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**A Time for Us - Spring 2 - Mental Wellbeing**

(**Bounce Back - Make your Move** - I'll have a go at staying in control and keeping cool)

**(Health and Wellbeing )**

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| EYFS | Personal, Social and Emotional Development - Managing Feelings and Behaviour  |
| Year 1 | Mental wellbeing; recognising different feelings |
| Year 2 | Managing feelings and asking for help |
| Year 3 | What affects feelings; expressing feelings |
| Year 4 | Maintaining a balanced lifestyle to support mental wellbeing |
| Year 5 | What affects mental health and ways to take care of it; |
| Year 6 | Managing change, loss and bereavement; managing time online |

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| EYFS | **Personal, Social and Emotional Development - Managing Feelings**• talk about different feelings and name them• talk about how they and others show feelings• Talk about how different feeling make them feel |
| Year 1 | **Mental wellbeing; recognising different feelings**• how to recognise and name different feelings•about ways of sharing feelings, and a range of words to describe feelings•how feeling affects people's body's and how they behave• how to recognise what others might be feeling |
| Year 2 | **Mental wellbeing; managing feelings and asking for help**•about routines and habits for maintaining good mental health•how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings |
| Year 3 | **Mental wellbeing; what affects feelings; expressing feelings; managing and reframing setbacks**•about the choices that people make in daily life that could affect their health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again |
| Year 4 | **Mental wellbeing; Maintaining a balanced lifestyle to support mental wellbeing**•to identify that mental health, just like physical health is part of daily life; and the importance of taking care of mental heath.•to identify a wide range of strategies and behaviours that support mental health - including good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies. •spending time with family and friends can support mental health and wellbeing. • about the benefits of being outdoors and in the sun for mental health• about everyday things that affect feelings and the importance of expressing feelings.  |
| Year 5 | **Mental wellbeing**•that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult |
| Year 6 | **Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online**• about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online |

(See resources saved in Google Drive)