

# MENTAL HEALTH AND WELLBEING

	Early Years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Mental Health	Access to bespoke support where required through SENDCo and SLT - eg personalised curriculum, bespoke timetable, children's therapeutic services, CAMHs, Alliance etc.							
	Availability of 2x Parent Support Advisers.							
	To know they can feel different emotions.	To recognise different emotions.	To recognise what factors affect their mood and why they are in a good or bad mood.	Recognise how their mood can affect other people.  Manage excitable and bad moods.  To discuss fears and phobias and managing fear.	Importance of sleep in mental health.  Understand how a lack of sleep can affect moods.  Understand ways to improve sleep routines.	Recognise things that may cause anxiety and ways to deal with these situations.  Identify the difference between everyday worries and a build-up of worries that may overwhelm.	To discuss the balance between work and social time.  Understand the importance of exercise and fresh air on well-being.	To be aware of self-image and the image we portray to others.  To be aware of social media sites and how to stay safe.

		Early Years		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Nursery	Reception	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge
Access to external agencies when required – eg CAMHs, Alliance, EP, Harbour etc															
Opportunities during assemblies															
Opportunities throughout music curriculum eg learning to play recorders, P-Bones and trombones.															
Availability of alternative options for unstructured times – eg Calm Zones.															
Emotional Wellbeing (PSHE)	Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.	Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them. Awareness of boundaries set, and of behavioural expectations in the setting. Begin to negotiate and solve problems without aggression.	Describe things that make them feel happy and things that make them feel sad.		Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.			Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others.	Recognise strong emotions and identify ways of self-regulating them positively.	Explain how things can be misinterpreted or misrepresented.		Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.	Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them.	Respond appropriately to a wide range of feelings and emotions in themselves and others.	
	Relationships and Feelings (PSHE)	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Children play cooperatively, taking turns with others.	Use facial expressions to demonstrate some named feelings and describe some of their + or - qualities.		Manage feelings in a positive and effective way.	Learn about loss, change and the feelings involved in those situations.		Describe how 'family' can mean different things to different people.		Describe why someone might start a relationship with another person.		Describe different types of care and love extending their vocabulary and understanding of different emotions.		Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.



