

## Mental Wellbeing – Curriculum Overview

Statutory	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>MW1</p>	<p>To identify and name range and degrees of emotions in daily life.</p> <p>Stage 1: Recognising fear, joy, disgust, surprise, anger, happiness.</p> <p>To recognise triggers – that others can affect their wellbeing and how they can affect others.</p>			<p>To identify and name range and degrees of emotions in daily life.</p> <p>Stage 2: Recognising pride, shame, dismay, jealousy, embarrassment, empathy.</p> <p>To know that humans experience a range of emotions in relation to different experiences and situations – life events/exercise.</p>		<p>To identify and name range and degrees of emotions in daily life.</p> <p>Stage 3: Recognising multiple emotions (feeling good, bad or indifferent at the same time), false emotions (pretending to like a present). How events can affect mood and intensity of emotions. Lin to what scares them and why it is different for different people.</p>	
<p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>MW2</p>	<p>Recognise things that make them happy and sad.</p> <p><a href="#">Link to Mrs Wordsmith</a></p>	<p>Recognise things that can make someone else happy/sad.</p> <p><a href="#">Link to Mrs Wordsmith</a></p>	<p>Extend vocab for basic emotions from Reception and Year 1.</p> <p><a href="#">Link to Mrs Wordsmith</a></p>	<p>Start to recognise emotions in others – facial expression, tone of voice.</p>	<p>Start to develop empathy for others – to predict how they may be feeling and modify own behaviour accordingly.</p>	<p>To talk in more nuanced ways about how events and people can make them happy, sad, anxious or upset.</p>	<p>To use scenarios to recognise how someone may feel in different situations. To recognise that what someone says may not always reflect how they are feeling.</p>
<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportional.</p> <p>MW3</p>	<p>Start to recognise basic emotions and use the correct vocabulary to describe it.</p>	<p>To understand what is meant by ‘appropriate’. Use texts and stories to model appropriate responses.</p>	<p>Extend vocabulary of emotions. Idea of appropriate and proportional behaviour. Do they behave differently in different situations? (home/school). Why might this be?</p>	<p>Share ideas of how to express feeling and respond to situations. Model to help when responses are disproportionate . ‘I am feeling...’</p>	<p>To use scale to rate emotions. What is appropriate? Understand that there is a range of potential responses/expected behaviour.</p>	<p>To discuss and share ideas to moderate and regulate responses that aren’t appropriate – <a href="#">Link to mindfulness etc.</a></p>	<p>Scenarios at appropriate level to share and discuss proportional responses. <a href="#">Link to puberty and hormones.</a></p>

<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. MW4</p>	<p>Notice what happens when they have been active – how does it make them feel? <a href="#">Link to PHF work</a></p>	<p>Understand positive benefits of routines – sleep, regular meals, limited screen times, regular exercise. <a href="#">Link to PHF work</a></p>	<p>Benefit of time spent outdoors on feeling positive – gardening, clubs, playing and sport. <a href="#">Link to PHF work</a></p>	<p>Revisit routines. Have they changed? Notice change of bedtimes and amount of sleep from Year 1. Has screen-time increased? Exercise? <a href="#">Link to PHF work</a></p>	<p>Look at helping others within school, home, wider community. Sports clubs and extra-curricular activities. Discuss benefits (on mental wellbeing, physical fitness, opportunity to make friends and develop interests). <a href="#">Link to PHF work</a></p>	<p>Look at volunteering in local community. Revisit routines and compare to year 3. What has changed? What is different? <a href="#">Link to PHF work</a></p>	<p>Children to keep a record of routines and exercise. Compare to the recommended daily activity. Work as a class to challenge themselves to increase the time they are active. Notice effect on mental well-being. <a href="#">Link to PHF work</a></p>
<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefit of hobbies and interests. MW5</p>	<p>Introduce the idea of ‘self-care’ and the importance of looking after themselves. Draw connections between the things they enjoy doing and how it makes them feel – birthdays, religious celebrations, parties, play-dates, school trips, games they enjoy.</p>			<p>Revisit ‘self-care’ link to routines (as above). Include aspect of rest increase in mental well-being. Idea of gratitude and positive self-reflection.</p>	<p>Focus on time spent with family, friends, hobbies and interests as having a positive impact on wellbeing. Idea of kindness producing oxytocin/serotine</p>	<p>Discus self-care techniques. These could include: Mindfulness, meditation, exercise, hobbies, quiet time to unwind before sleep, colouring, faith activities such as prayer. How do these help regulate and control emotions?</p>	
<p>Isolation and loneliness can affect children and that it is why it is very important for children to discuss their feelings with an adult and seek support. MW6</p>	<p>Understand the difference between being ‘alone’ and ‘loneliness’. Recognise sometimes children prefer to be alone, but loneliness is when they feel</p>	<p>Understand difference between boredom and loneliness. Look at ideas to tackle both, such as creative activities and seeking adult help.</p>	<p>To understand that you can feel lonely, even when you are surrounded by others people. How is this? Discuss how feeling excluded can feel lonely.</p>	<p>What is the difference between isolation and loneliness? Revisit when being alone is positive and when it is a negative. Ensure children have</p>	<p>Revisit how to seek help when feeling lonely. Rehearse and model asking for help/ asking to join in activities. Discuss who they could seek help from at home/school.</p>	<p>Children to role-play scenarios of actions they could take if feeling lonely.</p>	<p>Explore strategies to reduce loneliness and isolation.</p>

	left out. Who can they get help from in school? <a href="#">Link to making friends.</a>		<a href="#">Link to work on Trusted adults.</a>	the vocabulary to describe emotions.			
<a href="#">That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</a> MW7	Understand that their actions can impact others, both positively and negatively.	To understand that being unkind or mean to someone is not acceptable. How to seek help if that happens them to them.	To know what is meant by 'bullying' and how it can be hurtful. <a href="#">Link to trusted adults.</a>	Look at school anti-bullying policy. Why is it important to have this in schools? What could they do if they witnessed bullying behaviour? Where would they get help?	Look at different types of bullying (link back to policy), including cyber-bullying. Understand how both are just as damaging and unacceptable. How might it affect someone? <a href="#">Link to Internet Safety and Harms</a>	Extend work on bullying to include prejudice related incidents. Draw comparison and differences (PRI can be isolated). Discuss how whether behaviour is intentional or not, the impact on the victim can be the same. Look at excuses used to negate harmful behaviours (joking, banter, didn't mean it..). Does this make it ok?	Look at cyber-bullying in more detail. Look at scenarios and media platforms. Relate to excluding being a form of bullying, including online. Link to long-term impact on mental health. <a href="#">Link to Internet Safety and Harms</a>
<a href="#">Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to</a>	To know how to ask for help and who to ask. Rehearse and model.	To know what to do if they see someone else is upset. Rehearse and model.	Identify key and trusted adults at school. Remind pupils they can speak to any adult in	Use scenarios to identify situations where they may need to ask for help. These should include when	Use scenarios to identify situations where they may need to ask for help. These should include when	How might they seek help if they were worried about someone's wellbeing online?	Recognising signs of mental wellbeing in others, both face to face and online. Include how they might

<p>control their emotions (including issues arising online). MW8</p>			<p>school if they are worried. Start to recognise the triggers of when they may need support (when they are unable to control their emotions).</p>	<p>they are concerned about their own wellbeing and emotional reactions.</p>	<p>they are concerned about someone else's wellbeing and emotional reactions. Link to empathy work.</p>	<p>Look at controlling emotions online. Is this easier than face to face? What happens when they are angry/upset online?</p>	<p>seek help out of school if they are concerned.</p>
<p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. MW9</p>	<p>To recognise emotions – happy/sad/cross/upset.</p>	<p>Understand that feeling sad is a normal emotion and recognise that our emotions change throughout the day.</p>	<p>Discuss times when they have been sad and what they did. Did they seek help? How can we make ourselves feel better? Who can we talk to?</p>	<p>Understand the events can change how we feel. Look at events which has made us happy/sad. Recognise that we sometimes have no control over events that happen to us, but we can recognise how they make us feel and what we can do. Recognise emotions of worry and anxiety.</p>	<p>Think about wellbeing on a spectrum. Understand that a range of feelings is normal. Can they rate them on a scale over time? Can they start to distinguish when they are sad/very sad? When they have lost control?</p>	<p>Introduce idea of mental wellbeing. It is important to look after this as well as physical health. Understand that some people may appear to be happy, but may not be. <a href="#">Link to Self-Care.</a></p>	<p>That mental ill health can be resolved with the right help and support. Importance of accessing help early, so need to recognise when they are no longer able to control their emotions. Look at where to seek help – home/school/online/wider community.</p>
<p>That mental wellbeing is a normal part of daily life, in the same way as physical health. MW10</p>	<p>As above. Link to daily life/mindfulness lessons. Ensure information for Childline/Young Minds and Samaritans are available in school at age-appropriate level.</p>						

Note: Teachers to ensure that children know where to seek help if needed, both at home and at school during all lessons taught.