



# Quality of Education



<b>Class</b>	Oak
<b>Subject</b>	PSHE
<b>Topic</b>	Think Positive
<b>Term</b>	Autumn 1 <sup>st</sup> half

## Sequence of lessons – Objectives to be met

<p><b>Lesson 1</b></p> <p><b>The Cognitive triangle</b></p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>• Discuss strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>• Consider everyday things that affect feelings and the importance of expressing feelings</li> <li>• Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>• Children understand the link between thoughts, feelings and behaviours</li> </ul>
<p><b>Lesson 2</b></p> <p><b>Thoughts are not facts</b></p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Children consider elements of a balanced, healthy lifestyle</li> <li>• Discuss everyday things that affect feelings and the importance of expressing feelings</li> <li>• I understand the concept and impact of positive thinking.</li> </ul>
<p><b>Lesson 3</b></p> <p><b>Face your feelings</b></p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Discuss strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>• Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>• Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</li> <li>• I can recognise and manage uncomfortable feelings</li> </ul>
<p><b>Lesson 4</b></p> <p><b>Choices and consequences</b></p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Discuss choices that support a healthy lifestyle, and recognise what might influence these</li> <li>• Consider strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• I understand the importance of making good choices</li> </ul>
<b>Lesson 5</b>  <b>Being present</b>	Children will: <ul style="list-style-type: none"> <li>• Understand the importance of taking care of mental health</li> <li>• I can use mindfulness techniques in my everyday life</li> </ul>
<b>Lesson 6</b>  <b>Yes, I can!</b>	Children will: <ul style="list-style-type: none"> <li>• Discuss how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>• Recognise that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>• Consider how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> <li>• I can apply a growth mindset in my everyday life.</li> </ul>