

Pilot Project

Let's Talk About Mental Health

Healthier Together | Simon Says



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Introduction

Background and

National context

Mental Health issues among children and young people are a significant and growing public health problem.

10% of children and young people (aged 5-16 years) have a clinically diagnosable mental health problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age (Children's Society, 2008).

However those in closest contact with young people often have limited knowledge and do not feel confident in how to support them with mental health issues or bereavement, which results in a poor response when a young person finally finds the courage to tell someone they need help.

The aim of Healthier Together and Simon Says **aim** is to enable teachers to deliver a preventative school based program and provide access to appropriate support and services.

It is also recommended that teachers and other practitioners should be equipped with the knowledge, skills and training to enable them to talk openly about mental health issues and bereavement to children as a prevention and early intervention strategy and continue to develop positive mental health and well-being across the whole-school and wider school community.

Development of the project

'Let's Learn About Mental Health' aims to:

- tackle the myths that surround mental health issues
- reduce the stigma associated with it
- reduce the barriers to help seeking by raising awareness of sources of support and
- promote a supportive and understanding community in schools and the wider community.

Let's Learn About Mental Health has been developed to take account of; the Government green paper 'Transforming children and young people's mental health provision' and the current PSHE curriculum.

'Let's Learn About Mental Health' draws on the approach and excellent work carried out by Simon Says in schools using the 'train the trainer' model, supporting bereaved children and families across Hampshire.

Mental health issues or bereavement can affect anyone at any time. Young people are at greatest risk of mental health issues around the age of 12-14, when they are likely to be experiencing and dealing with new feelings for the first time. 'Let's Learn About Mental Health' is aimed at Year 3 and 4 pupils and above to help them develop the knowledge, resilience and strategies to prevent and manage difficult feelings they may experience. Which will help to protect their lifelong mental health.

How to use the project

'Let's Learn About Mental Health' is a resource pack for teachers and other practitioners working with children in Years 3 and 4. It comprises of six lesson plans designed to improve pupils understanding of mental health, anxiety, depression, self-harm and bereavement. Pupils will learn how to:

- recognise issues
- preventative steps to take
- strategies to manage the 'big feelings'
- the importance of talking about it
- how and where to seek appropriate support.

Each lesson builds on the previous one. To achieve the best results they should be delivered in the correct order over a six-week period.

The lesson plans and resources for each lesson are provided in print and PDF format. To support the delivery of the content, each lesson comes with a PowerPoint presentation for engaging pupils.

The project has been developed in partnership with mental health and education professionals. It includes **additional teaching support** and **further information** in the form of sign-posting to external resources and advice services, references, PSHE Objectives and Cross-Curriculum links

The 10 OKs

Each lesson starts with 'The 10 OKs', the rules that pupils are required to follow throughout the program, both inside and outside of the classroom.

The aim is to create a safe environment for an open discussion, to empower pupils and to give them confidence to raise any concerns, either as part of the group or at a later stage with someone they trust.

The project provides **an** examples which can be adapted to suit the needs of the children you are working with.

Lesson 1

Let's Talk About Mental Health

Resources

The 10 Oks Poster

Print large and put up in classroom

Mental Health Video

<https://www.youtube.com/watch?v=nCrjevx3-Js>

Feelings Worksheet

Photocopy one per pupil

Small Feelings Picture Map

Photocopy one per pupil

Sentence Starters Activity Sheet

Photocopy one per pair

Listening Line Cards

Photocopy one per 5 pupils

Good Listener Worksheet

Photocopy one per pair

Learning Objectives

WALT:

- Understand what mental health and well-being is
- Know the difference between a small, everyday feelings and a big feeling.
- How to get the help we need
- How to be a good listener

The 10 Oks:

(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Over the next couple of weeks we will be learning about mental health, mental health issues and bereavement. These can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

The 10 OK rules can need to be negotiated, agreed upon and shared so all pupils understand them and feels safe.

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Teaching Input

(3 minutes)

Today we are going to talk about our mental health. Ask the children "What **does** mental health?" ask for ideas. Give definition to the class: **Mental Health is about our feelings, our thinking, our emotions and our moods – things you cannot really see, but that affect our lives in lots of ways. It's different to our physical health as we can't always see it in the same way that we can see a broken arm or chicken pox.** Share the learning objectives.

Mental Health (5 minutes)

[Play YouTube clip](#) (0:00 – 02:50).

After the YouTube clip start a discussion:

- Ask class what they noticed in the animation. Recap key points.
- Clarify 'small everyday feelings'. Are there any other examples that the class can give?
- Clarify that these feelings change according to what is happening in our day.
- Any other examples of things people do to cope with 'small everyday feelings'?

Activity 1: Feelings

Worksheet (10 minutes)

This activity aims to encourage the children to think about small everyday feelings and to identify a recent small feeling they have had and how they experienced it. This could be a positive or negative small feeling.

Use the Feelings Worksheet to think about a recent small feeling you have had. You can describe it in words or pictures.

Demonstrate the activity. Write some examples on the board for the children to use. Remind children of the coping strategies seen in the animation (e.g. having a bath, writing things down). The children might like to use the small feelings picture map to help them if they are unsure about identifying a recent small feeling.

Talking (5 minutes)

Resume playing earlier video (<https://www.youtube.com/watch?v=nCrjvX3-Js>) (02:50 - 03:31).

After clip ask class: *Sometimes our feelings get too big for us to manage on our own. What can we do when our feelings become too much/get too big?*

Activity 2: Sentence Starters (5 minutes)

Use the Sentence Starters Worksheet (cut up and give out). In pairs, role play talking to someone about a problem or a worry. One person to use the sentence starter to help them begin the conversation. Ask the children to talk about a safe subject or give them imagined scenarios, for example, "I am worried that I can't do my homework", "I am worried that my friend doesn't like me anymore, "I am worried about..."

Listening (3 minutes)

Who we talk to and when we decide to talk will be different for everyone. Let's see what Jay will do.

Resume playing video (<https://www.youtube.com/watch?v=nCrjvX3-Js>) (03:31 – end)

Activity 3: Listening Lines

(10 minutes)

Jay needs someone to listen to her. How can we be good listeners when people want to tell us about how they are feeling?

Listening line activity:

- Stand in two lines, with children facing a partner.
- Using the cards, ask children to act out the instruction on the cards for 30 seconds at a time.
- Debrief after each one – How did it feel? Were you being listened to? What was the other person doing that stopped them from being a good listener?
- Using this information, draw or write down the rules of being a good listener using the good listener worksheet.

Plenary (5 minutes)

1. What happened **for** Jay in the end? Hands up.
2. Recap key messages of the animation: "If your feelings are getting too big to cope with on your own, talking to someone you trust might really help"
3. Recap what we have learnt today about the following:
 - What have you learnt about mental health?
 - How did you feel talking about mental health and your feelings?
 - What did you find difficult?
 - What did you find interesting?

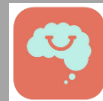
Closure (5 minutes)

'Affirmation chairs'- sit on chairs in a circle with 1 empty chair. Children take turns in offering the empty chair next to them to a peer and give them a positive affirmation until everyone has been offered a seat. For example: "You are a good friend because you smile at me when you see me"

Put LET'S TALK ABOUT MENTAL HEALTH poster on display

Further

Activities & Useful Apps



Smiling Mind is designed to help young people with the pressure, stress, and challenges of daily life.



Dreamy Kid has meditation, guided visualization and affirmations for children & teens that teach mindfulness

childline

ONLINE, ON THE PHONE, ANYTIME

Call 0800 111

The Ten OKs

OK

OK

It is **OK**...

To be sad or worried sometimes

OK

To be angry sometimes

OK

To be good to yourself

To listen, be heard and ask questions

OK

To share and be honest

OK

Not to share or 'pass'

OK

To disagree but we will always be kind

OK

To change your mind

OK

To feel safe because what is said does not get

repeated

OK

To ask for information or help

1.2 Feelings Worksheet



Think of a feeling you've had recently. What was it?

When was the last time you had that feeling?

Why did you have that feeling?

If it was a small feeling that was bothering you, what did you do to help?

1.3 Feelings Worksheet



Sad



Worried



Confused



Excited



Proud



Silly



Angry



Happy

1.4 Sentence Starters Activity Sheet

Please help me, I'm really struggling

I've been having a really hard time lately

I've got something to say

Do you have time to speak about something?

I have something important I want to speak to you about?



1.5 Listening Line Cards: Speaker and Listener



<p>Speaker:</p> <p>Tell them something that you feel sad about</p>	<p>Speaker:</p> <p>Tell them something that you are excited about</p>
<p>Speaker:</p> <p>Tell them something that makes you angry</p>	<p>Speaker:</p> <p>Tell them what you did last weekend</p>
<p>Speaker:</p> <p>Tell them something worrying</p>	<p>Speaker:</p> <p>Tell them what your favourite subject is and why</p>
<p>Listener:</p> <p>Yawn, look tired and look at your watch</p>	<p>Listener:</p> <p>Laugh</p>
<p>Listener:</p> <p>Don't look at them. Act bored.</p>	<p>Listener:</p> <p>Keep interrupting them and talking about yourself</p>
<p>Listener:</p> <p>Over-react, as if they have told you the most shocking thing you have ever heard</p>	<p>Listener:</p> <p>Gaze out of the window</p>

How to be a good listener

Write or draw your top tips for being a good listener. You may like to start your sentences with 'Do' and 'Don't'

Example: Do give the person your full attention.



Lesson 2

Let's Talk About Anxiety

Resources

The 10 Oks Poster

Print large and put up in classroom

Anxiety Video Clip

<https://www.youtube.com/watch?v=Egj212mvYco>

Feelings Faces

One set per class

Emotion Labels

One set per class

Large Paper and Writing Equipment

Stress Bucket

Photocopy one per pupil

54321 Mindfulness poster

Photocopy one large

Beads and pipe cleaners

Positive Mantra Starters

One per table

Learning Objectives

WALT:

- To recognise a range of feelings
- To recognise feelings of anxiety in myself and others
- To know how to prevent feeling overwhelmed by anxiety
- To use coping strategies to manage anxiety

The 10 Oks:

(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Today we are learning about anxiety. This topic can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and a poster will be around school to support you.

The 10 OK rules can need to be negotiated, agreed upon and shared so all pupils understand them and feels safe.

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Teaching Input

(5 minutes)

It is important to talk about the 'big feelings' we have because our mental health is big part of our physical health and well-being. Find out what children already know and what they would like to find out about anxiety? Introduce what anxiety is:

Anxiety is a feeling of fear or panic.

Feeling anxious sometimes is normal, like before a test or doing something for the first time. If the problem has gone, but the feeling of panic or fear stays, or gets stronger - that is when anxiety can become a problem.

Name the Feelings

(5 minutes)

Show the children the faces one at a time. Do not show them the name of the feeling. Invite volunteers to suggest the name of the feeling being illustrated. Introduce the words for each of the feelings shown and talk about the facial expressions shown on each of the feeling faces. Use the following questions to develop discussion and encourage the children to give reasons for their answers:

- Does anyone recognise having this feeling?
- Do our faces always show our true feelings?
- Do people who say they 'don't care' really not care?

(Highlight that if people protest that they 'don't care', that often means that they do!)

- Does it make you feel better if you pretend?

A Body of Feelings

(10 minutes)

Everybody has fears from time to time. Fear can even be good for you sometimes and even help you stay healthy. Fear of getting too close to a fire may save you from a bad burn and fear of getting a bad mark on a test may make you work harder.

The body's reaction to fear is called the "fight, flight or freeze" response and people have had it since the beginning of time. Thousands of years ago caveman or cavewoman came face to face with a number of animals that were ready to eat them, like the sabre-toothed tiger and they would need to respond by fight, flight or freeze.

Which one do you think would be best? Now we worry about different things that aren't actually harmful, but our bodies still react in the same way.

In small groups, children to draw around one person on large paper. Ask children to draw on and label how their bodies feel when they are anxious. Give a personal example: *"When I worry my hands get sweaty (draw buckets of water) and my stomach feels nauseous (draw a boat on a rough sea)".* Share each group's learning and discuss similarities and differences. *Could you feel anxious inside but not show it to everyone?*

Stress Bucket (10 minutes)

Anxiety can be visualised like a bucket of water! Show Stress Bucket poster. Everybody's level is different. Everyday events can make us feel stressed, for example going to a new school, taking a test, or problems in relationships with friends and family.

When we already feel stressed (high water level) it does not take much to trigger off the Anxiety Response (overspill). But we can learn ways to keep the level down by relaxing and doing things we enjoy. It's like a tap that releases some water out. Even imagining ourselves doing something fun can help. And we can learn to cope better with those things that make us anxious - so our water level doesn't rise too quickly!

Children to annotate individual Stress Bucket with own stresses and ideas how to release them.

Self-Help Strategies

(10 minutes)

1. Slow down -take some slow, deep breaths to calm the physical effects of anxiety. Practise together by breathing in for three seconds, holding for three seconds, then out for three.
2. Play 5-4-3-2-1 Mindfulness Game (show poster) - 5 things you hear, 4 you can see, 3 you can feel, 2 you can touch, 1 you can taste
3. *Positive mantra bracelet* -place beads on a pipe cleaner with each one representing a positive affirmation for your particular worry (discuss with a friend if you have similar or different worries.) Use prompt cards to help with ideas.

Children to wear bracelet and when begin to feel anxious, catch those thoughts and touch each bead saying the positive phrase.

Plenary (5 minutes)

Recap what we have learnt today and discuss the following:

- What have you learnt about mental health?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

Closure (5 minutes)

'Affirmation chairs'- sit on chairs in a circle with 1 empty chair. Children take turns in offering the empty chair next to them to a peer and give them a positive affirmation until everyone has been offered a seat. For example: "You are a good friend because you smile at me when you see me"

Put LET'S TALK ABOUT MENTAL HEALTH poster on display

Further

Activities & Useful Apps



MindShift helps you to learn how to relax, develop more helpful thinking, and identify active steps that will help you take charge of your anxiety



Dreamy Kid has meditation, guided visualization and affirmations for children & teens that teach mindfulness



<http://www.brave-online.com/>
Online program designed for children with anxiety

The Ten OKs

OK

OK

It is **OK**...

To be sad or worried sometimes

OK

To be angry sometimes

OK

To be good to yourself

To listen, be heard and ask questions

OK

To share and be honest

OK

Not to share or 'pass'

OK

To disagree but we will always be kind

OK

To change your mind

OK

To feel safe because what is said does not get

repeated

OK

To ask for information or help

2.2 Feelings Faces









Worried

Happy

Sad

Angry

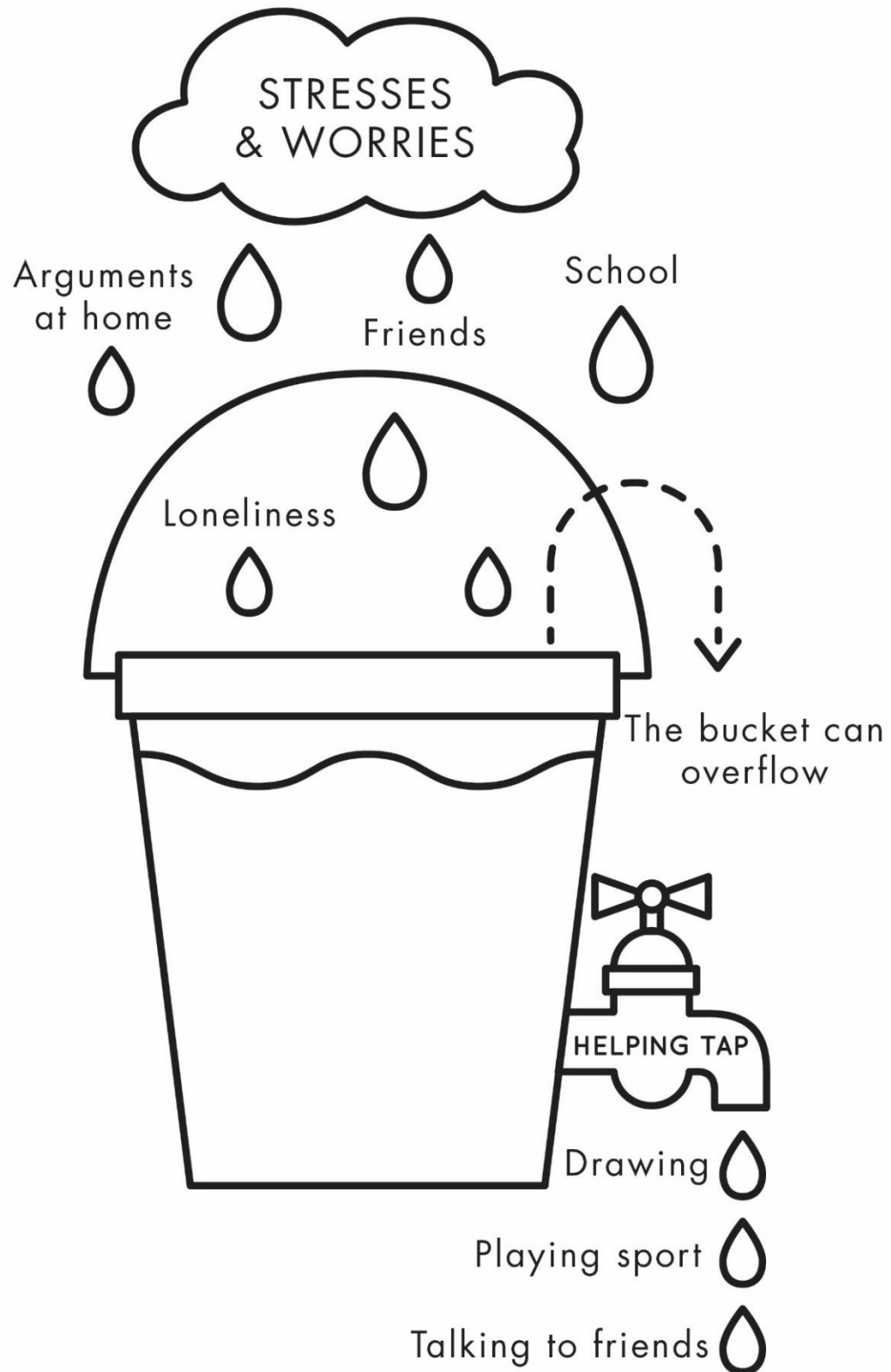
Embarrassed

Surprised

Excited

Scared

THE STRESS BUCKET



2.4 Mindfulness Poster



5 - 4 - 3 - 2 - 1

Mindfulness

2.5 Positive Mantra Prompt Cards



Positive Mantra Beads

I can handle...

I know...

I will...

I am...



Positive Mantra Beads

I can handle...

I know...

I will...

I am...



Positive Mantra Beads

I can handle...

I know...

I will...

I am...



Positive Mantra Beads

I can handle...

I know...

I will...

I am...

Lesson 3

Let's Talk About Depression

Resources

The 10 Oks Poster

Print large and put up in classroom

Mental Health Video

<https://www.youtube.com/watch?v=5aF7dgWvQ6Y>

Jo and Moe Poster Story

Photocopy one large

Celebrities with Depression

Photocopy one table

Representations of Depression

Photocopy one large Harry Potter and Winston Churchill

Jo and Moe Thought Bubbles

Photocopy one per pupil

Helpful and Unhelpful Thoughts

Photocopy one sheet and cut up

Guided relaxation

Nets – of available

Two Hoops or Trays

Relaxing music

<https://www.youtube.com/watch?v=1ZYbU82GVz4>

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Learning Objectives

WALT:

- Understand what 'depression' means
- Know who can be affected by depression
- How to improve how you feel if you are affected by depression

The 10 Oks:

(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

This week we are learning about depression. This can be tricky for some people to talk about. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

Negotiate and share these rules so everyone understands and feels safe and free from judgement and heard and display in class.

for everybody and there is no right way to feel it. (show feelings images)

Teaching Input

(10 minutes)

We all have feelings. And we will all have difficulties in our lives which will make us feel and think things that are very challenging. "Do you ever have one of those really bad days when everything seems to be against you," when you go downstairs for breakfast and there are no more Coco Pops, there's only Weetabix? How do you feel? ***Depression is a deep kind of sadness or emptiness that can stay with someone for a long time, and can stop someone enjoying things and have a big impact on their life. It is a mental illness, which is like a physical illness, because people don't choose to have it.*** Who can get depressed? Anyone can get depressed at any time and everyone deserves to believe in themselves and feel better. (Show image of celebrities).

Sad or Depressed?

(10 minutes)

Have you ever heard anyone talk about being depressed? For example: "urgh! I hate Mondays, They are so depressing" or "I feel depressed just looking at that mess". Normally they actually mean they feel a little sad, or even just bored!

But sadness and depression are very different things. Everyone feels sad sometimes, but it comes and goes and is normally caused by something particular, like Mondays or a sad film. Depression lasts longer and doesn't always relate to what's going on in someone's life. It can feel different

Some famous people have talked about their struggle with depression. (Show image) Winston Churchill, prime minister during WWII said it was like a black dog following him and to keep it at bay he would write his feelings down or paint. JK Rowling, the author of Harry Potter books created characters called Dementors that represented her experience of depression, she wrote: "Get too near a Dementor and every good feeling, every happy memory will be sucked out of you." (Show image of Harry Potter and Dementor).

Can you create your own image of depression and what 'patronus' or activity, like painting, that could show you managing it?

Rollercoaster Story

(CBT model) (15 minutes)

<https://www.youtube.com/watch?v=5aF7dgWvQ6Y> How does that video make you feel?

Show poster of Moe and Joe at the Rollercoaster and read the story. "Let's look at Moe. How do you think Moe is feeling?" (Excited, happy) The emphasis in this question should be on how Moe feels rather than what he is thinking or doing. "And if you look at Joe, how do you think Joe is feeling?" (Worried/nervous/unhappy)

So here's the interesting thing: Some people think that situations make them feel a certain way--like the rollercoaster making Moe excited and making Joe scared. But if they're both in line for the same rollercoaster, how could it be that they feel so differently? What could be making them feel differently?"

Give sheet with Joe and Moe and thought bubbles. Moe is probably thinking about how fun the rollercoaster

will be, and Joe is probably thinking that something pretty bad will happen. So I wonder . . . is it possible that the roller coaster is not making the boys feel this way? Is it possible that something else might be doing it?"

If needed to help the children draw the conclusion that the boys' feelings are related to their different thoughts about the rollercoaster ride.

After the child sees how different thoughts can lead to different emotions, the story can then be used to help the child recognise how this can then lead to different behaviours. "So if Moe is thinking that the roller coaster is going to be fun, how will he behave?", "So if Joe is thinking that the roller coaster is dangerous, how will he behave?" (He's not going to want to ride on it)

So what could Moe whisper in Joe's ear to help Joe feel a little bit better about riding the roller coaster? (to help him cope, not avoid the rollercoaster) For example: "I'll sit next to you so you feel better," "I know you can handle it!" or "Think of how proud you'll feel afterward!" Children to write on sheet in speech bubble.

So what this story is telling us is that our thoughts link to our emotions which also affects our behaviour. We can catch our thoughts, we can change our behaviour or how we act, which helps us to feel better.

Thought Detective

(10 minutes)

We can do this by being thought detectives. We all have thoughts running through our heads every day. Sometimes those thoughts can be helpful and encouraging and other times they can be unhelpful, like: "I can't do it". Many thoughts we can't control and they can affect our feelings and how we behave, so we need to

remember they are just thoughts and they may not be true! Sometimes you can feel upset by a thought and react differently. Give an example – someone ignoring you. You think they don't like you. Next time ignore them but feel sad! BUT we can catch these thoughts, realise they are unhelpful and act on more helpful thoughts.

Explain the children will be Thought Detectives and decide if they are helpful or unhelpful thoughts, but first they need to catch them! In a space, throw or blow statements in the air. In pairs or small groups, children to catch them. Children then act as "detectives" and sort the thoughts into "unhelpful" and "helpful". Share examples of thoughts and discuss if children all agree?

How could you act if you had that thought?

What would be more helpful?

We all know talking to someone can help. If your friend is very sad or depressed would 'cheer up' help? 'you'll get over it' why?

How about "you should believe in yourself".

Plenary (5 minutes)

Recap what we have learnt today about the following:

- What have you learnt about mental health?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

Closure (5 minutes)

(10 minutes)

Guided relaxation (in resources)

Put LET'S TALK ABOUT MENTAL
HEALTH poster on display

Further Activities & Useful Apps



www.childline.co.uk

Support and information



www.nhs.uk/10-minute-shake-up/shake-ups

To help getting more active



www.mindmoose.co.uk

Interactive journey through
mental well-being and tools to thrive
through life

The Ten OKs

OK

OK

It is **OK**...

To be sad or worried sometimes

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To disagree but we will always be kind

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3.1 Celebrities with Depression



Owen Wilson



Russell Brand



Robin Williams



Danny Rose



Serena Williams



Katy Perry



JK Rowling



Stephen Fry



Dame Kelly Holmes



Lady Gaga



Demi Lovato



Jim Carrey



Kristen Bell



Winston Churchill

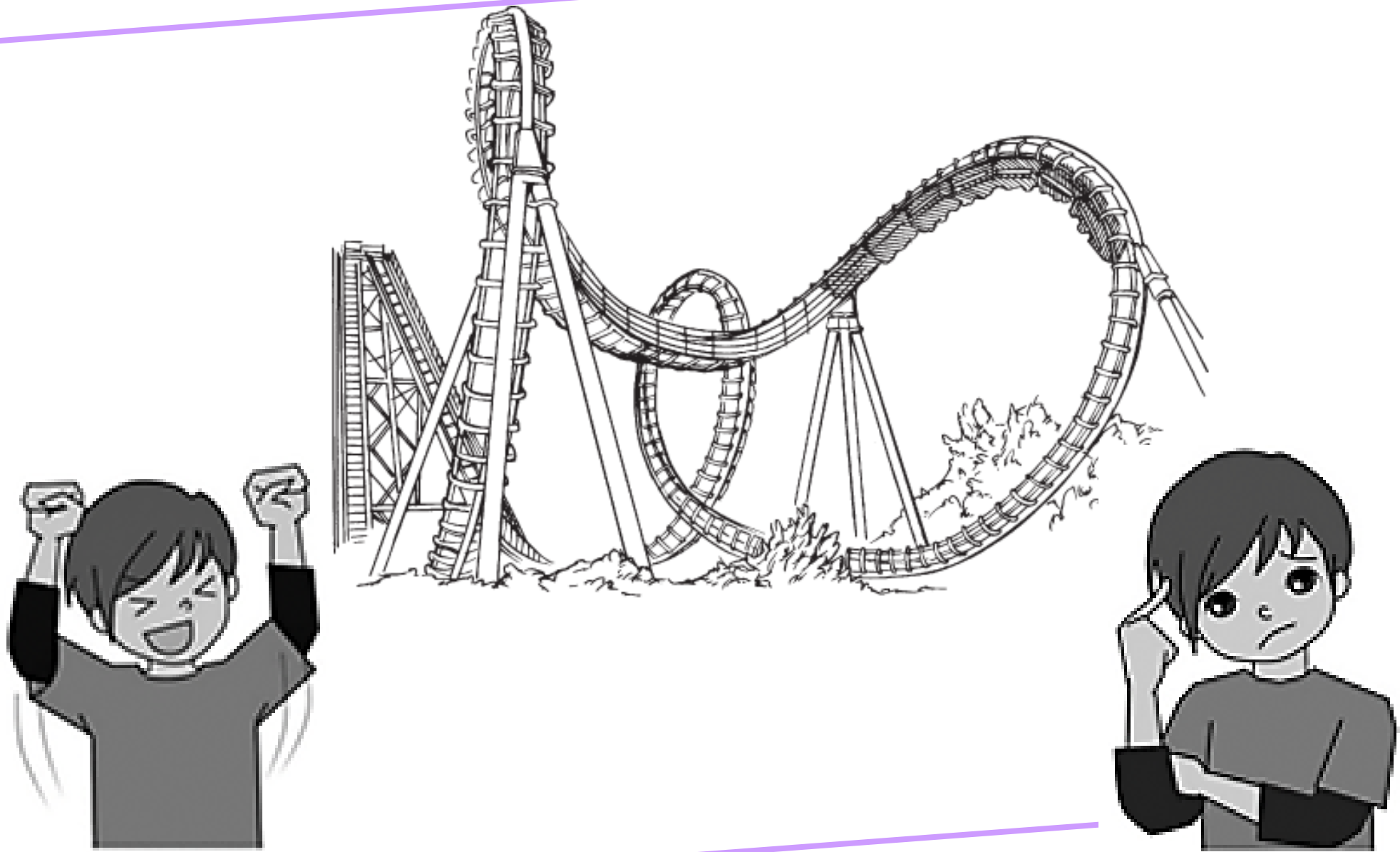
3.2 Representation of Depression: Harry Potter



3.3 Representation of Depression: Winston Churchill



3.4 Jo and Moe Poster



3.5 Jo and Moe Bubbles



3.6 Helpful and Unhelpful Thoughts

I will fail the test	I won't be able to do it	I can handle it	My teacher cares about me
What if I can't do it?"	I won't know the answer	They were laughing and I happened to walk past	My teacher will help me
Things are not going to work out	That dog is going to bite me	They probably just forgot	I can do it
They don't like me	They are laughing at me	I have other good friends	I can do calm breaths if I feel worried
I'm stupid."	I must look stupid	Well, I tried my hardest	I can talk to someone if I'm worried
I'm going to get ill and die	They are laughing at me	I am going to practice more next time	I will feel proud when I have done it
I might not win	I won't get invited	I can get a drink of water	I don't want to miss out
I might find it hard	No one will help me	If I feel sick I can ask to go to the toilet	Practice makes improvement

3.7 Guided Relaxation

(Play relaxing music)

Everyone now close their eyes? Keep your eyes closed throughout the exercise and try to stay focused on my voice.

Take a quiet breath and relax. (Pause)

Take another quiet breath and relax. (Pause)

Take one more deep breath and relax. (Pause)

Now we're going to begin become physically and mental relaxed. To do so I will talk you through tensing the muscles of your body by stretching them and then gently releasing them.

Stretch your forehead and relax stretch your eyes, your face, your tongue and jaw making sure you have stretched your whole head and face, even the tip of your nose. Now gently release. Take a deep breath and relax.

Continue to stretch, tensing the muscles of your body as you move on your journey towards becoming physically and mentally relaxed.

Stretch your neck and relax stretch your shoulders and arms all the way down to your fingertips and gently release.

Take another deep breath and again relax.

Finally, stretch your hips and thighs, your legs, your knees and calves

Stretch your feet all the way down to your toes. Now gently release. Take a deep breath and relax.

You will feel a warm sensation travel throughout your body leaving you feeling relaxed as you are in a warm bath.

To reach a more pleasant and soothing feeling of relaxation you will shortly imagine pouring blue white light in through an opening on the top of your head down into your feet filling you with a warm glow.

Now imagine the opening at the top of your head. Pretend you have a large jug filled with blue white light. Begin to pour and as you do so, feel the warm glow flow into your toes, your feet and your ankle's. It is starting to fill into your calves and knees.

Up into your thighs and hips and on into your waist and stomach. You are experiencing deeper and deeper relaxation as you allow this warm glow to continue to fill slowly upwards into your chest. Let it overflow through your shoulders, down into your arms and right to the end of your fingertips. This warm glow continues to fill your body until it reaches the very top of your head.

Take a deep breath and relax. Enjoy the pleasant and soothing sensations of being relaxed.

Now to help you become mentally relaxed learn to quieten your mind and concentrate on pleasant and positive thoughts.

In a moment you will think of an occasion when you felt particularly happy and pleased with yourself, perhaps a holiday or something you have enjoyed recently or something at which you were successful.

Now mentally take yourself off to the memory of your choice. Where are you? What do you see around you? What sounds can you hear there? What smells and tastes come to mind? How do you feel? Use your imagination.

Continue to focus and enjoy this precious time on your own with your own personal memory. I will soon speak again, relax

Take a deep breath and relax.

Whenever you think of such a scene you will become more relaxed. You are now physically and mentally relaxed.

Take a deep breath and relax.

In a moment I will count from 1 to 7. When I reach 7 you will open your eyes and be wide-awake feeling fantastic.

I will now count 1 2 3 4 (slowly turn down the music between 1 & 4).

5 Begin to adjust your body.

6 Prepare to open your eyes.

7 Open your eyes now wide awake feeling absolutely fantastic.



Lesson 4

Let's Talk About Self-Harm

Resources

The 10 Oks Poster

Print large and put up in classroom

Kid's Guide to Confidence

<https://www.youtube.com/watch?v=Egj212mvYco>

Smart board, chalkboard or flipchart

2 headings:
Feelings hard to deal with
Feelings easy to deal with
Post-it notes

Red drawing equipment

One set per pupil

Paper

One per pupil

Happy Music

<https://www.youtube.com/watch?v=MOwDb2TBYDg>

Funny Clip

<https://www.youtube.com/watch?v=eHl7jMlFDpU>

Large sheets of sugar paper or newspaper

One per 5 children

Learning Objectives

WALT:

- Understand what 'self-harm' means
- Know how to keep our bodies safe
- Use other strategies to manage our feelings

The 10 Oks:

(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Today we are learning about self-harm. This topic can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

Negotiate and share these rules so everyone understands and feels safe and free from judgement and heard and display in class.

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Teaching Input

(5 minutes)

It is important to talk about the 'big feelings' we have because talking can help strengthen our mental health and help our well-being. Share Learning Objectives. **Self-harm is when someone hurts themselves to try and cope when they have difficult feelings inside.** Does this sound like a safe or helpful strategy for managing big feelings? Is ok to hurt others? Why not? (because we have the right to be and feel safe). Is it ok to hurt ourselves? How might we hurt ourselves? (Risky behaviour, unkind thoughts about ourselves). Have you ever got hurt doing something silly? Was your adult cross or worried? Did they look after you? If our bodies are hurt, however it happens, we still need to get help with any injuries.

Deal with it

(10 minutes)

Remind pupils that there are no good or bad or right or wrong feelings, only ones which are difficult to deal with – the 'big feelings'. Ask pupils to imagine "how would you feel if your teacher handed back a piece of learning and you had scored 20/20?" (happy, proud, pleased, delighted) What would they do with those feelings? (rush home and tell family or friends) Even if they don't share they would have a good feeling inside.

These feelings are easy to deal with.

Next, discuss "how would you feel if your teacher handed back a piece of learning and you had scored 1/20?" (embarrassed, ashamed, annoyed, angry, hurt) What would you do with those feelings? (likely they wouldn't tell anyone, maybe try to hide it from their family or friends. When they

thought about it later it would bring those feelings back and the feelings stay inside. **These feelings are difficult to deal with.**

Deal with it Discussion

(10 minutes)

Using smart board, chalkboard or flipchart write two headings: 'feelings hard to deal with', "feelings easy to deal with". Children to come up with these feelings and write them down in the appropriate columns. Then ask for examples when they may feel like that? Would we all feel the same in that situation? Do we feel better if we let feelings out or keep them inside?

Self-help not Self-harm

(10 minutes)

We deserve to feel happy, be safe and get the help we need. What can we do if we are having trouble talking about the big- feelings. Let's try some strategies and see what works for us! Everyone to think of a time when they felt worried, sad or angry, try the strategy, then ask children to see if it has helped to calm those feelings?

- Imagine you are in a safe space where you can be you (what can you see, hear, touch, smell, taste?)
- scribble in red ink, then turn the paper over, write down your negative feelings, rip the paper up
- listen to music (happy) then add exercise (star jumps, burpees)
- watch your favourite funny film (show funny clip)
- Having a bath or shower (role play doing this!)

Act as if...

(10 minutes)

Sometimes it can feel challenging to let your big feelings out by talking or asking for help with them. Building your confidence can help! Being confident means feeling good about yourself, your abilities and your thoughts and there are things we can do to boost it. Watch 'Kid's Guide to Confidence' clip.

Now think about someone whose confidence or abilities you admire, for example Beyonce or Dele Alli (footballer). We are going to **act as if** we have those too.

Everyone is going to walk around the room, standing up straight, when you meet someone you are going to make eye-contact, shake hands, and say "Hello, my name is..." with confidence. Next, we are going to say "Hello, my name is"... and give the other person a compliment. They will do it back. Try and say hello to everyone in the class.

Then, take turns in saying "hello, my name is"...give a compliment...and then tell them something you are really good at or proud of. Do you notice that acting as if you feel confident can actually help you to feel more confident and make talking to others easier?

Plenary (5 minutes)

Recap what we have learnt today and discuss the following:

- What have you learnt about self-harm?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

Closure (5 minutes)

Squares game. Place big sheets of sugar paper/ newspaper on the ground with enough space for all the children to fit on. Play the 'Happy' music and the children dance around the space. Then pause it and the children need to stand on the paper. Each round fold the paper in half. If any children can't fit or wobble off, it is now their role to help the others to stay on! Praise the children for their team work and for supporting each other

Put LET'S TALK ABOUT MENTAL HEALTH poster on display

Further

Activities & Useful Apps



www.childline.co.uk

Support and information



Calm Harm provides tasks to help you resist or manage the urge to self-harm



www.what0-18.nhs.uk

Healthier Together app

The Ten OKs

OK

OK

It is **OK**...

To be sad or worried sometimes

OK

To be angry sometimes

OK

To be good to yourself

To listen, be heard and ask questions

OK

To share and be honest

OK

Not to share or 'pass'

OK

To disagree but we will always be kind

OK

To change your mind

OK

To feel safe because what is said does not get

repeated

OK

To ask for information or help

Lesson 5

Let's Talk About Bereavement

Resources

The 10 Oks Poster

Print large and put up in classroom

1 small, clear container full with objects

1 large, clear container, with same amount

Children and bereavement video

https://www.youtube.com/watch?time_continue=179&v=6qrND_OJHoE

Jar outline with label

One per pupil

Coloured Strips of paper

A few different colours each

Paper

One per pupil

Glue

Learning Objectives

WALT:

- To understand what 'Bereavement' means
- That bereavement stays with you but you won't always feel the same
- That after bereavement your journey changes but you can still reach your goals
- To know you are not alone

The 10 Oks:

(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Today we are learning about bereavement. This topic can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

Negotiate and share these rules so everyone understands and feels safe and free from judgement and heard and display in class.

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Teaching Input

(5 minutes)

It is important to talk about the 'big feelings' we have because our mental health is big part of our physical health and well-being. Find out what children already know and what they would like to find out about Bereavement?

Introduce Bereavement: **Bereavement is when you are deprived of a close relation or friend when they die. It is not one feeling, it can be many feelings. People experience different feelings at different times.** *If you don't talk about and manage your feelings in a positive way, it can lead to mental health problems.*

It is good to learn about bereavement because everyone will experience it but there are ways to cope. Share learning objectives

Containers

(10 minutes)

Remind pupils that there are no good or bad or right or wrong feelings, only ones which are difficult to deal with – the 'big feelings'. Ask pupils to imagine "how would you feel if your teacher handed back a piece of learning and you had scored 20/20?" (happy, proud, pleased, delighted) What would they do with those feelings? (rush home and tell family or friends) Even if they don't share they would have a good feeling inside.

These feelings are easy to deal with.

Next, discuss "how would you feel if your teacher handed back a piece of learning and you had scored 1/20"? (embarrassed, ashamed, annoyed, angry, hurt) What would you do with those feelings? (likely they wouldn't tell anyone, maybe try to hide it from their family or friends. When they thought about it later it would bring

those feelings back and the feelings stay inside. **These feelings are difficult to deal with.**

Deal with it Discussion

(10 minutes)

Using smart board, chalkboard or flipchart write two headings: 'feelings hard to deal with', "feelings easy to deal with". Children to come up with these feelings and write them down in the appropriate columns. Then ask for examples when they may feel like that? Would we all feel the same in that situation? Do we feel better if we let feelings out or keep them inside?

Self-help not Self-harm

(10 minutes)

We deserve to feel happy, be safe and the get the help we need. What can we do if we are having trouble talking about the big- feelings. Let's try some strategies and see what works for us! Everyone to think of a time when they felt worried, sad or angry, try the strategy, then ask children to see if it has helped to calm those feelings?

- Imagine you are in a safe space where you can be you (what can you see, hear, touch, smell, taste?)
- scribble in red ink, then turn the paper over, write down your negative feelings, rip the paper up
- listen to music (happy) then add exercise (star jumps, burpees)
- watch your favourite funny film (show funny clip)
- Having a bath or shower (role play doing this!)

Act as if...

(10 minutes)

Sometimes it can feel challenging to let your big feelings out by talking or asking for help with them. Building your confidence can help! Being confident means feeling good about yourself, your abilities and your thoughts and there are things we can do to boost it. Watch 'Kid's Guide to Confidence' clip.

Now think about someone whose confidence or abilities you admire, for example Beyonce or Dele Alli (footballer). We are going to **act as if** we have it too.

Everyone is going to walk around the room, standing up straight, when you meet someone you are going to make eye-contact, shake hands, and say "Hello, my name is..." with confidence. Next, we are going to say "Hello, my name is"... and give the other person a compliment. They will do it back. Try and say hello to everyone in the class.

Then, take turns in saying "hello, my name is"...give a compliment...and then tell them something you are really good at or proud of. Do you notice that acting as if you feel confident can actually help you to feel more confident and make talking to others easier?

Plenary (5 minutes)

Recap what we have learnt today and discuss the following:

- What have you learnt about bereavement?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

Closure (5 minutes)

Squares game. Place big sheets of sugar paper/ newspaper on the ground with enough space for all the children to fit on. Play the 'Happy' music and the children dance around the space. Then pause it and the children need to stand on the paper. Each round fold the paper in half. If any children can't fit or wobble off, it is now their role to help the others to stay on! Praise the children for their team work and for supporting each other

Put LET'S TALK ABOUT MENTAL HEALTH poster on display

Further

Activities & Useful Apps



Nino's Mourning Toolbox - The interactive story journeys through grieving process to help children



Smiles and Tears – by BBC Children in Need and Nelson's journey charity



Memoria keeps loved ones memories alive



Child Bereavement UK: Grief Support for Young People

The Ten OKs

OK

OK

It is **OK**...

To be sad or worried sometimes

OK

To be angry sometimes

OK

To be good to yourself

To listen, be heard and ask questions

OK

To share and be honest

OK

Not to share or 'pass'

OK

To disagree but we will always be kind

OK

To change your mind

OK

To feel safe because what is said does not get

repeated

OK

To ask for information or help

THE WHIRLPOOL OF GRIEF



BEREAVEMENT IS WHAT HAPPENS TO YOU; GRIEF IS WHAT YOU FEEL;
MOURNING IS WHAT YOU DO.

5.3 Memory Jar



5.4 Do's and Don'ts



Lesson 6

What Have We Learnt About Mental Health?

Resources

The 10 Oks Poster

Print large and put up in classroom

Blob Tree

One per pupil on A3

Colour pens or pencils

Photocopy one per pupil

Not Now Bernard Story

<https://www.youtube.com/watch?v=rsAjr9vpzG0>

Bernard Prompt Cards

Photocopy one per pair

Blank Mind Map

4 Photocopies on A3

Mental Health Questionnaire

Online or one per pupil

Learning Objectives

WALT:

- To recognise a range of feelings in myself and others
- How to ask for help
- Know a range of strategies to manage big feelings

The 10 OKs

(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

We will be talking about things that can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

Negotiate and share these rules so everyone understands and feels safe and free from judgement and heard and display in class.

Key Skills

- Managing information
- Thinking, problem-solving and decision-making
- Being creative
- Working with others
- Self-management
- Language and interacting

Teaching Input

(3 minutes)

We have been learning about mental health because it is important to look after it, and help others look after theirs, because good mental health starts when you are young and lasts a lifetime.

"life is not about waiting for the storm to pass, it is about learning to dance in the rain"

There will always be challenges in your life, but we can use the things we have learnt about anxiety, depression, self-harm and bereavement to help us. We don't want to sit in the rain, get wet and feel bad. We want to put on a coat, build a boat, splash in the puddles and dance! Today we are going to learn who to ask for help and how to ask for help when you or a friend are ready.

Blob Trees (5 minutes)

Show blob tree on whiteboard, flipchart and give own blob tree sheet. Allow time for children to discuss and say which one they feel like at home? At school?

Children to choose 4 different colours. Colour in blob that looks like you or a friend when feeling anxious? Can they share why?

In same colour children to record who they would ask for help when they were feeling that way? Share ideas and record on the board. Repeat with depression, self-harm and bereavement. Remind children that who they tell may need to share what they said with an adult to help them.

How to Ask For Help

(10 minutes)

Introduce and read the book 'Not Now Bernard' by David McKee. *Did Bernard's parents listen to him? Did he get the help he needed? Is he feeling better? What does Bernard need help with?* Ask for suggestions and use the best idea for the role play.

We are going to use the prompt cards to get ready to ask for help. In pairs children to use prompt cards to prepare to talk to his parents.

(What is he going to say? What he wants to happen next? Practise it (call childline to practise or mirror/friend). Who? Letter? Find a quiet time. Take it slowly. It's ok to cry. Let them help you.) What made you feel better? What worked well? What didn't?

When finished, ask the pupils: *What did Bernard say or do to try to get mum or dad to turn around and listen? What did Bernard's parents keep saying? Can you think of a better time to ask for help? How do you think Bernard feels?*

Next, ask the pupils what advice they would give Bernard to get his parents to listen to him. Write up some of the pupils' ideas on the board.

You may wish to offer some of your own phrases, such as, 'Please listen', 'I want to tell you something and I need you to listen please', 'I'm worried / scared about something and I need you to listen'. Invite the pupils to work in pairs to role play and practise these ideas in groups of 3, where one child is Bernard and the others are his mum and dad.

Mind Map Rotation

(5 minutes)

Split class into 4. Give each group a blank mind map with headings anxiety, depression, self-harm and bereavement. Provide with pens. Children to come up with as many ideas as possible for each key theme: what it feels like, who can get it, what to do to prevent it, how to manage it, how to ask for help. Voluntary groups, charities, support available...?

Mental Health Questionnaire

(5 minutes)

Use the Sentence Starters Worksheet (cut up and give out). In pairs, role play talking to someone about a problem or a worry. One person to use the sentence starter to help them begin the conversation. Ask the children to talk about a safe subject or give them imagined scenarios, for example, "I am worried that I can't do my homework", "I am worried that my friend doesn't like me anymore, "I am worried about..."

Plenary (5 minutes)

Recap what we have learnt today about the following:

- What have you learnt about mental health?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

Closure (5 minutes)

<http://jacksonpollock.org/>

Or come up with a class 'mental health handshake' with different endings.

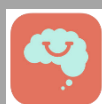
For example: upturned hand moving in a circle means – do you want to talk?

Ok fingers means – are you ok?
Thumbs up = yes / Thumbs down = no

Put LET'S ABOUT MENTAL HEALTH poster on display

Further

Activities & Useful Apps



Smiling Mind is designed to help young people with the pressure, stress, and challenges of daily life.

tootoot

an app and online platform providing 24-hour support to young people who are victims of bullying and online abuse.

childline

ONLINE, ON THE PHONE, ANYTIME

Call 0800 1111

The Ten OKs

OK

OK

It is **OK**...

To be sad or worried sometimes

OK

To be angry sometimes

OK

To be good to yourself

To listen, be heard and ask questions

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To disagree but we will always be kind

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To change your mind

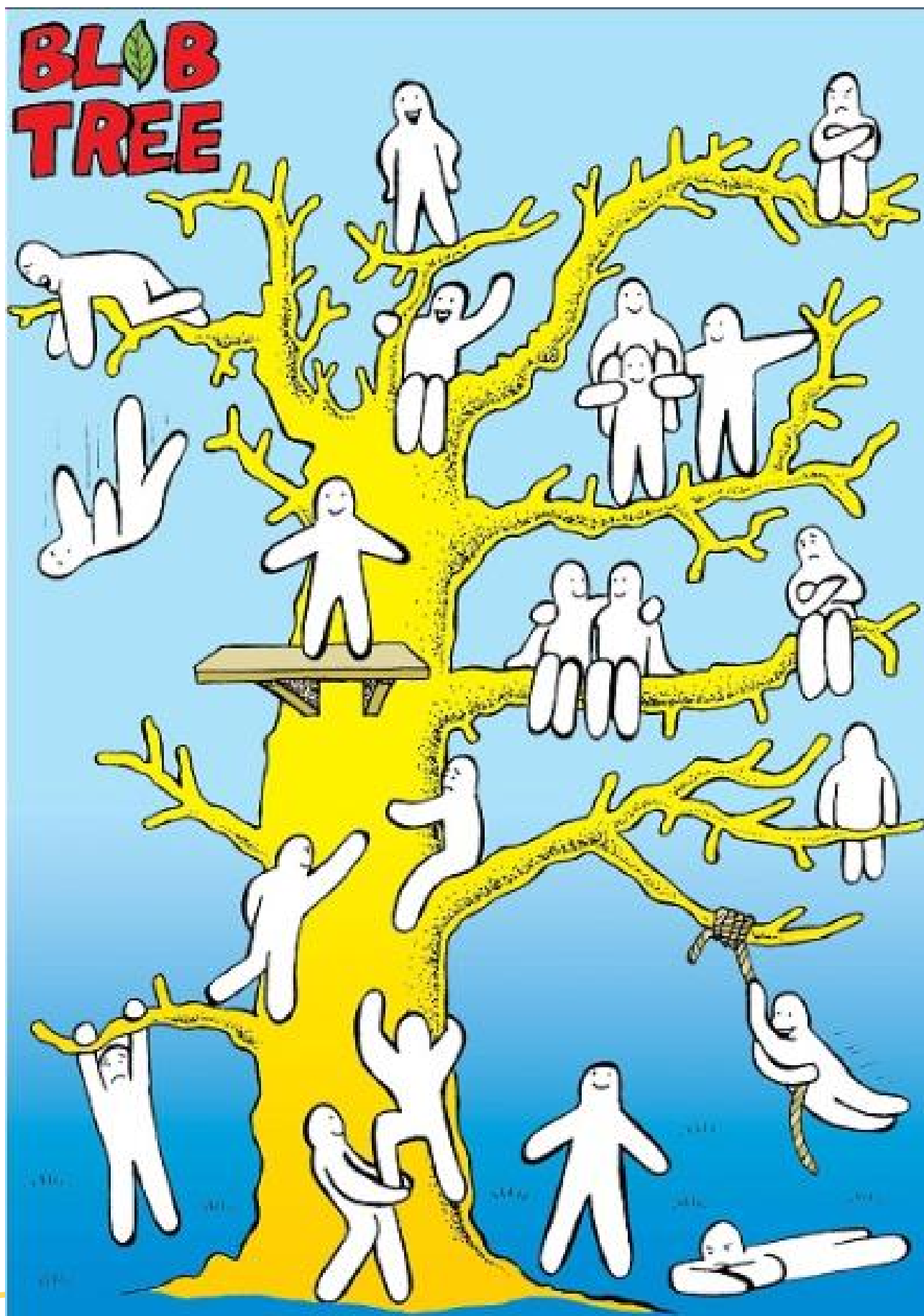
OK

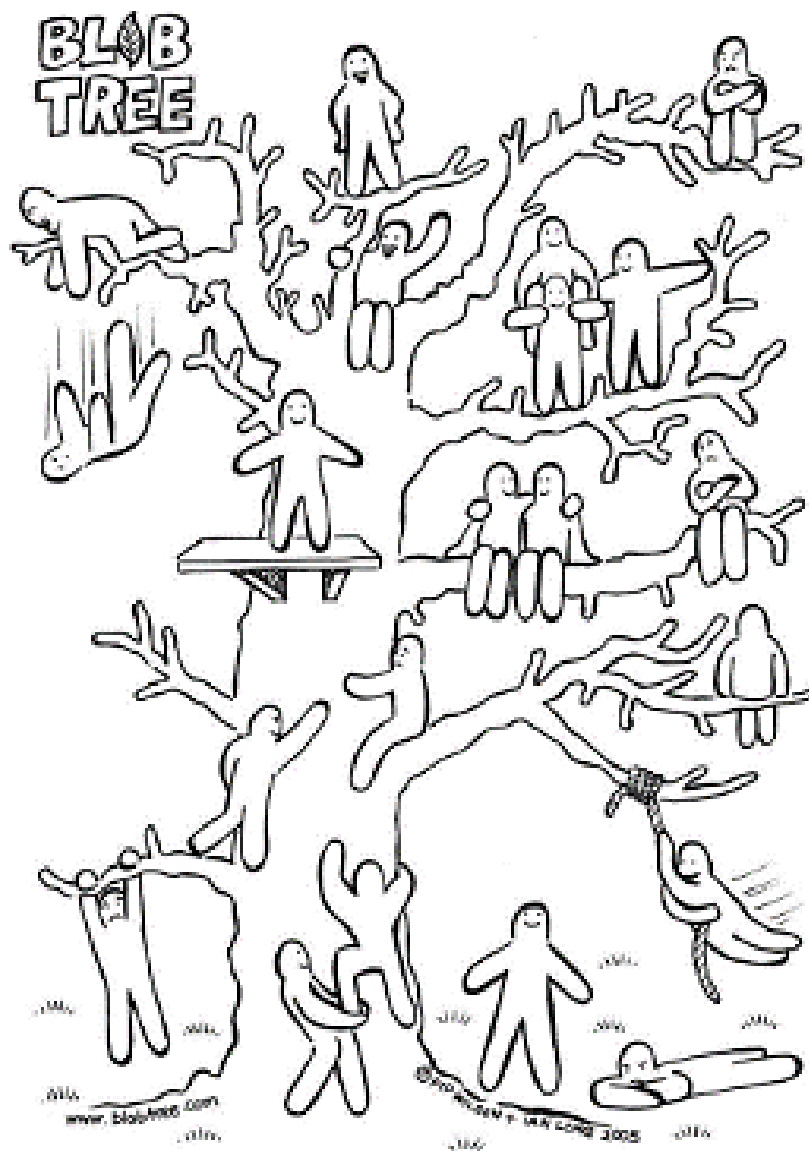
To feel safe because what is said does not get

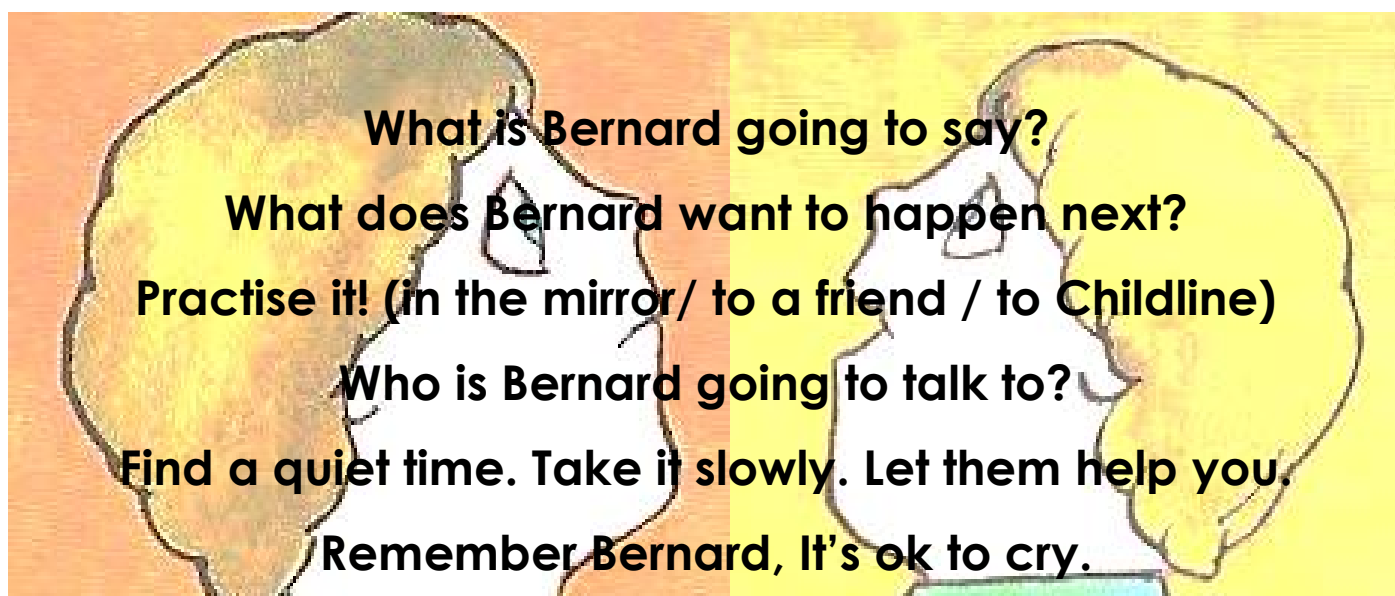
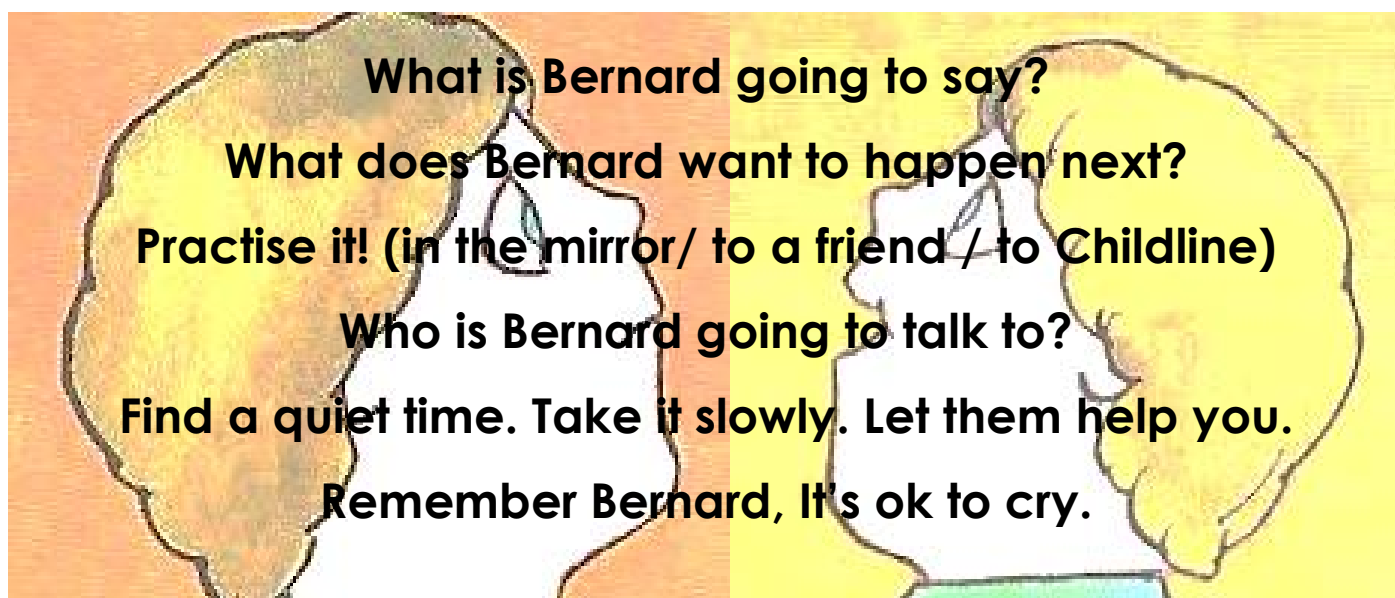
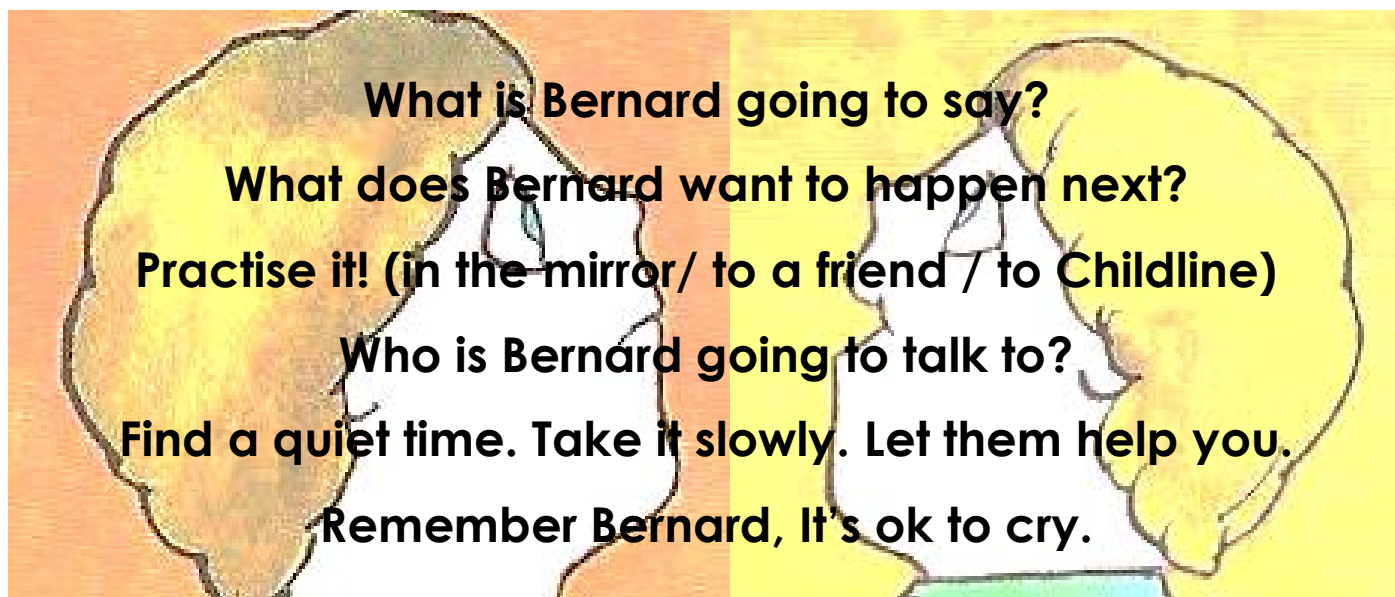
repeated

OK

To ask for information or help







Additional teaching support

PSHE Association Core Themes and Objectives: Key Stage

Health and Wellbeing	Relationships	Living in the Wider World
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong • about people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to recognise and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support • that their actions affect themselves and others • the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • to realise the nature and consequences of behaviours how to respond and ask for help) 	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Cross – Curricular Links

Children will have the opportunity to develop skills in these areas:

Science

- identifying differences, similarities or changes related to simple scientific ideas and processes

PE

- Lead healthy, active lives.

Maths

- Strategic problem- solving skills

Art

- Produce creative work, exploring their ideas and recording their experiences

Computing

- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography

- Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments

History

- Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Music

- Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

English

- Teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Guidance on how to respond

Guidance on how to respond if a young person discloses to you

1. Listen

Your immediate reaction is vital. It will determine whether the young person continues to confide in you and seek help from other resources.

It is important to listen and not judge. Take care not to display any signs of panic, sadness, shock, disbelief or disgust.

2. Provide reassurance

Advise the young person they have done the right thing in telling you. Respond sensitively and with empathy, letting them know that you care and are concerned about their wellbeing. If appropriate, let them know that you will need to tell your school's Mental Health Lead, DSL, Pastoral Support, SENCo or member of the Senior Management Team know.

3. Follow your organisation's child protection policy

Your organisation will have clear guidelines and procedures to follow in child protection issues.

If a pupil discloses about another pupil is the same procedures apply and this should be reported to the Mental Health Lead, DSL, Pastoral Support, SENCo or member of the Senior Management Team

Information and support

References

Anxiety – Classroom Resources For Schools

<http://www.southglos.gov.uk/documents/Classroom-Resources.pdf>

Cbt The Rollercoaster Story

<https://drpatrickkeelan.com/psychology/teaching-children-how-to-use-cognitive-behavioural-therapy-the-roller-coaster-story/>

Childline

www.childline.org.uk

Effectiveness Of A Mental Health

Promotion Program To Improve

Coping Skills In Young Children: Zippy's Friends

<https://www.sciencedirect.com/science/article/pii/S0885200606000032>

Headspace Mental Illness Fact Sheets

<https://headspace.org.au/assets/Uploads/Mental-Illness-Fact-Sheets-mg.pdf>

Healthier Lives Together Project

<https://healthierlives.phe.org.uk/topic/public-health-dashboard/about-project>

Healthy Thinking For Younger Children

https://www.anxietycanada.com/sites/default/files/Healthy_Thinking_for_Younger_Children.pdf

Measuring And Monitoring Children And Young People's Mental Well-Being: A Toolkit For Schools And Colleges

<https://www.annafreud.org/media/7202/01-talking-mental-health-lesson-plan.pdf>

Mental Health Lesson

<https://www.bbc.co.uk/news/health-38148892>

National Curriculum In England – KS 1
And 2 Framework Document
https://assets.publishing.service.gov.uk/...data/.../PRIMARY_national_curriculum.pdf

On Edge: Self-Harm Resource Pack
<https://www.seemescotland.org/media/6804/onedgepack02.pdf>

PSHE Association 'Preparing To
Teach About Mental Health And
Emotional Wellbeing'
https://www.pshe-association.org.uk/system/files/Mental%20health%20guidance_0.pdf

PSHE Curriculum
<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

Simon Says: Primary Resource Pack
<http://www.simonsays.org.uk/downloads-2018/>

Stem 4
<https://stem4.org.uk/>

The Anxious Child
https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf

The Emotional Barometer
http://www.aet-idp.org.uk/IDP-DVD-ROM/resources/pns_seal_emo_barometer.pdf

The Stress And Coping Questionnaire
For Children
https://www.researchgate.net/publication/260833575_The_stress_and_coping_questionnaire_for_children_School_version_and_asthma_version_-_Background_and_Questionnaire

What's Inside The Zebra's Mind
<https://www.ehlers-danlos.com/wp-content/uploads/Bulbena-Cabre-Whats-Inside-the-Zebras-Mind-S.pdf>

Young Minds
<https://youngminds.org.uk>

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