recognise if others are feeling lonely and excluded and strategies to include them** • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • **how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support**
Autumn 2 What keeps us safe?	• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
Spring 1 What are families like?	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Spring 2 What makes a community?	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
Summer 2 Why should we keep active and sleep well?	• **how regular physical activity benefits bodies and feelings** • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

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Year 4	
Autumn 1 What strengths, skills and interests do we have?	• **how to recognise personal qualities and individuality** • **to develop self-worth by identifying positive things about themselves and their achievements** • **how their personal attributes, strengths, skills and interests contribute to their self-esteem** • **how to set goals for themselves** • **how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking**
Autumn 2 How do we treat each other with respect?	• how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
Spring 1 How can we manage our feelings?	• **how everyday things can affect feelings** • **how feelings change over time and can be experienced at different levels of intensity** • **the importance of expressing feelings and how they can be expressed in different ways** • **how to respond proportionately to, and manage, feelings in different circumstances** • **ways of managing feelings at times of loss, grief and change** • **how to access advice and support to help manage their own or others' feelings**
Spring 2 How will we grow and change?	• **how puberty can affect emotions and feelings** • how to ask for advice and support about growing and changing and puberty
Summer 2 How can we manage risk in different places?	• how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online

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Year 5	
Autumn 1 What makes up our identity?	• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 What decisions can people make with money?	• **that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions**
Spring 2 How can friends communicate safely?	• how to recognise risk in relation to friendships and keeping safe • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Year 6	
Autumn 1 & 2 How can we keep healthy as we grow?	• **how mental and physical health are linked** • how positive friendships and being involved in activities such as • clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: how and why to balance time spent online with other activities; how sleep contributes to a healthy lifestyle: the effects of poor sleep and strategies that support good quality sleep • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • **how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school** • **that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on** • **that anyone can experience mental ill-health and to discuss concerns with a trusted adult** • **that mental health difficulties can usually be resolved or managed with the right strategies and support**
Spring 1 & 2 How can the media influence people?	• **how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions**
Summer 1&2 How do friendships change as we grow?	• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing