

Lesson number and title	Strand	Objectives	Overview
1. What are emotions?	Health education Living in the Wider World	To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To understand 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. To know that 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. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	Pupils identify a range of emotions and times when they might have experienced these emotions. They look at a range of scenarios and suggest the emotions which might be felt by the characters, and why.
2. Mindfulness	Health education	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Pupils take part in a mindfulness listening activity. They discuss what mindfulness is and why it might be beneficial. They take part in a carousel of mindfulness or self-care activities and reflect upon which ones work best for them.
3. Self-care	Health education	To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To know the characteristics and mental and physical benefits of an active lifestyle. To know the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Pupils discuss the importance of a healthy diet, sleep, exercise and having someone to talk to. They then create a class or group display for the school hall or other public space, showing strategies of self-care or with top tips highlighting the importance of self-care. They decorate a bookmark with their three top tips.

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4. Sleep	Health education	To understand the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn. To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Pupils work in pairs to act out short scenarios of time when they haven't had enough sleep. How did it affect them? How did they feel? They discuss issues such as being irritable and grumpy, lack of concentration, being more emotional or sensitive. Pupils suggest ways to create a bedtime routine.
5. Feeling worried	Health education	To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Pupils explore some of the changes surrounding transition to secondary school and changes which they have already experienced. They take each of their worries in turn and think about the potential positive side to each change. They also consider where they can seek help if they need someone.