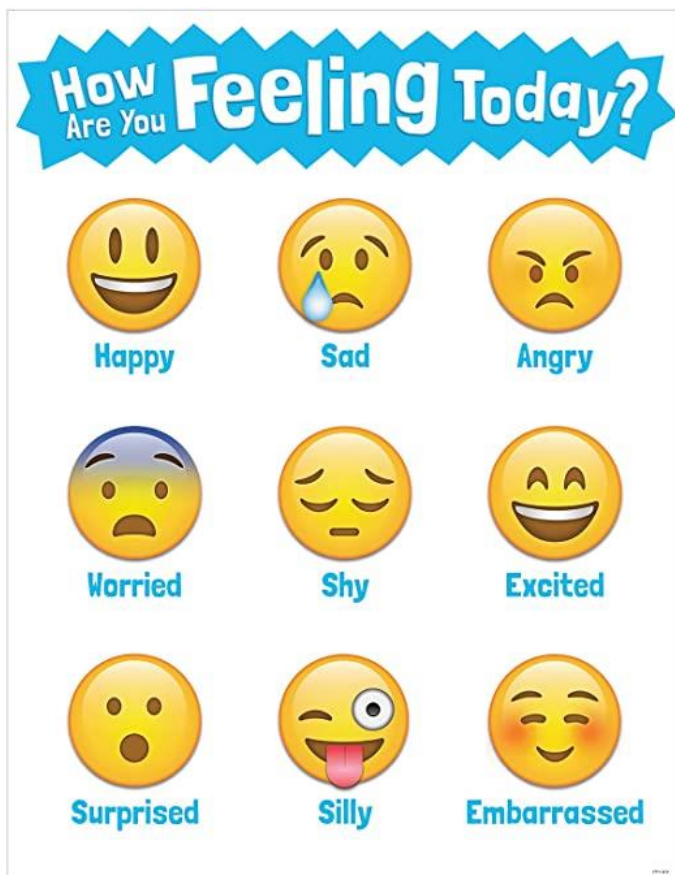
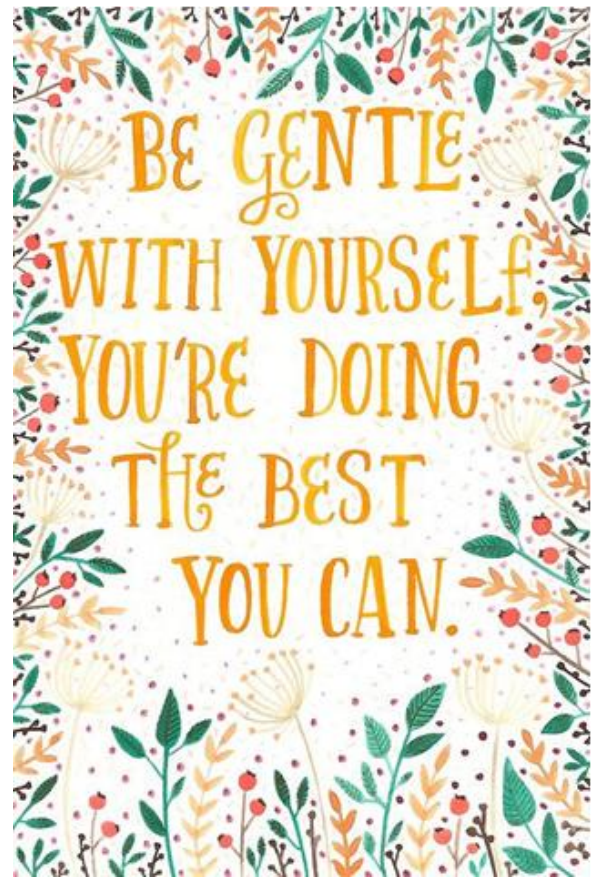
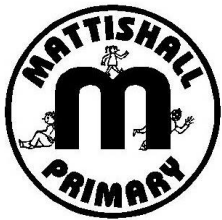


'Life Skills'



Mental Wellbeing





EVERYTHING
DOESN'T HAVE
TO BE OKAY ALL
OF THE TIME

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Headteacher
Tony Chapman
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January 2024

'Life Skills' (RSHE) Curriculum at Mattishall Primary School

Our school prides itself on delivering effective, age appropriate Life Skills (RSHE) that meet the needs of all our pupils within an inclusive and supportive learning environment, using non-biased resources. RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world; negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

Our 'Life Skills' teaching delivers a 'spiral curriculum' that enables pupils to build on prior learning by revisiting some themes in subsequent years to further develop knowledge, values and skills in an age and stage appropriate manner. Our REAL PE curriculum compliments our whole school Life Skills curriculum too.

Looking after our mental well-being is an important life skill and is high on our agenda in our school. We teach the children about mental health from Reception through to Year 6 so they develop an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health. We encourage children to talk about their emotions and develop their vocabulary to enable them to do this effectively. We teach and provide coping strategies to use when needed. We use the **NHS 5 ways of wellbeing**. We are currently focusing on **'Connect with People Around You'**.

I am the **Senior Mental Health Lead** in our school. Some staff in school are **Mental Health Champions** and some have had **Mental Health first aid training**. We also have an **ELSA** (Emotional Literacy Support Assistant) trained member of staff in school who supports individual children. We also offer **'Time to Talk'** sessions.

This leaflet gives you the **information on what we teach in each year group**. It also has **supporting websites and apps** for you to visit and **suggested children's books**.

Please contact the school if you would like to discuss our 'Life Skills' curriculum on an individual basis. We welcome any suggestions or updates from yourselves that address the current needs of our children including any useful resources. Please contact Mrs Findlay via the office email or in person.

Continue to look after each other and keep talking about mental health. Please remember it is ok to ask for help and support. As a school we are here for you all.

Yours sincerely,

C Findlay

Mrs Findlay
Deputy Headteacher & RSHE/Life Skills lead



Key Facts taken from the Young Minds website January 2020

Mental health is a big issue for young people...

- 1 in 8 children have a diagnosable mental health disorder - that's roughly 3 children in every classroom (i).
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder (ii).
- Half of all mental health problems manifest by the age of 14, with 75% by age 24 (iii).
- In 2017, suicide was the most common cause of death for both boys (16.2% of all deaths) and girls (13.3%) aged between 5 and 19 (iv).

It has a big impact in adulthood...

- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences (vi).
- Adults who experienced four or more adversities in their childhood are four times more likely to have low levels of mental wellbeing and life satisfaction (vii).

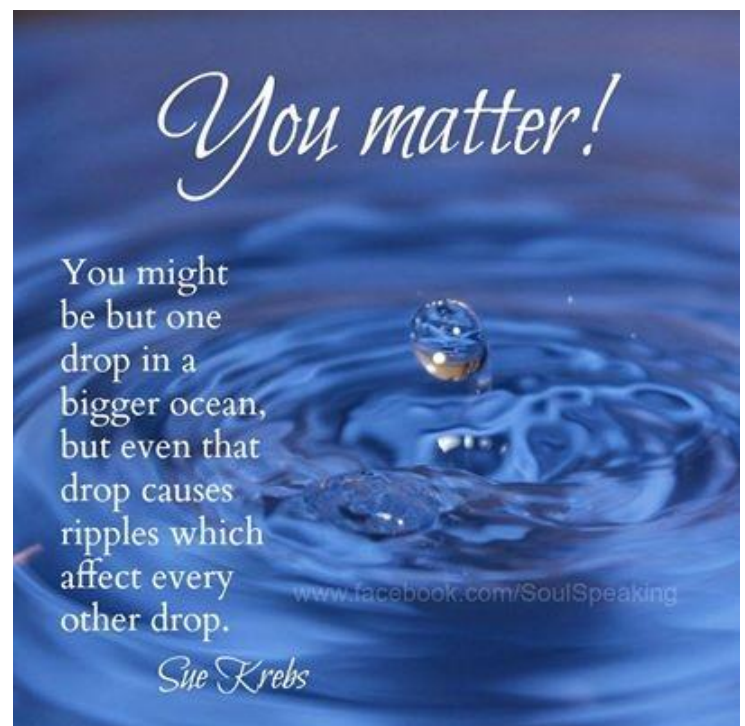
For references about these statistics please use this link:

<https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>



"3 children in every classroom have a mental health problem. We're here to put them at the heart of tackling the problem".

Young Minds



RSHE Curriculum 2020

Physical health and mental wellbeing: Primary

By the end of Primary School ...

<i>Mental wellbeing</i>	<p>Pupils should know</p> <ul style="list-style-type: none">• that 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 that 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.
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RSHE (Life Skills) Curriculum Overview – Progression of skills January 2020

Curriculum Extras may include: school council. Friendship Squad, after school clubs, play leaders, Other curriculum subjects; Computing, RE and PE (REAL PE/GYM, Dance, athletics, yoga),

Area of Learning	R	1	2	3	4	5	6
Mental wellbeing	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships.	Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable.	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem and happiness.	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can anticipate how their emotions may change as they approach and move through puberty	Pupils know how feelings and emotions are affected and can be managed at changing, challenging or difficult times

Prime Area: Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;*
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;*
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;*
- Explain the reasons for rules, know right from wrong and try to behave accordingly;*
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;*
- Form positive attachments to adults and friendships with peers;*
- Show sensitivity to their own and to others' needs.*

The NHS 5 Steps to Mental Wellbeing



[5 steps to mental wellbeing - NHS](https://www.nhs.uk)
(www.nhs.uk)

Connect with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.



Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and one that suits your level of mobility and fitness.

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.



Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.



How to nurture a child's mental health



Actively listen before offering your advice



Be patient



Share your feelings and validate theirs



Tell the truth



Model healthy behavior



Surround them with healthy adults



Teach them how to be safe



Use open ended questions



Have scheduled family time



Limit electronic time for everyone



Reach out and hug them



Be consistent and follow through with what you promise



Believe them and in them



Practice relaxation exercises together



Model forgiveness



Respond calmly when their emotions are elevated



View their behavior as a window to their needs and feelings



Make play and exercise a requirement



Recognize positive choices



Be present



Set and respect boundaries



Some suggested Activities

Make a calm jar/bottle



Lie on your back outside and close your eyes so you can use all of your senses except for sight.

Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.



Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



What makes up your heart

What makes up your heart? Not biologically speaking but socially and emotionally? Who or what builds, fills and occupies the space that is your heart? Create a heart shape and cut into pieces and re-join or individual hearts for members of the family which can be sectioned. Once completed talk about the different elements that have made up the heart/s.

Yoga

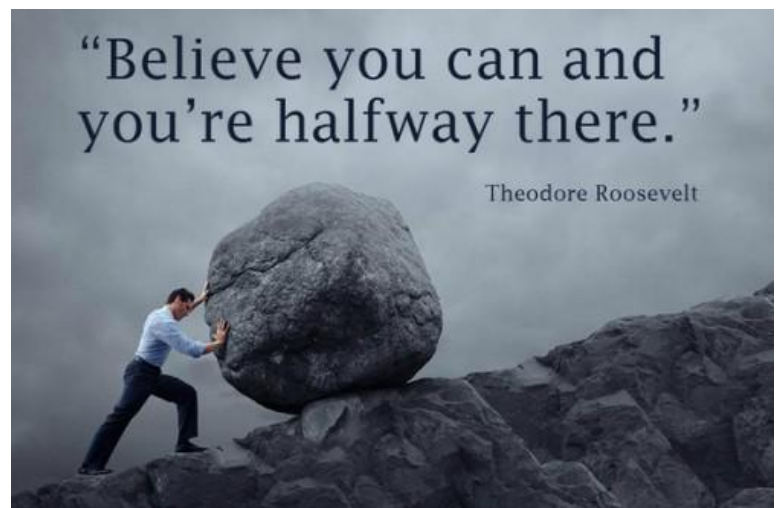
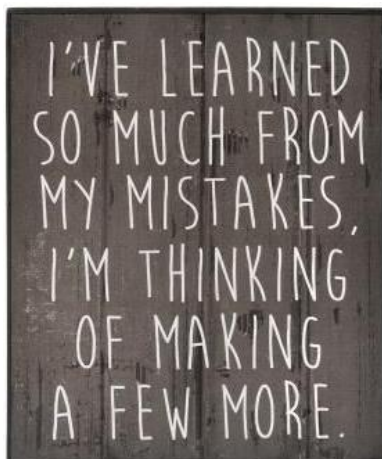
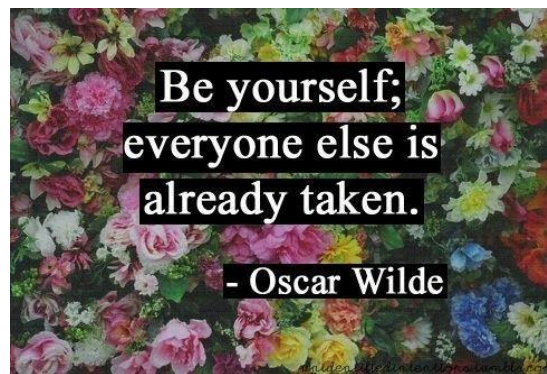
<https://www.youtube.com/user/CosmicKidsYoga>



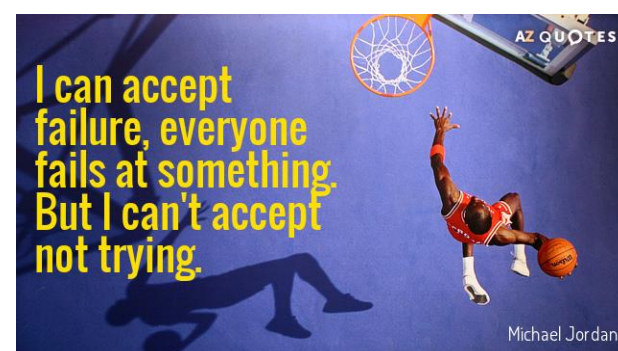
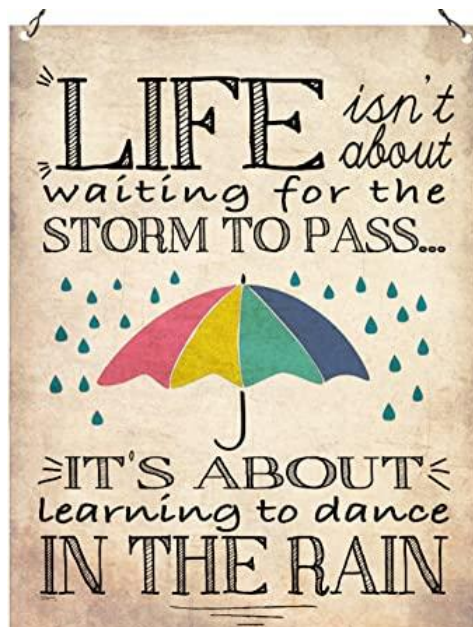
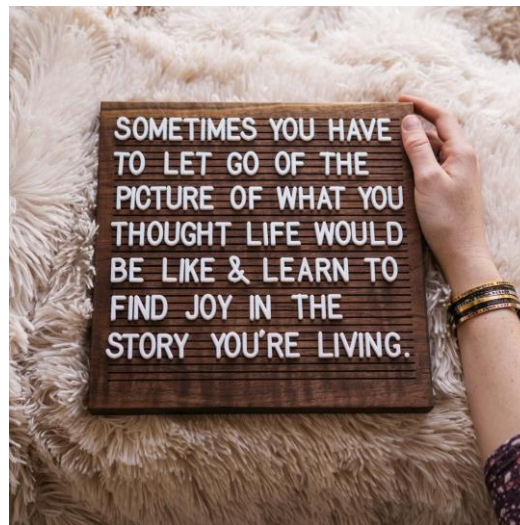
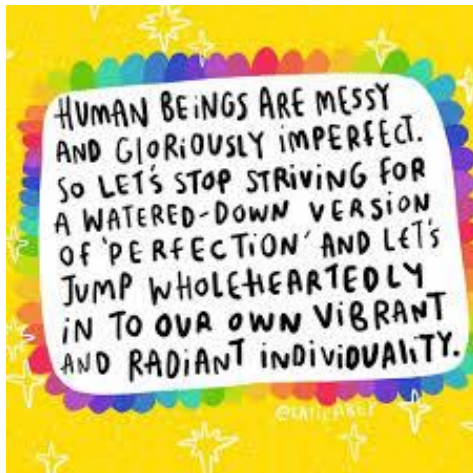
Make a 'Gratitude jar'

Write something you have been grateful for on a note every day. It might be something someone said to you, something you did, something someone did for you, somewhere you went etc.

Some favourite inspirational quotes the staff of Mattishall Primary like:



Some favourite inspirational quotes the staff of Mattishall Primary like:



Useful websites/apps to support Mental Wellbeing:



<https://www.justonenorfolk.nhs.uk/emotional-health>

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



<https://www.mind.org.uk/information-support/for-children-and-young-people/>

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/camhs-information-for-parents-and-carers/>

<https://www.childrenssociety.org.uk/what-we-do/our-work/young-peoples-mental-health>



<https://www.place2be.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

<https://www.nhs.uk/every-mind-matters/>



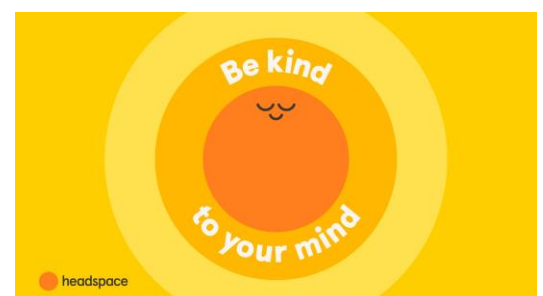
<https://www.kooth.com/>

<https://www.papyrus-uk.org/>



<https://calmharm.co.uk/>

<https://www.headspace.com/>





<https://www.calm.com/>

<https://thismayhelp.me/>



<https://www.bbc.co.uk/teach/moodboosters?fbclid=IwAR35yq546g7IN9PtIqs7MICx-BZQZ4InSmAshjlk37z1SfIf9cbNvhzHF Mg>

E-books and e-audio books - From the Norfolk Library

The library's e-media collections **Read for Empathy** and **Reading Well for Children and Shelf Help** which address children and young people's mental health issues. These can be accessed here

<https://norfolk.overdrive.com/library/childrens>

To download e-books and e-audio books families will need to have a library card. In case you haven't got a library card however, you can register to join the library using the online joining form. At this time, because all the libraries are closed, new joiners will be sent their library cards in the post. The online joining form is here <https://www.norfolk.gov.uk/libraries-local-history-and-archives/libraries/your-library-account/join-the-library>

The Book Trust and Reading Agency websites are also good sources for book lists:

<https://reading-well.org.uk/books>

<https://reading-well.org.uk/news/empathylab>

<https://www.booktrust.org.uk/booklists/c/calming-mindfulness/>

More book suggestions on the
back page of this leaflet

10 Things to Say instead of Stop Crying



1. It's ok to be sad

2. This is really hard for you

3. I'm here with you

4. Tell me about it

5. I hear you

6. That was really scary, sad, etc.

7. I will help you work it out

8. I'm listening

9. I hear that you need space.

I want to be here for you.

I'll stay close so you can find me when you're ready.

10. It doesn't feel fair

THE EMOTIONAL CUP

Some ways that children deal with having an empty cup:

- Steal from other people's cups
- Misbehave to get your attention and show that they need a refill
- Seem to have bottomless cups, or need constant 'topping off'
- Can't sit still for refills or actively refuse them
- Bounce off the walls when they approach 'empty'
- Think they have to fight or compete for every refill

What fills a child's cup:

- Play
- Friendship
- One-on-one time
- Love and affection
- Connection
- Succeeding
- Doing what they love



What empties a child's cup:

- Stress and strain
- Rejection by peers
- Loneliness and isolation
- Yelling and punishment
- Failing
- Fatigue
- Doing what they hate



THE STRESS RELIEF GIRAFFE



OUT OF
CONTROL

SCARED OF
LOSING
CONTROL

NERVOUS

UNSURE

CALM

WHAT YOUR CHILD CAN DO:

- Calm breathing exercises
- Use visualisation meditation techniques
- Body tightening exercises (progressive muscle relaxation)
- Sigh to become fully present in the moment
- Practice music therapy
- Change location / surroundings
- Use a stress ball / fidget toy
- Give themselves a 10-second hug to boost their mood
- Colour, draw, write, craft, etc.
- Practice positive self-talk / words of affirmation
- Exercise
- Go outside
- Play
- Hydrate with water



Some suggested books to support Mental Wellbeing:

