

# Learning about Mental Health and wellbeing as part of a Youth Social Action programme

Staff guide and lesson plans  
Key Stage 2



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## About Us:

The Ormiston Trust believes in a future where all young people can lead fulfilling lives. With the right tools and support, young people and their families can become empowered to make a positive difference on the issues affecting their lives, communities, and broader society.

Ormiston Trust was established when Fiona Ormiston Murray and her husband tragically died on their honeymoon in 1968; her family were devastated. Fiona loved children, and it was no secret that she was excited about starting her family-lasting legacy. Therefore, her father, George, and brother, Peter, started a charitable trust, Ormiston Trust, which enables children and families to fulfil their potential.

Over the last 40 years, we have provided added-value support, resources, and funding for projects and institutions to achieve these goals. One of our key programmes over the last six years has been uniting young people with a shared belief in the power of youth social action. This programme takes the lead from young people, who can develop their skills, resilience, and well-being and create change to tackle issues they care about.

**We know we can make a difference by partnering with and investing in schools, charities, and organisations.**

We are proud supporters of **Ormiston Families** and sponsors of three Multi-Academy Trusts:

- **Ormiston Academies Trust (OAT)** is one of England's largest not-for-profit multi-academy trusts. Our aim as a charity, alongside our schools, is to help provide local children with a great education. We educate over 35,000 pupils across five OAT regions in over 40 schools – currently 32 secondary schools, six primary schools, three alternative provision schools and one special school.
- **The Gateway Learning Community**, established in 2012, comprises one secondary academy and four primary academies. We aim to empower all students with the tools they need to grow into 'creative and thriving citizens within a diverse, truly fair and equal community.
- **Birmingham Ormiston Academy** comprises BOA Stage and Screen Production Academy and BOA Digital Technologies Academy.

We also support **Ormiston Families**, which runs a diverse range of services for children, young people, and families to improve the mental health, well-being, and life chances of the people we work with and ensure brighter futures for the next generation.

## **By the end of primary school: - Mental wellbeing pupils should know:**

Mental wellbeing is a normal part of daily life, in the same way as physical health

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

- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children, and it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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 control their emotions (including issues arising online)
- 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.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

# Using the 5 step Process to Support Thinking in Youth Social Action

**WHY?**

What problem do I see or feel?

★ **now** ★  
**what?**

What have I achieved through this? What can I further?

*What*

How can I discuss this problem with my class?

**L**earner

*When*

When can I do this?  
In school? Out of school? Who can help/support me?

*How?*

How can I change this?  
What knowledge and skills do I need to learn?






## Delivery of Youth Social Action

The social action project can be delivered through your school's curriculum design. It can link to a specific subject area or be undertaken during enrichment/pastoral time, combining this as an extra-curricular activity. In the second section of the guide, you will find a progression of activities that can be used to teach the skills that young people need, either to get involved with an existing social action project linked to the focus area or to develop their own. Below are three tables outlining how the teaching of skills and the realisation of the social action project could be mapped out over an academic year.

This guide is based on the **#WeWill** process enabling young people to learn transferable skills through social action. The process follows five key steps.

Below is a proposed plan to adapt this at Key Stages 1 and 2. Each process can be repeated by making further progress on the chosen area or starting a new topic. Section one of the guide focuses on giving the teachers/adults involved the information needed to deliver the overall topic.

### Key Stage 2

	Young people understand what social action means and are inspired to take part in a social action project.
	Look at existing practice, investigate deeper into the cause.
	Plan the project.
	Carry out the project based on your plan.
	Reflect on the overall project and how it can be improved further. After reflecting, young people may develop their project further based on what they have learnt or may wish to pursue another project.

The resources below are to support the teaching of the skills needed so young people can carry out their own social action projects. It should:

- Introduce the young people to the subject of Mental Health
- Go through the process of understanding social action by analysing an approach already taken.
- Inspire young people to act within a school, community, or city.

It is essential that the teacher (any adult supporting the learning) emphasises the key skills that are being covered at each stage. The skills are transferable and can be applied across a range of different subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable and can be taught in line with your curriculum model.

# Youth Social Action Curriculum Integration Map

The following table provides an overview of the connections made with the National Curriculum to identify opportunities to integrate the topic of 'Mental Health' in teaching and learning activities. The contents may also inform the planning of activities that will teach social action skills or inform future social action planning.

## Key Stage 2



### Cloud Boy

Marcia Williams

A book for upper KS2 examines the emotions Angie experiences during her best friend Harry's terminal illness, including grief, anger, happiness and boredom. The lesson that all her feelings are valid is transferable to anyone experiencing stressful life events.

### All The Things That Could Go Wrong

Stewart Foster

It is an absorbing story about bullying and friendship crafted with the right balance of warmth and tension to engage readers in upper KS2.

### Aubrey and the Terrible Yoot

Horatio Clare

Horatio Clare writes openly and honestly about Jim's battles and Aubrey's responses to what he witnesses. There is plenty of humour and adventure, and the description is remarkably adept. All in all, it is a very grounded and relatable story.

### Seaglass

Eloise Williams

Seaglass is essentially a ghost story but explores and delves into various aspects of mental health throughout. The main protagonist, Lark, deals with isolation, worry and prejudice. She also struggles with anger, and her coping strategies are explored in the book.

### An Emotional Menagerie

The School of Life

This is a beautiful collection of poems, all themed around different emotional states. Working through the alphabet (Anger, Boredom, Curiosity and so on), each feeling is likened to an animal and starts with the line 'If ....were an animal', helping children to identify the words we use to describe emotional states and how the feelings might cause people to behave or react.

The bright illustrations help children to make the link between the emotions and their paired animal.





Happy From Head to Toe: A journey through the body to help you find your happy.

Fearne Cotton

Non-fiction

From bestselling author, broadcaster and founder of Happy Place, Fearne Cotton. Did you know that your belly can bring you joy and your hands can calm you? And that's not all. Your body and mind are connected in incredible ways that you might not even realise! Each body part can play an important role in helping you feel great, from the tips of your toes to the top of your head. Whether using your feet to stay active, your mouth to talk about your feelings or your shoulders to feel confident, this is a one-stop holistic guide to happiness from bestselling author Fearne Cotton. With interviews throughout with a range of much-loved expert voices, including Tom Daley, Kimberley Wilson, Tom Fletcher, Joe Wicks, Marcia Sharp and many more, this book is packed with tons of practical tips for finding joy every day.

The Fantastic Book of Feelings: A Guide to Being Happy, Sad and Everything In-Between!

Marcia Williams

Non-fiction

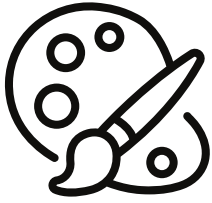
Please get to know all your feelings and how to look after them in this positive and practical guide from beloved author-illustrator Marcia Williams. How do you feel today? Whether happy or sad, this book is the perfect guide to understanding and celebrating all your feelings! In colourful comic-strip stories, explore a range of emotions and discover ways to cope when any feeling becomes overwhelming. This is a helpful and engaging guide celebrating the importance of good mental health, packed with top tips for mental well-being and a first aid box for feelings.

**Why Do I Feel Like This?**

Shinsuke Yoshitake

Non-fiction

'Why Do I Feel Like This?' looks at where our bad, mad, sad feelings come from and how we can make them disappear. As all the options are investigated, there is no shying away from darker impulses, such as "I wish they'd trip over a rock and hurt themselves", counter-acted by thoughts such as "Hating people doesn't feel good". Various coping mechanisms are explored, such as distracting yourself, discussing your problems, and realising that everyone sometimes feels this way.



Place2Be - These projects offer space to explore a wellbeing theme through creative art activities, stories, and conversation. Each project can help children, young people, and adults nurture their relationships while having fun.

<https://www.place2be.org.uk/our-services/parents-and-carers/wellbeing-resources-for-families/activities-from-the-art-room/>

Science Lower KS2

Year 3: Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat.

Research different food groups and how they keep us healthy and design meals based on what they find out.

Science Upper KS2

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Pupils can work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Music

**Songs to inspire young people or they can just join in and sing!**

Spring Chicken - Life Is A Wonderful Thing - The School Rule Song - Harvest Samba - Conkers! - Leavers' Song – Animals - Song for Every Season - Living and Learning - Harvest Song

PE	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• develop competence to excel in a broad range of physical activities</li><li>• are physically active for sustained periods</li><li>• engage in competitive sports and activities</li><li>• lead healthy, active lives</li></ul> <p>P.E.e is an online, YouTube-based exercise tool designed by British Fitness Coach Joe Wicks to help children across the U.K. stay U.K.t and active during the COVID-19 School closures. It now includes over 70 lessons. <a href="https://www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPcektsQyFbXTf9FO">https://www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPcektsQyFbXTf9FO</a></p> <p>Change4life has compiled this fantastic repository of resources, information, and ideas to help children and young people stay active. This includes a long list of potential organised sports with information on how to get started at them. <a href="https://www.nhs.uk/healthier-families/activities/sports-and-activities/">https://www.nhs.uk/healthier-families/activities/sports-and-activities/</a></p> <p>Cosmic Kids Yoga - Interactive adventures that build strength, balance, and confidence - and get kids into yoga and mindfulness early! <a href="https://www.youtube.com/user/cosmickidsyoga">https://www.youtube.com/user/cosmickidsyoga</a></p>
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PSHE - Teaching about mental health and emotional wellbeing is also now a requirement as part of statutory Health Education.

H11	about different feelings that humans can experience
H12	how to recognise and name different feelings
H13	how feelings can affect people's bodies and how they behave
H14	how to recognise what others might be feeling
H15	to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16	about ways of sharing feelings; a range of words to describe feelings
H17	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19	to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20	about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

## Definition of Mental Health

Mental health includes our emotional, psychological, and social well-being. Mental health is an integral and essential component of health. It affects how we think, feel, and act. It also helps determine how the WHO constitution states:

"Health is a state of complete physical and mental well-being in which we handle stress, relate to others, and make choices. Mental health is an integral and essential component of health and not merely the absence of disease or infirmity. It is important at every stage of life, from childhood and adolescence through old age."

"Mental health is about how we think, feel and act. Just like physical health: everybody has it, and we need to take care of it. Our mental health is on a spectrum and can range from good to poor. Good mental health can help you to think positively, feel confident and act calmly." mind.org.uk

We all share lots of the same rights, but we also have different rights depending on our age and needs. You might not realise it, but rights are a part of your everyday life.

These are just some of the rights you have:

- everywhere – the right to your own beliefs or religion and the freedom to be protected from violence and abuse
- at home – the right to a standard of living, such as money, food and housing that meets your needs
- at school or college – the right to education even if you don't go to school, you're in a hospital or in youth custody
- at work – the right to breaks, time off for holidays, and to be kept safe
- When receiving care – the right to the best possible healthcare and the right to have your personal information kept private by professionals.

The Convention on the Rights of the Child has 54 articles (parts), and most of these articles list the different rights that children have and different responsibilities that the Government, and others, have to make sure that children have these rights.

***"Health - The Government must make sure you are able to be as healthy as you can be, and that you are able to get healthcare when you need it. You must also be able to get clean water and healthy food and live in a healthy environment. The Government must also make sure you can get information about staying healthy (article 24). For more information, see Children's Services and Sex, health and Drugs."***



**2** All children under 18 should enjoy all the rights set out in the UNCRC **without discrimination**, including those with mental health conditions.



**6** Every child and young person should enjoy the **same opportunities to grow and develop** in conditions that don't impact negatively on their mental wellbeing.



**19** Every child has **the right to protection from all forms of violence**, including the neglect of their mental health, self-harm and suicide.



**24** Every child has **the right to the best possible health** and to healthcare services that will help them attain this, including mental health.

## Key Findings: Mental Health of Children and Young People in England, 2020

The data below gives us an idea of the impact mental health has on young people. which can be shared with the young people.

- In 2022, 18.0% of children aged 7 to 16 and 22.0% of young people aged 17 to 24 had a probable mental disorder.
- In children aged 7 to 16, rates rose from 1 in 9 (12.1%) in 2017 to 1 in 6 (16.7%) in 2020. Rates of probable mental disorders then remained stable between 2020, 2021 and 2022.
- 11 to 16-year-olds with a probable mental disorder were less likely to feel safe at school (61.2%) than those unlikely to have a mental disorder (89.2%). They were also less likely to report enjoyment of learning or having a friend they could turn to for support.
- 1 in 8 (12.6%) 11 to 16-year-old social media users reported that they had been bullied online. This was more than 1 in 4 (29.4%) among those with a probable mental disorder.
- 1 in 5 (19.9%) 7 to 16-year-olds lived in households that experienced a reduction in household income in the past year. This was more than 1 in 4 (28.6%) among children with a probable mental disorder.
- Among 17 to 22-year-olds with a probable mental disorder, 14.8% reported living in a household that had experienced not being able to buy enough food or using a food bank in the past year, compared with 2.1% of young people unlikely to have a mental disorder.

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey>

### At a Global Level

Mental disorders are attributable to 14.3% of deaths worldwide, or approximately 8 million deaths each year.

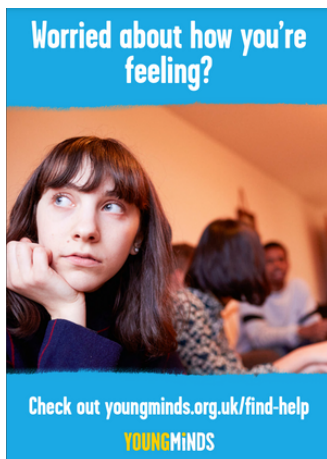
- According to the World Health Organisation, depression can lead to suicide, contributing to over 700,000 deaths every year.
- Suicide is the fourth leading cause of death in 15-29-year-olds.
- Despite effective treatments for mental health disorders, over 75% of people in low- and middle-income countries receive no treatment for them.

### At a National Level

- More than 4 in 10 people say they have experienced depression.
- Nearly 3 in 4 people living in the lowest household income bracket (less than £1,200 per month) report having experienced a mental health problem, compared to 6 in 10 of the highest household income bracket (over £3,701 pm).

## Resources to support the teaching of mental health

Young Minds provide a range of posters and postcards which Teaching staff can use to display/share.



## Organisations to support the delivery of mental health

**Mind** offers information and advice to people with mental health problems and lobbies government and local authorities on their behalf. It also works to raise public awareness and understanding of issues relating to mental health. The charity can be used by young people and or teaching staff as a mechanism of support.

**Schools in Mind** is a free network for school staff and allied professionals which shares academic and clinical expertise regarding the well-being and mental health issues that affect schools. The network provides a trusted source of up-to-date and accessible information and resources that school leaders, teachers and support staff can use to support the mental health and well-being of the children and young people in their care. The network shares academic and clinical expertise regarding mental health and wellbeing issues for schools and enables members to access:

- termly events, newsletters, training, and resources
- ideas to support school staff mental health and wellbeing
- opportunities to take part in ground-breaking research and network with other schools

**The BBC** provides a mental health first aid kit for parents. This includes a range of websites, phone numbers and online services for seeking help for your child. This could be made available to parents and carers.

**The Anna Freud Centre** improves the lives of thousands of children and young people with mental health problems every year. It provides a vital lifeline for families under pressure. It is the UK's only children's mental health organisation to combine practice, training and world-class research with a focus on family well-being.

## Frameworks to support the delivery of mental health education in your schools.

The Anna Freud National Centre for Children and Families has created an evidence-based framework so that you can decide on your approach to mental health and well-being in 5 simple steps. Our 5 Steps Framework is developed by mental health experts and teachers for teachers. It is very simple and it's FREE.

Ensure there is robust mental health policy guidance on the Anna Freud National Center for children's and families.

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/leading-change/ensure-there-is-a-robust-mental-health-and-wellbeing-policy/>

<b>Key dates</b>	26th – 30th June World Wellbeing Week
27th January Parent Mental Health Day	Tuesday 25th July National Schizophrenia Awareness Day
26th February - 3rd March Eating Disorder Awareness Week	19th September Youth Mental Health Day
Friday 17th March World Sleep Day	18th – 24th September International Week of Happiness at Work
Thursday 30th March World Bipolar Day	Tuesday 10th October World Mental Health Day
Friday 31st March International Transgender Day of Visibility	Wednesday 1st November National Stress Awareness Day
All April Stress Awareness Month	2nd – 6th November International Stress Awareness Week
2nd April World Autism Awareness Day	Monday 13th November World Kindness Day
All June Pride Month	13th – 17th November (TBC) Anti-Bullying Week
12th to 18th June Men's Health Week	Mental Health Awareness Week will take place from 15-21 May 2023. The official theme for this year is 'anxiety'.



## **TEACHING ABOUT MENTAL HEALTH AND EMOTIONAL WELL-BEING, SAFELY, AND CONFIDENTIALITY.**

Before teaching the topic of mental health, it's important to create the right environment for the pupils and the staff. Here are a few suggestions to incorporate mentally healthy practice into your classroom:

### **In your classroom - Could you talk about mental health?**

One of the most important things you can do is to talk to pupils about mental health in a non-stigmatising way, explaining that it affects us all and is not black and white but a spectrum. The What's on Your Mind? Resources by See Me provide some helpful guidance on how to do this.

### **Share the five ways to well-being**

The five ways messages are simple to understand and easily adapted to age ranges across primary and secondary schools. They could be integrated into the classroom, for example, by creating a display board or by using each of the ways as a daily theme for form/tutor time.

If you teach PSHE, look at the PSHE Association's Guidance on preparing to teach about mental health and emotional well-being.

### **Model good habits**

Children often learn from copying what they see around them. Sharing with them how you care for your mental health can help normalise the idea of looking after your mental and physical health.

### **Listen and empathise**

If a pupil shares their worries with you, try to empathise rather than giving advice, trying to 'fix' their problem or immediately referring them to another staff member or service.

Empathy involves acknowledging what the young person is feeling, attempting to understand things from their point of view and avoiding judgement. If you have any concerns about their safety, follow your school's safeguarding policy and discuss them with your designated safeguarding lead.

for more guidance on teaching listening skills, please refer to the skills guide on communication.

For more information: <https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>

## **TEACHING ABOUT MENTAL HEALTH AND EMOTIONAL WELL-BEING, SAFETY, AND CONFIDENTIALITY.**

Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teachers is important for these education lessons, especially those focusing on mental health and emotional well-being, as it:

- Protects pupils from possible distress
- It enables them to feel comfortable exploring values and attitudes
- It enables them to express their own opinions and consider the views and opinions of others without the fear of negative feedback.
- While appropriate disclosures by pupils about mental health issues should be seen as having a positive impact on this learning, it is
- Importantly, if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting.

Ground rules:

- Explain to students that we will be open and honest but not directly discuss our own or others' personal lives. We will discuss general situations as examples but not use names or descriptions that could identify anyone.
- We will not put anyone 'on the spot'.
- Lead the way by modelling the ground rules in your communications with the class.

Ground rules are most effective when they have been negotiated and agreed upon with pupils (rather than imposed) and are:

- Written in pupils' own words
- Displayed in the classroom
- In some cases, physically signed by pupils (like an informal contract)
- Monitored by pupils themselves
- Followed consistently by the teacher as well as the pupils

As lessons on mental health may result in pupils having questions, they need to explore with you outside of class. Where possible, it would be helpful if you could remain available to pupils immediately after class. Or signpost a time when you might be open for further discussion. In line with the school policy and procedure, please reiterate the support provided by schools:

- a person or people in school (Designated Safeguarding officer)
- appropriate websites, helplines or text services where pupils might seek further help or advice.

## 5 steps to improve mental health and well-being

Evidence suggests there are 5 steps to improve Mental health and Well-being. Trying these things could help you feel more positive and get the most out of life. The 5 steps are:

1. **Connecting with people** in good relationships is important for your mental well-being. They can: help you to build a sense of belonging and self-worth, give you an opportunity to share positive experiences, provide emotional support, and allow you to support.

Connecting with people in good relationships is important for your mental well-being. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support

Good relationships are important for mental well-being.

- Asking a friend how they have been feeling recently
- Put your phone away and speak and listen to someone
- Give sincere compliments to people
- Tell a loved one why they are special to you
- Tell a loved one the strengths that you see in them
- Thank someone for something they did, and tell them how much it means to you



2. **Being physically active** is not only great for your physical health and fitness. Evidence also shows it can also improve your mental well-being by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to change your mood positively

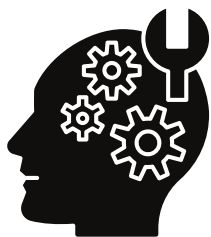
Being physically active is great for your physical health and fitness. It can also boost your mental health by raising your self-esteem.

- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and getting some fresh air
- Swimming



3. Research shows that **learning new skills** can improve mental well-being.

- Learn to play a new musical instrument
- Learn a new language
- Pottery
- Work on a DIY project, such as fixing a broken bike, garden gate or something bigger.
- Try new hobbies that challenge you, such as writing a blog, taking up a new sport or learning to paint.
- Learn how to cook a new dish.

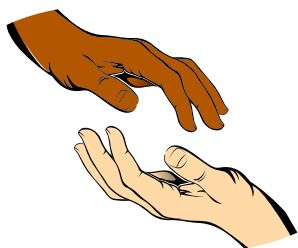


Learning new skills. Research shows that learning new skills can also improve your mental well-being by:

- boosting self-confidence and [raising self-esteem](#)
- helping you to build a sense of purpose
- helping you to connect with others

**4. Giving to others** – Acts of giving can help your mental well-being by creating a positive feeling and a sense of reward.

- saying thank you to someone for something they have done for you
- asking friends, family or colleagues how they are and listening to their answer
- spending time with friends or relatives who need support or company
- offering to help someone you know with DIY or a work project
- volunteering in your community, such as helping at a school, hospital or care home
- Supporting local food banks by collecting some food

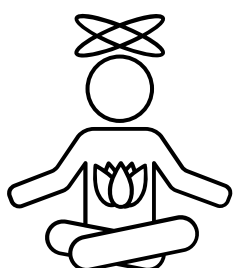


Giving to others. Research suggests that acts of giving and kindness can help improve your mental well-being by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people
- It could be small acts of kindness towards other people or larger ones like volunteering in your local community.

**5. Mindfulness:** Paying attention to the present can improve your mental well-being. This includes your thoughts, feelings, body, and world. Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander:

- Yoga
- Walking
- Mindful colouring
- Try something new, for example, a different flavour in something you like
- Notice new things on the way to school



Mindfulness: Paying more attention to the present moment can improve your mental well-being. This includes

- your thoughts and feelings, your body and the world around you.
- Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

## Youth Social Action case studies: Mental health focus

The projects listed below provide examples of how young people can use the lessons' learning to launch their initiatives to address well-being and mental health concerns. Please use these examples to inspire your students.

- 1. The Student Mental Health Project:** This project was launched by a group of high school students in Canada who recognised the need for more mental health resources in their schools. They created a website that offers information, resources, and support for students struggling with mental health issues. The project has since expanded to other schools in the area.
- 2. The Kindness Curriculum:** This program was developed by a group of teachers in the United Kingdom who wanted to promote kindness and well-being in their classrooms. The curriculum includes lessons and activities that teach students about empathy, mindfulness, and emotional regulation. It has been implemented in schools throughout the UK and has been shown to improve students' social and emotional skills.
- 3. The Youth Wellness Network:** This organisation was founded by a group of young people in Canada who wanted to promote wellness and mental health among their peers. They offer workshops, events, and resources on stress management, mindfulness, and positive self-talk. The organisation has reached thousands of young people across Canada and beyond.
- 4. The Dreamline Project:** This project was created by a group of middle school students in the United States who wanted to promote positivity and well-being in their school community. They asked their classmates to write down their dreams and aspirations on paper cutouts and then displayed them throughout the school. Schools around the world have since adopted the project.
- 5. The Power of Words Project:** This initiative was started by a group of high school students in Australia who wanted to combat bullying and promote positive communication. They created a campaign that encouraged students to think about the impact of their words and actions and provided resources and strategies for responding to bullying. Schools and organisations across Australia have adopted the project.

## Key Stage 2 - Lesson 1

### Cross-Curricular Links

**PSHE H11.** about different feelings that humans can experience

**PSHE H17** - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

### Lesson Objectives

- Understand what is Mental Health
- Recognising own emotions Ups and Downs
- Identify things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

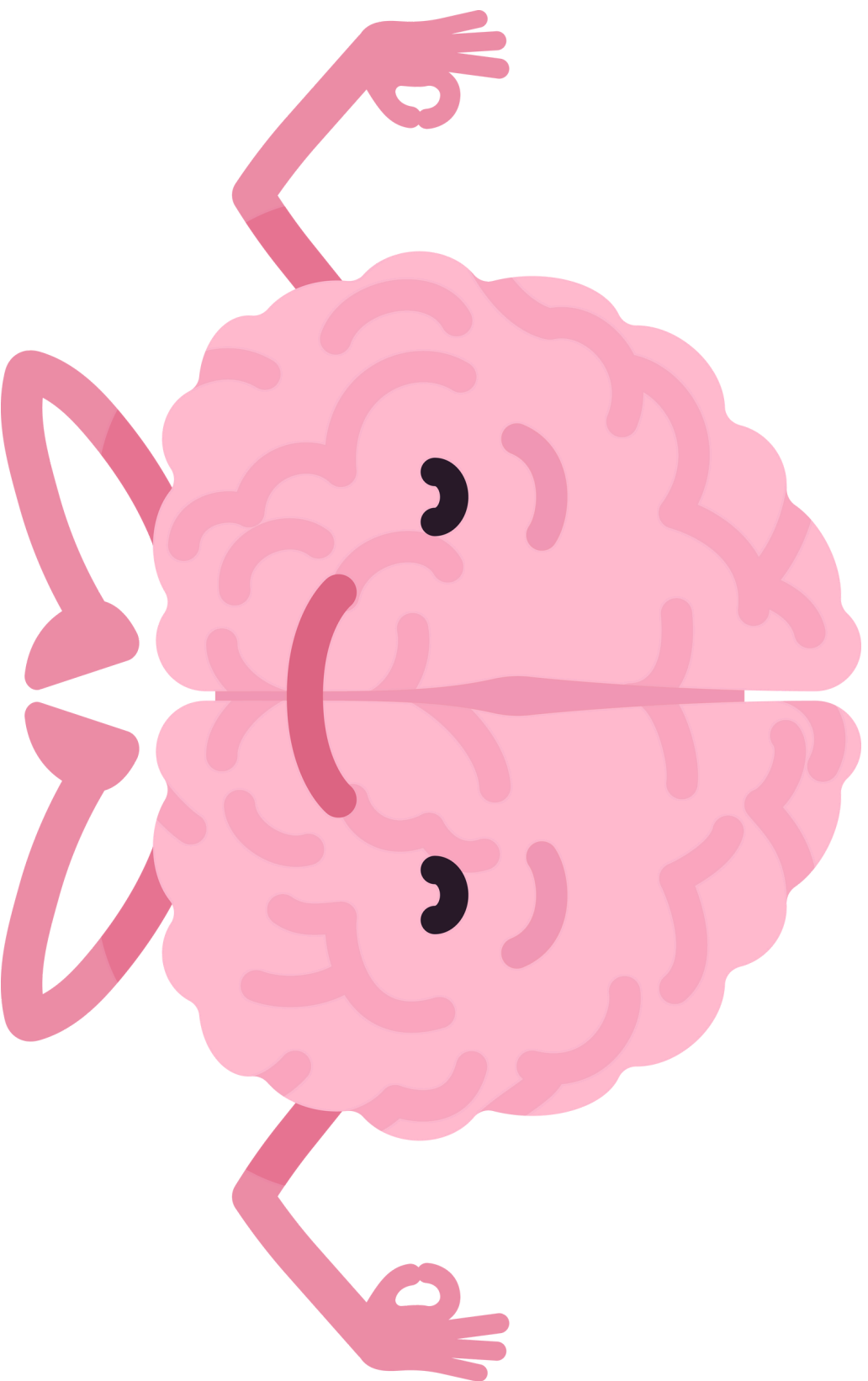
### Skills Objectives

- Communication - I can plan what needs to be shared

Timing	Teacher Guide	Student Activity
10mins  Video 1:30mins	<p>It is important that every child understands the importance of mental health and knows how to get help if they need it. This video examines the different aspects of mental health and how to talk to young people about it.</p> <p>As the video plays, write keywords on the board to remind the young people about their meaning.</p> <p>Think, Feel and Behave            Physical Health            Mental Health            ourselves and others            relate to others</p> <p><b><u>DOWNs</u></b>            Worried, Stress, Angry, frustrated, Overwhelmed, Scared, Sad, Lonely</p> <p><b><u>UPs</u></b>            Happy, Excited, Grateful, Loved, Proud</p>	Young people to watch the video.

15mins	<p>5 steps to improve mental health and well-being</p> <p><b>Connecting with people</b>—Please emphasise the safeguarding aspect of connecting with people online; if they ever have concerns, please direct them to the relevant safeguarding personnel.</p> <p><b>Being physically active</b></p> <p><b>Learning new skill</b></p> <p><b>Giving to others</b></p> <p><b>Mindfulness</b></p>	Young people to listen to the input from the teacher on the 5 steps to improve your health and wellbeing.
25 mins	<p>Looking after your brain and heart. Using the attached sheet, consider how young people can look after themselves.</p> <p><b>Worksheets</b></p> <p>How can I look after my brain?</p> <p>How can I look after my heart?</p> <p>Eat Healthy</p> <p>Exercise regularly</p> <p>Do things you like doing</p> <p>Play in the garden</p> <p>Less screen time</p> <p>Sleep Well</p>	Young people to complete worksheets.
10 mins	Discuss some of the ideas the young people have and how they think they will support them.	Young people to contribute towards the discussion

**How can I look after my brain?**





# How can I look after my heart?



1



# Lesson 1: Understanding Mental Health

7

Good relationships are important for mental well-being.

- Asking a friend how they have been feeling recently
- Put your phone away and speak and listen to someone
- Give sincere compliments to people
- Tell a loved one why they are special to you
- Tell a loved one the strengths that you see in them
- Thank someone for something they did, and tell them how much it means to you

2

Lesson : Understanding Mental Health and Emotions

**Learning Objective**

- Understand what is Mental Health and Emotions
- Identify things that help you mentally and physically

**Skills Objective**

- Communication - I can plan what needs to be shared

**Cross-Curricular Links**

PSHE - H11, about different feelings that humans can experience  
 PSHE H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

8

## Safeguarding - Connecting With People

*(family and friends)*

3

Lesson 1: What is Mental Health



### WHAT IS MENTAL HEALTH?

9



## Being Physically Active

4

## 5 Steps to Improve Mental Health and Well-being

10

Being physically active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental well-being by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain, which can help positively change your mood.

5



## Connecting With People

*(family and friends)*

11

Being physically active is great for your physical health and fitness. It can also boost your mental health by raising your self-esteem.

- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and getting some fresh air
- Swimming

6

Connecting with people in good relationships is important for your mental well-being.

They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support

12



## Learning New Skills

13

Research shows that learning new skills can also improve your mental well-being by:

- Boosting self-confidence and raising self-esteem
- Helping you to build a sense of purpose
- Helping you to connect with others

14

You can learn to:

- Learn a new musical instrument
- Learn a new language
- Pottery
- Work on a DIY project, such as [No Title], garden gate or something bigger
- Try new hobbies that challenge you, such as writing a blog, playing a new sport, or learning to paint
- Learn how to cook a new dish

15



## Giving To Others

16

Acts of giving and kindness can help improve your mental well-being by:

- Creating positive feelings and a sense of reward
- Giving you a feeling of purpose and self-worth
- Helping you connect with other people
- It could be small acts of kindness towards other people or larger ones like volunteering in your local community.

17



## Mindfulness

18

mental well-being. This includes:

- Your thoughts, feelings, body, and world.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change how you feel about life and approach challenges.

19

Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander:

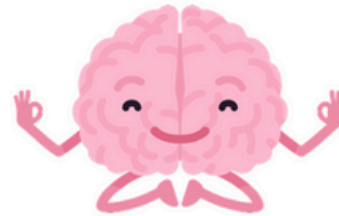
- Yoga
- Walking
- Mindful colouring
- Try something new, for example, a different flavour in something you like
- Notice new things on the way to school

20

## What will you do to look after your brain and heart?

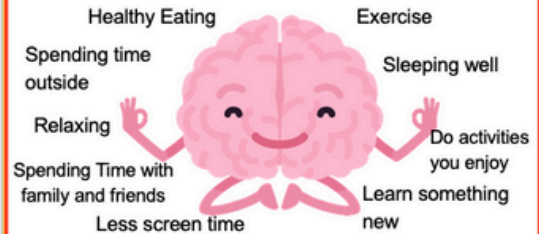
21

How can I look after my brain?



22

How can I look after my brain?



23

How can I look after my heart?



24

How can I look after my heart?



## Key Stage 2 - Lesson 2

### Cross-Curricular

PSHE - H12 - How to recognise and name different feelings

### Lesson Objectives

- Young people are able to demonstrate an understanding of what being mentally healthy is.

### Skills Objectives

- I can listen to others and take their ideas on board.

Timing	Teacher Guide	Student Activity
5mins	A brief overview of the 5 Steps.	
50mins	<p>Using the 5-Step, create posters encouraging others to adopt a healthier lifestyle.</p> <p>Remind the young people of the 5-steps;</p> <ol style="list-style-type: none"><li>1. Connecting with people</li><li>2. Being physically active</li><li>3. Learning new skill</li><li>4. Giving to others</li><li>5. Mindfulness</li></ol> <p>Use quotes to add to your posters, too.</p> <p>OR</p> <p>Write an Acrostic Poems using some of the following keywords:</p> <p>Mental Health, Sadness, Anxiety, Depression Community, Help, Support, Family, Friends</p>	
5mins	Share poems/Posters with the class.	

# Quotes about Mental Health

"Whatever words we utter should be chosen with care, for people will hear them and be influenced by them for good or ill." **Buddha**

It is not fair to ask someone else what you are not willing to do for yourself". **Eleanor Roosevelt**

"True humility is not thinking less of yourself; it is thinking of yourself less" **C.S. Lewis**

"Politeness is a sign of dignity, not subservience" **Theodore Roosevelt**

"The weak can never forgive; forgiveness is the attribute of the strong."  
**Mahatma Gandhi**

"If they don't like you for being yourself, be yourself even more" **Taylor Swift**

"The best thing to hold onto in life is each other." **Audrey Hepburn**

"If you have good thoughts, they will shine out of your face like sunbeams, and you will always look lovely!" - **Roald Dahl**

"No act of kindness, no matter how small, is ever wasted." - **Aesop**

"Happiness can always be found, even in the darkest of times, if only one remembers to turn on the light." - **Dumbledore**

"Every one of us needs to show how much we care for each other and, in the process, care for ourselves." - **Princess Diana**

"Every child is born a genius." - **Buckminster Fuller**

"One book, one pen, one child and one teacher can change the world."  
- **Malala Yousafzai**



# Acrostic Poems

Mental Health

Sadness

Anxiety

Depression

Community

Help

Support

Family

Friends



1




**Lesson 2:  
Understanding  
Mental Health**

2

Learning Objective	Skills Objective
<ul style="list-style-type: none"> <li>Young people are able to demonstrate an understanding of what being mentally healthy is through sharing strategies</li> </ul>	 Using communication strategies, young people can plan what needs to be shared. 

3


**"If they don't like you for being yourself, be yourself even more."**



**Taylor Swift**

4


**"If you have good thoughts, they will shine out of your face like sunbeams, and you will always look lovely!"**



**Roald Dahl**

5

**"Happiness can always be found, even in the darkest of times, if only one remembers to turn on the light."**



**Dumbledore**

6


**"Every one of us needs to show how much we care for each other and, in the process, care for ourselves."**



**Princess Diana**

7

**"One book, one pen, one child and one teacher can change the world."**



**Malala Yousafzai**

8

**Using the 5-Step, create posters encouraging others to adopt a healthier lifestyle.**

9

**5 Steps to Improve Mental Health and Well-being**

10



**Connecting With People**  
*(family and friends)*

11



**Being Physically Active**

12



**Learning New Skills**



13



**Giving To  
Others**

14

**Acrostic Poems**  
 Mental Health  
 Sadness  
 Anxiety  
 Depression  
 Community  
 Help  
 Support  
 Family  
 Friends

15

**M**indful  
**E**motion  
**N**ice to others  
**T**alking to friends  
**A**lways respect yourself  
**L**isten



16

**H**  
**E**  
**A**  
**L**  
**T**  
**H**

17

**Share some of your ideas.**

## Key Stage 2- Lesson 3

### Cross-Curricular

**PSHE - H12** - How to recognise and name different feelings

### Lesson Objectives

- Young people should be able to understand what mental health is and the difference between everyday and small feelings.
- Through scenarios, young people can share strategies to help themselves and others.

### Skills Objectives

- Communication - I can plan what needs to be shared
- An understanding of how to be a good listener

Timing	Teacher Guide	Student Activity
10mins	<p><a href="https://youtu.be/nCrjevx3-Js">https://youtu.be/nCrjevx3-Js</a></p> <p>The Talking Mental Health animation aims to give children an understanding of:</p> <ul style="list-style-type: none"> <li>- what mental health is and the difference between everyday small feelings and a big feeling</li> <li>- consistent and accessible language to talk about mental health</li> <li>- an understanding of how to be a good listener.</li> </ul> <p>Source: Anna Freud is a world-leading mental health charity for children and families.</p>	<p>Young people to watch video.</p> <p>This animation was developed in collaboration with children.</p>
40mins	<p>Lower KS2</p> <p>What would you do IF.....?</p> <p>Scenarios</p> <p>Upper KS2</p> <p><b>Panic attacks - Luke and Jenny's story</b></p> <p><b>OCD and depression - Annabel's Story</b></p>	<p>Young people to go through the What IF scenarios and think about strategies they would deploy.</p>

<p>10mins</p>	<p><a href="https://www.youtube.com/watch?v=XNmOmLKNlfs">https://www.youtube.com/watch?v=XNmOmLKNlfs</a></p> <p>Try Not To Sing 2 - These songs from Sing 2 are too good not to join it with, can you complete this impossible challenge? How long will you last?</p> <p>00:00 Girl On Fire  00:23 There's Nothing Holding Me Back  00:52 Lets Go Crazy  03:00 A Sky Full Of Stars  03:59 I Say A Little Prayer  05:29 Could Have Been Me  07:47 Break Free  08:43 I Still Haven't Found What I'm Looking For</p>	<p>Young pupils to listen to the music - but try not to sing along- Lets see how long you can last!!</p>
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## **Panic attacks - Luke and Jenny's story**

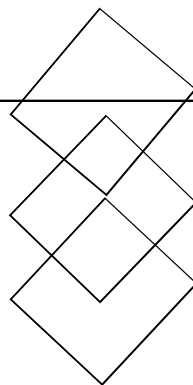
The intimate first-person testimony of these two young people will help students understand what it can feel like to experience a panic attack and how someone can get into a state of panic to begin with.

Through Luke and Jenny's accounts, students will learn to empathise with those suffering from severe worry and panic attacks and, in general, to feel empathy for others.

Teachers will find this film particularly useful in opening up discussions about coping when feeling worried or frightened and how to help people who might be feeling stressed.

This clip is from the series When I Worry About Things.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-panic-attacks/zvvqxy>



## **OCD and depression - Annabel's Story**

This clip uses the testimony of a young girl called Annabel to create an intimate portrait of how coping with OCD can feel.

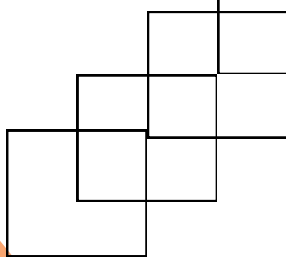
Annabel explains how her compulsions affect her daily life at school and home and ultimately lead her to reach rock bottom before she receives help.

The clip's strong visuals will open up students' eyes to how having OCD can feel, the way it relates to stress and how classmates' behaviour can affect a person suffering from OCD and depression.

This animation will be particularly useful for teachers in discussions about understanding others, dealing with stress and loss, and dealing with low moods.

This clip is from the series *When I Worry About Things*.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ocd-and-depression/z72b47h>



# Scenario Cards

<p>Your best friend has seemed quite sad lately. When you ask what is wrong, she doesn't want to talk about it. You are starting to worry about your friend. What could you do to help?</p>	<p>A friend at school has told you that he is getting really worried about a big test that is coming up. He has been going to the sick bay a lot and missing school altogether some days. What could you do to help your friend?</p>
<p>You have a lot going on in your life at the moment. You feel overwhelmed at school, your family is really busy and sometimes it feels like there is no time to relax. What could you do to help yourself feel better?</p>	<p>There's a new kid in your class, and she doesn't seem to be very happy. You have noticed that she sits by herself at playtime and doesn't join in, even when she is invited. What could you do to help her?</p>
<p>You have been feeling kind of angry lately. Little things make you lose your temper, and you are yelling at your family a lot. You even stormed out of your classroom when you got an answer wrong. You don't understand why you are feeling this way. What could you do to help yourself feel better?</p>	<p>Your brother doesn't want to do anything anymore. He always used to be happy to play games and hang out with you but now he just lies on the couch. What could you do to help him?</p>
<p>You have been having trouble sleeping because you are worried about moving house next week. You are going to a new school in a new town, and you don't know anyone there. You have started feeling sick every time you think about it. What could you do to help yourself feel better?</p>	

1



## Lesson 3: Understanding Mental Health

2

Learning Objective	Skills Objective
<ul style="list-style-type: none"> <li>Young people should be able to understand what mental health is and the difference between everyday and small feelings.</li> <li>Through scenarios, young people can share strategies to help themselves and others.</li> </ul>	<p>Communication - I can plan what needs to be shared</p> <p>An understanding of how to be a good listener</p>

3



4

**What would you do IF.....?**

5

**Your best friend has seemed quite sad lately. When you ask what is wrong, she doesn't want to talk about it. You are starting to worry about your friend. What could you do to help?**

6

**You have a lot going on in your life at the moment. You feel overwhelmed at school, your family is really busy, and sometimes it feels like there is no time to relax. What could you do to help yourself feel better?**

7

**You have been feeling kind of angry lately. Little things make you lose your temper, and you often yell at your family. You even stormed out of your classroom when you got an answer wrong. You don't understand why you are feeling this way. What could you do to help yourself feel better?**

8

**You have been having trouble sleeping because you are worried about moving house next week. You are going to a new school in a new town, and you don't know anyone there. You have started feeling sick every time you think about it. What could you do to help yourself feel better?**

9

**A friend at school has told you that he is getting really worried about a big test that is coming up. He has been going to the sick bay a lot and missing school altogether some days. What could you do to help your friend?**

10

**There's a new kid in your class, and she doesn't seem to be very happy. You have noticed that she sits alone at playtime and doesn't join in, even when invited. What could you do to help her?**

11

**Your brother doesn't want to do anything anymore. He always used to be happy to play games and hang out with you, but now he just lies on the couch. What could you do to help him?**

12

**Can you really listen?**

13



14

**How did you  
do?**