

Year 1				Autumn B – Mental health and wellbeing			
Lesson Objective		Learning Outcomes		Key Knowledge		Key Vocabulary	
<u>Lesson 1</u> <u>Noticing feelings</u> To learn about feelings.		- To notice and name some feelings. - Explain how we recognise thoughts and feelings - Explain that feelings can be felt more, or less strongly.		Our brain helps us to notice how we are feeling and feelings can be felt differently in the body for different people. It's not always easy to tell how someone is feeling by looking at them, so we could ask them how they're feeling. Feelings can be felt more or less strongly and so can their sensations in the body. We can use a feelings thermometer to mark the strength of our feelings.		Brain feelings More strongly Less strongly Feelings thermometer	
<u>Lesson 2</u> <u>Distraction</u> To learn about distraction.		- To explain what is meant by distraction - Identify different types of distraction - Identify what could help someone who is distracted		A distraction is something that stops you from focussing on what you're doing. Everyone gets distracted sometimes. You could be distracted by something you see or hear, or a feeling in your body like hunger, thirst or the need to move. Some things might help people who are distracted like taking a break, having a snack, moving somewhere quieter or taking some deep breaths. This can help our brains to relax and help us to feel calmer, making it easier for us to focus again if we are distracted.		Distraction Relax Calm Focus	
<u>Lesson 3</u> <u>Paying attention to pleasant feelings</u> To learn how to pay attention to pleasant feelings.		- To identify pleasant and unpleasant feelings - Explain what can help change less pleasant feelings to more pleasant ones - Describe how the brain helps us to pay attention to pleasant feelings		Pleasant feelings might make someone feel happy or good inside, and unpleasant feelings might make someone feel uncomfortable or unhappy inside. Pleasant feelings might be happy, excited, interested Unpleasant feelings include: worried, scared, nervous The brain helps us to notice pleasant feelings and things, and with practice, the brain will become better at paying attention to these.		Pleasant Unpleasant Notice Pay attention	
<u>Lesson 4</u> <u>Helpful and unhelpful thoughts</u> To learn about helpful and unhelpful thoughts.		- identify examples of helpful and unhelpful thoughts - describe how helpful and unhelpful thoughts can change how we act and feel - describe how helpful thoughts can be changed to more helpful ones		Helpful thoughts might include <i>I can ask for help, I can try again.</i> Unhelpful thoughts include <i>I can't do it, it's too hard.</i> It's normal for people to have lots of different feelings and thoughts in one day. It is possible to change unhelpful thoughts into more helpful ones. When faced with something challenging, having helpful and unhelpful thoughts can change how someone might feel or behave. When we practise changing unhelpful thoughts to helpful thoughts, our brains become better at remembering how to do this. This will help us next time something challenging happens and we have difficult feelings about it.		Helpful Unhelpful Change Challenging	
<u>Lesson 5</u> <u>Reacting</u> To learn about different ways of reacting.		- Describe the difference between feeling relaxed and feeling tense - Identify different reactions - Describe how someone might change their reactions and responses		Feeling relaxed means that someone is calm and comfortable, feeling tense means someone might have difficult feelings and be uncomfortable. Everyone feels tense sometimes, and we can't always help how we react in some situations that surprise us or make us feel tense. We can practise how to respond and feel calmer afterwards. People react to things in different ways – this can depend on what has happened to them. Practising relaxing techniques can release tension.		Relaxed Tense React Respond Relaxing techniques	
Lesson 6		- Review - Opportunity to address any themes arising within cohort					

Year 2				Autumn B: Keeping safe online			
Lesson Objective		Learning Outcomes		Key Knowledge		Key Vocabulary	
Lesson 1 Watching videos <i>To learn about what to do if they are worried about something online</i> <i>Contact parents using suggested letter prior to teaching and provide electronic copies of CEOP story books.</i>		<i>To explain how something online might make someone feel worried or sad.</i> <i>To recognise different feelings.</i> <i>To identify up to four trusted adults in my life who can help me if I am worried about something online.</i>		<i>Deliver baseline assessment a few days prior to teaching</i> Some people get a funny feeling in their tummy when they are feeling worried about something. We can also tell how someone is feeling by looking at their facial expressions, but sometimes feelings can express themselves in a different way e.g unable to speak, feeling wobbly and hot. An adult you can trust is someone who: - Can make you feel better if you're sad or hurt - Doesn't scare you - Someone you can talk to about anything without feeling worried - You may feel close to them - They may have helped you with something before If you ever feel upset like Jessie about something you have seen online, you can go to any of the grown ups on your 'help hand'		<i>Online, worried, facial expression, adult, trust, help hand</i>	
Lesson 2 Sharing pictures <i>To learn about what to consider before sharing a picture online.</i>		<i>I can explain what might happen if someone shares a picture online.</i> <i>I can suggest ways to use devices more safely, including being respectful to others.</i> <i>I can identify up to four trusted adults in my life and how to ask them for help if I am worried about something online.</i>		People can use the internet or a device such as a phone or tablet to send a picture to someone else, this is known as sharing a picture . <i>Do not elicit how to share a picture.</i> Although many people don't share pictures that have been sent to them by other people, someone might. Sometimes, sharing can be a really nice thing to do, for example sharing toys with your sibling, sharing sweets with a friend. However, even though sharing can be good in these examples, it is not always good to share a picture, especially if you haven't asked permission first from the people that are in the picture. If someone sends you a photo of a friend, you should not send the image to anyone else and should delete the photo. If you think they have sent a photo of someone without their permission, you should tell an adult you trust.		<i>Internet, device, sharing a picture, permission, image, delete, trusted adult</i>	
Lesson 3 Playing games <i>To learn about what personal information is, and the importance of not sharing this.</i>		<i>To identify what personal information is and the importance of not sharing this</i> <i>To recognise feelings and signs in my body that might tell me if something 'doesn't feel right'</i> <i>To identify up to four trusted adults and know how to ask them for help if I am worried about something online</i>		Someone's personal information is information that only belongs to them. We all have personal information that belongs to us and we shouldn't share this with people we don't know, including those online. If anyone ever asks you to share your personal information (age, name, school, address etc), you should always tell an adult you trust and they can help. When something 'doesn't feel right', people's bodies might have feelings like heart beating fast, feeling sick, butterflies in their tummy. Not everyone feels all these things when they are worried or when something doesn't feel right. If you feel uncomfortable or nervous, the best thing to do is tell an adult you trust who can help you. <i>Revisit how to identify a safe adult from session 1.</i>		<i>Personal information, share, online, trusted adult, 'doesn't feel right'</i>	
Lesson 4 Playing games <i>To learn how to recognise unsafe contact, and how to tell a trusted adult about this.</i>		<i>To talk about the qualities that make a good friend.</i> <i>To identify that people online may not tell the truth.</i> <i>To explain the difference between a secret and a surprise.</i> <i>To identify up to four trusted adults and how to ask them for help if I am worried about something online.</i>		Behaviours like kindness, making each other laugh, loyalty and helping each other are what we would show our friends and what we should expect from them. This is the case online and offline, and also in the classroom and playground. Manipulative behaviour is when someone tries to make another person do something by being unkind, tricking them or not telling the truth. Surprise —when you don't tell someone about something because you're going to give them a surprise later e.g surprise birthday party Secret —when someone tells you not to tell anyone about something, ever. Keeping a surprise can feel fun and exciting. If someone asks you to keep a secret, it might make you feel worried, scared or uncomfortable. If someone tells you to keep a secret, you do not have to . If it makes you feel uncomfortable you should tell an adult you trust. If it is an adult asking you to keep a secret, you should tell another adult that you trust. You do not always have to do what an adult tells you if it makes you feel uncomfortable. You can always say 'no.'		<i>Behaviours, friends, manipulative behaviour, surprise, secret, say no</i>	
Lesson 5 Helping to make good viewing choices <i>To learn that that are age ratings that can help us to make choices about what to watch.</i>		<i>Identify that some rules are made to keep us safe</i> <i>Recognise some of the BBFC's age rating symbols</i> <i>Identify why we should use these, and what to do if we need help</i>		Some rules are put in place by our families e.g wearing a helmet on your bike and scooter, and some rules are put in place by other people e.g film age ratings. Many of these rules are to keep us safe. Some rules like road safety signs, we have to follow as they are the law. Someone might watch a film with other people, but they might also watch something on their own. The British Board of Film Classification give children and families guidance on how to make safe choices for which films, programmes and shows they watch. The BBFC uses age rating symbols which can help someone decide what is recommended for their age. If someone wants to make sure what they watch is child friendly, they can check the age rating symbol or talk to a parent or trusted adult.		<i>film, age-appropriate, family friendly, rules, safe choices, age ratings</i>	
Lesson 6 Keeping viewing choices safe <i>To learn how to make good viewing choices that are right for a person's age. To learn about what to do if someone watches something that makes them feel upset or worried.</i>		<i>Explain how to use child friendly or family friendly age rating symbols</i> <i>Describe how these and other strategies can help someone decide what to watch</i> <i>Apply these strategies to everyday viewing situations</i> <i>Identify what to do if they feel something is unsafe.</i>		To keep viewing choices safe, someone could: • Check the BBFC age rating symbol before they start watching • Ensure grown ups have set the age ratings on their profile • Watch part of the show with a parent Some streaming services allow parents to set safety controls so that they can ensure their child's viewing choices are safe for their age. If these things are not done, someone might see some things that might make them feel upset. If someone feels this way, they should talk to a parent or trusted grown up about what has upset them.		<i>film, safe viewing choices, family friendly, parental controls, safe choices, child friendly</i>	

Year 3		Autumn B: Mental health and wellbeing	
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
Lesson 1 Exploring emotions To learn about noticing thoughts, feelings and emotions, and how emotions vary in strength.	<i>explain how noticing thoughts and feelings can help us manage them, and identify some examples</i> <i>explain the meaning of ‘emotion’</i> <i>identify a range of emotions and how they can vary in strength</i>	If someone can start to notice the thoughts and feelings they are having, this is a really helpful first step in being able to manage those thoughts and feelings. Over time, they can start to see if there are thoughts and feelings they have a lot, or situations that can result in certain feelings – and this can help too. For example, if someone notices they feel nervous when going on scarier rides at the park, they could speak to a trusted adult or choose less scary rides first. The brain helps us to notice our thoughts and feelings, in particular, two parts called the ACC and the insula. An ‘emotion’ is how someone makes sense of their thoughts and feelings in different situations. Thoughts and feelings can act as clues, to help work out emotions. When considering an emotion, we can think about how nice/pleasant it is, and how much energy someone has when they experience it.	<i>Thoughts</i> <i>Feelings</i> <i>Emotion</i> <i>ACC</i> <i>Insula</i> <i>Scaling</i>
Lesson 2 Understanding distraction To learn about different kinds of distractions and some ways they can be managed.	<i>analyse a range of distractions and decide if they are helpful or not</i> <i>explain how parts of the brain can help with different types of distraction</i> <i>describe how a range of distractions can make people feel and some ways they can be managed</i>	Distractions are helpful if they signal danger or distract from things which are unpleasant. When someone experiences a distraction which alerts them to danger, a part of the brain called the amygdala becomes active. The amygdala is linked to fear and helps you to act fast! For less helpful distractions (like thinking about a TV show during an enjoyable English lesson), the brain can help too. The anterior cingulate cortex (ACC) can help you to notice the distraction, and together with the prefrontal cortex (PFC), these parts of the brain can help you to decide if a distraction is helpful or not. This is an important decision because it helps you to know if you need to do anything to manage the distraction, and to think about what the best action might be. Unhelpful distractions that might create more challenging emotions might need managing. <i>Pupils will think of actions to help manage less helpful distractions.</i>	<i>Distractions</i> <i>Danger</i> <i>Amygdala</i> <i>Fear</i> <i>ACC</i> <i>PFC</i> <i>Helpful</i> <i>Unhelpful</i> <i>Manage</i> <i>Strategies</i>
Lesson 3 Managing thoughts and emotions To learn about helpful patterns of thoughts and emotions.	<i>describe how patterns of thoughts and emotions can affect someone’s wellbeing</i> <i>explain how the brain can help to shift less helpful patterns of thoughts and emotions</i> <i>identify strategies that can be used to manage less helpful thoughts and emotions</i>	Wellbeing is about feeling good, comfortable, happy and able to do things that we enjoy. Thoughts and emotions can affect people’s behaviour – and over time, their wellbeing too. If we are worried about trying something new, thoughts and emotions could have a positive impact on us if we acknowledge that there are some feelings of nervousness or apprehension. But we can still give these different things a go – and there may even be something to enjoy. Our brain can help us to notice and shift less helpful thoughts and emotions. Noticing and naming thoughts, feelings and emotions, using positive words and thinking about a positive memory can help us to manage and shift less helpful thoughts.	<i>Wellbeing</i> <i>Thoughts</i> <i>Emotions</i> <i>Behaviour</i> <i>Notice</i> <i>Helpful</i> <i>Less helpful</i> <i>Name</i> <i>Positive</i>
Lesson 4 Managing worries To learn how to recognise and manage worry.	<i>identify types of worry and describe how worries might affect someone</i> <i>identify strategies that can be used to help manage worries</i> <i>recognise the parts of the brain that are active when someone experiences and manages worries</i>	Worry can be both helpful and unhelpful. Everyone worries sometimes – and there are different types of worry. For example, worries can feel big or small, helpful or unhelpful and they can be about the past or the future. Identifying different types of worries can help with deciding how to manage them. Worry can impact on someone’s thoughts, emotions and behaviours. If someone has a big worry, that causes strong and challenging feelings, then they should speak to a trusted adult so they can get help. Having more helpful thoughts could impact emotions and behaviours. The ‘See, hear, move’ strategy (introduced in the year 2 lessons) is another example of how someone could use the senses to help them with their worries. When we use strategies to manage worry, we will be sending calming messages to our amygdala to help stop it from taking over.	<i>Worry</i> <i>Thoughts</i> <i>Emotions</i> <i>Behaviour</i> <i>Trusted adult</i> <i>Help</i> <i>Strategy</i> <i>Amygdala</i>
Lesson 5 Managing responses To learn how feeling calm can help us to manage our responses.	<i>describe some differences between feeling calm and tense</i> <i>explain how feeling calm can make it easier for someone to manage their responses</i> <i>identify strategies to help someone feel calmer</i>	Sometimes we feel calm, sometimes we feel tense and sometimes we will be somewhere in the middle. There is no right or wrong place to be on the scale. The emotions experienced when feeling tense tend to be less pleasant than the emotions experienced when someone is calm, but everyone feels tense sometimes e.g at the end of a busy day. Respond means what someone might say or do in a situation. If someone is tense, they’re more likely to respond in a less helpful way. If someone is calm, they might still feel annoyed but may come up with a more helpful response. When someone is tense, their amygdala is active, like when they are worried or scared. Someone can use strategies to help activate another part of their brain (PFC) that will help to soothe the amygdala and calm their body down.	<i>Calm</i> <i>Tense</i> <i>Response</i> <i>Manage</i> <i>Respond</i> <i>More helpful</i> <i>Less helpful</i> <i>Amygdala</i> <i>PFC (pre-frontal cortex)</i>

Year 4		Autumn B: Exploring ways to manage risk	
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
Lesson 1 Firework safety To learn about keeping safe around fireworks, bonfires and sparklers	- Identify and assess risks associated with fireworks, bonfires and sparklers - Describe ways to manage risks associated with bonfires and sparklers - Analyse how peer influence might affect a young person's behaviour around bonfires and sparklers and suggest ways to manage this	Fireworks have age restrictions; most can only be bought by adults over 18. <i>Pupils will be able to name some rules that are important to follow whilst using sparklers and attending bonfires e.g</i> hold a sparkler at arms length, don't throw anything onto a bonfire. Peer influence is when someone changes their behaviour because of how others around them are behaving – or how they think others around them are behaving. This could cause the person to think, speak or act in a certain way. Peer influence can be managed by using strategies like saying 'no' clearly and politely, suggesting an alternative or making a joke out of it. If you are worried about fireworks, sparklers or bonfires, there are adults at school and home who you could speak to, or who can help if there is an accident, and someone is hurt.	<i>Age restriction, risk, sparkler, firework, bonfire, peer influence</i>
Lesson 2 Keeping safe at home To learn how to assess and manage risk at home	- assess some hazards in the home that could cause harm or injury - explain how the desire for peer approval might put pressure on a young person to act in a riskier way at home - describe strategies to reduce risk at home and help keep themselves (or others) safe, including strategies to manage peer approval	It is the responsibility of parents and carers to keep children safe at home. However, there are also things that children can do to help their adults to keep them safe. Hazards in the home might include a plug socket, a boiling kettle or a child standing on someone else's shoulders to reach something. 'Peer influence' is when someone is influenced – caused to think, say or act in a certain way – because of how others around them are behaving – or how they think others around them are behaving. Often this comes from a feeling of wanting to fit in. Sometimes peer influence can be a good thing. It can happen at school, at home or out and about. Peer influence can be resisted by saying 'no I don't want to do that', or suggesting an alternative.	<i>Responsibility, hazard, safe, peer influence, resist</i>
Lesson 3 Independently crossing the road To learn how to take responsibility for personal safety around roads	- explain how and why to keep safe near roads - identify and assess potential risks on or near roads - identify safer routes for making short, local journeys on foot	Revisit the 'Green Cross Code' from KS1. 1. Think 2. Stop and wait 3. Look and listen. 4. Stop and wait 5. Look and listen. 6. Cross carefully. It is important to follow this to avoid harm from moving vehicles. Safe places to cross include pedestrian crossings, zebra crossings, pelican crossings, traffic islands and pedestrian footbridges. Unsafe places to cross include near a blind bend or crossing between parked cars. There are both risks and benefits to walking to school with a friend. A benefit might be you've got company on the walk but a risk might be you're both distracted when crossing the road.	<i>Road, safety, route, stop, look, listen, walk, think, vehicle, traffic island, pedestrian crossing, zebra crossing, pelican crossing, lollipop person, zebra crossing, traffic island, pedestrian footbridge</i>
Lesson 4 Exploring risk (in relation to gambling) To learn about risk in everyday situations	- assess how risky different everyday activities are - describe how important it is to 'stop and think' before taking a risk - explain what makes a risk worth taking and what makes it too risky	Risk is the possibility of taking an action when we cannot always predict what will happen and when there is the potential of losing something of value. With risk, can sometimes come gain. It is important to 'stop and think' before taking a risk but people can find this difficult when they are caught up in the excitement of the moment, they are with others who are encouraging them, they may want peer approval. Exit strategies can help you to buy time while you assess if something is too risky e.g giving an alternative option or making an excuse. The level of risk in any situation depends on where it is happening, the person, who else is there. <i>Children can place activities on a risk scale from 1-10 and talk about the consequences and what might reduce the risk.</i>	<i>Risk, worth, harm, help, loss, gain, win, lose, positive, negative consequence, outcome</i>
Lesson 5 Medicines and household products To learn about the safe use of medicines and household products.	- Explain the importance of taking medicines correctly and using household products safely - Identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm - Recognise sources of information and whom to ask for help with medicine safety	Medicines and other products can help someone feel better if they are ill, protect them from becoming ill, or help them stay healthy. Household products (such as cleaning sprays, liquids and capsules) help keep the house clean and free from germs, and keep bodies clean and protected from germs too (e.g. soap, shampoo and toothpaste). it is important to read the instructions before using medicines and other household products. If you are ever unsure about using a medicine, you should ask a trusted adult and if you are ever in a situation where a medicine has caused illness and a trusted adult is not available, you should call the emergency services by dialling 999.	<i>Dosage, instructions, prescribed, pharmacist, warning, side effects</i>
Lesson 6 Smoking, vaping and alcohol To learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people's health.	- identify some of the risks of caffeine, cigarettes, vapes (e-cigarettes) and alcohol - identify how these risks can affect the person, or those around them - explain how laws, guidelines and restrictions help to keep people safe and healthy - identify where people can get help and support to protect their own and others' health	There are substances (other than medicines) that some people use in their home, or out and about, such as: caffeine, cigarettes, vapes (or e-cigarettes) and alcohol. Some adults choose not to use these because their religion prohibits it, or for health/other reasons. Some adults choose to use these, but they are not meant for children. They can be harmful to health and wellbeing and for that reason there are laws and guidelines about their use. For most adults, a little caffeine or alcohol (in small amounts and not too often) although not very healthy, is likely to have only a low risk on the health of their bodies over time. Smoking is harmful to the person smoking but also to those around them and the environment. Once someone starts to smoke frequently, it can be difficult for them to stop. If you are worried about someone you know, talk to a trusted adult – a parent/carers or a teacher at school.	<i>Cigarettes, vapes, cigarettes, cessation, caffeine, alcohol, nicotine</i>

Year 3-4 Drug education knowledge organiser

©PSHE Association 2026

Drugs	
Drug	Something a person can take to change the way they think, feel or behave.
Legal drug	Substances such as caffeine, alcohol or over-the-counter medication, these may have age-restrictions.
Illegal drug	Substances that a person can be charged for if they possess it, intend to supply, or do supply it to someone else. These are not subject to quality controls so it is hard to know what is in each batch of a drug, which can increase risk.
Caffeine	A drug found in tea, coffee and soft drinks that makes people feel alert. Children should only consume caffeine in moderation.
Alcohol	A drug found in drinks such as beer and wine, measured in units. It is not needed for a healthy diet. Too much alcohol can risk making a person ill or getting hurt due to an accident. An alcohol-free childhood is the healthiest option. Adults who want to drink less alcohol can get help to stop or reduce their use.
Nicotine and tobacco	Nicotine is a drug found in tobacco and other products such as vapes (e-cigarettes). Nicotine and tobacco can make a person ill. Adults can get help from their doctor to stop smoking. It is illegal to sell tobacco or nicotine products to under 18s.

Medicines and household products	
Household product	Products typically used within a household. This includes cleaning products such as bleach, kitchen/bathroom spray, as well as toiletries and cosmetic products such as soap, shampoo and body lotion. These should be used as per the instructions on the product.
Medicine	A drug or remedy that may be prescribed by a health professional or purchased over the counter.
Dose	The amount of medicine to be taken at one time. This can follow a health professional's instructions or the instructions that come with over-the-counter medicines.
Health condition	A disease, illness, injury or disorder either physical or mental.
Allergy	When the body reacts to certain things such as pollen, animals, foods or insect bites. Allergic reactions might include breathing problems, skin rashes, swelling, or itching.
Immune	Protected from an illness, either because a person has had the illness before or because they have received a vaccine.
Vaccine	A medical preparation that protects a person from an illness. Vaccine boosters may be required. In some cases, a vaccinated person may still be affected by an illness they have been vaccinated against, but the vaccine can lessen the severity of the illness.
Bacteria	A small organism, some of which can cause infections and/or cause people to feel ill (though not all!)
Virus	A small particle that can cause infections and/or cause people to feel ill.

External support services	
Accessing health-related support	Explain to pupils that adults who need support to stop smoking or drinking can get help from their doctors or from the NHS online.
Calling emergency services	In an emergency call 999 For non-emergencies call 111 Pupils may need an explanation as to what these services do.
Childline	childline.org.uk 0800 1111 Confidential support service CALLS DO NOT APPEAR ON PHONE BILL.

Year 5Autumn B: Mental health and wellbeing			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
Lesson 1 Noticing and naming emotions To learn about managing thoughts and emotions in everyday situations.	- describe and differentiate a wider range of emotions - describe parts of the brain that help people notice thoughts and emotions - explain how noticing thoughts and emotions helps someone to manage them	Emotions can be pleasant or unpleasant, and can make us feel more or less energised. The anterior cingulate cortex (ACC) helps monitor thoughts and behaviour, and the insula monitors emotionally-relevant feelings in the body. If we practise noticing our emotions, this can make the parts of the brain that help us to do this (e.g. ACC and insula) stronger. Over time, this makes noticing our emotions easier to do. Noticing and naming emotions can make them easier to manage. For example, if someone notices they are feeling angry, they can do something to manage this emotion before it ‘takes over’.	Hopefulness, nervousness, gratitude, disappointment, calmness, energised, ACC, insula, thoughts and feelings, emotions
Lesson 2 Directing attention and managing distractions To learn about helpful and less helpful distractions and strategies to manage them.	- describe which parts of the brain are involved in noticing, evaluating, and managing distractions - identify internal and external distractions and explain how these can make someone feel - evaluate strategies to manage unhelpful distractions and explain how using these can support someone’s mental wellbeing	Amygdala - Is active when there is danger or fear. ACC – helps notice emotions VS - Active during pleasant and rewarding experiences, motivating us to engage in these experiences more often Insula - Helps notice how emotions feel in the body. PFC - Helps to manage the amygdala and VS and helps someone to focus and shift attention Some distractions are helpful and keep us safe (like an alarm), but some are unhelpful. Parts of the brain like the PFC help us to shift our attention away from distractions. Strategies like ‘See, hear, move’ and ‘watching thoughts’, can help us manage unhelpful distractions.	Internal distractions, external distractions, frustrated, disappointed, strategies, manage, unhelpful
Lesson 3 Changing thinking habits To learn about brain plasticity and how changing thinking habits can support wellbeing.	- identify positive, neutral and negative thinking habits - explain how changing thinking habits can support mental health and wellbeing - explain what brain plasticity is and how it can help change thinking habits - assess strategies to manage unpleasant experiences	Spending time focusing on more positive thoughts can help someone feel calmer and more relaxed. Practising strategies to manage unhelpful thoughts makes them easier to use. This is due to brain plasticity. The brain is made up of lots of tiny cells called neurons, which carry messages from one part to another, creating pathways. This means new pathways can be created or made stronger, when practising or learning a new skill. The ability of the brain to change in this way is called ‘brain plasticity’. Savouring positive experiences, like being in nature or spending time with friends, can help support wellbeing	Positive, manage, brain plasticity, neurons, wellbeing
Lesson 4 Rumination and worry To learn how changing the way someone thinks about an event can support wellbeing.	- identify the similarities and differences between rumination and worry - explain what reappraisal and sensory focus activities are, and how they affect the brain - describe how these can be used to support wellbeing	Worry - Having concerns or unhelpful thinking about something in the future. Rumination - Having concerns or unhelpful thinking about something in the past. <i>Similarities</i> –emotions and feelings in the body may be similar; thoughts may be negative; both might cause someone to find it hard to focus on other things. Reappraisal - Thinking about something in a different, more positive, or neutral way. Sensory focus activity – switching attention from your worry to your senses – such as listening, seeing and touching – helps you to stop thinking about your worries as much	Rumination, worry, reappraisal, sensory focus
Lesson 5 Managing reactivity To learn about managing reactivity can support wellbeing.	- explain what reactivity is and identify strategies to help with responses - explain what happens in the brain when these strategies are used - assess the impact of managing reactions and responses on long-term wellbeing	When there is danger, it can be difficult to control how we react. How someone then chooses to respond to the event can be helpful or less helpful. The way someone responds can be influenced by different factors. when someone is at ease or feeling calm, it is easier to manage how they respond. The brain helps someone react quickly when there might be danger. Once the danger is over, the brain helps them feel calmer again. Someone is more likely to react or respond in a helpful way if they are well-rested, have a healthier diet and are feeling calm. But their reactions and responses may be less helpful when they are feeling tired, hungry, worried or tense. Sleep, diet, progressive muscle relaxation, 4-6 breathing, savouring, sensory focus activities, noticing and naming emotions, social connections and watching thoughts are all strategies that might help someone manage their reactivity and responses.	React, response, brain, helpful, unhelpful, strategies, manage
<i>Lesson 6</i> <i>Revisit and review</i> <i>Opportunity to address cohort needs</i>			

Year 6Autumn B: Managing money and online spending			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
Lesson 1 Money and emotional wellbeing To learn about the impact of money on emotional wellbeing.	- explain how the decisions someone makes about their money might affect their feelings - explain how and why money worries can have an impact on emotional wellbeing - identify sources of information and support	How someone spends money can affect their feelings. A family might feel good because of how they spent their money. This might be because they were able to have fun with loved ones. Money might sometimes have a negative impact on people’s emotional wellbeing as well. If someone is having problems with money, it can make them feel worried and upset. They might be worried about how to pay for things like bills. Worrying about money can affect different people at different times in their lives. Worries about money can sometimes be a part of life. However, if worrying about money is constant or making someone upset, they should seek help and support. Adults might get support from the government, Citizens Advice, money websites or the bank.	Impact, loan, emotions, benefits, feelings, budget
Lesson 2 Being a critical consumer To learn what it means to be a critical consumer.	- identify different influences on people’s spending and how these can be managed - describe how companies encourage people to buy products, goods or services - explain what should be considered before making a decision to buy a product or service - explain how spending choices can affect others and identify ways to make positive spending decisions	Being a critical consumer means choosing products based on the political, ethical and environmental impact, and taking into account influences such as advertising and value for money. Advertising is also widely used to influence people to spend money. There are spending considerations that should be thought about before spending money e.g where it is made, value for money or how the local environment could be affected. The different ways people choose to spend their money can have a direct positive effect on them personally or on others.	Critical, consumer, influence, goals, services, products, political, ethical, environmental, value
Lesson 3 Chancing it! (risk in relation to gambling) To learn about risk in relation to gambling	- explain risk in relation to gambling - identify how winning and losing can affect a person’s feelings and what makes someone want to take the risk - describe what can influence someone to gamble or feel pressure to do so - recognise who to ask for help if concerned about gambling or the pressure to do something like gambling	Gambling is a risk where money (or something else of value) is swapped in the hope of winning something better (e.g. more money). Participants have no idea if they will win or lose. Adverts or pop-ups are often designed to try and ‘hook’ people into gambling or to keep them trying over and over again. Sometimes people can be tempted to gamble things they cannot afford to lose or can feel like they have to gamble (it can become a habit) and can cause them to worry or feel bad. If you are worried about someone and gambling, or you are not sure whether a game is encouraging you to gamble, talk to someone you know and trust - at home or school.	Gambling, bet, risk, loss, gain, win, lose, luck, chance, play, gaming, likely, unlikely,, influence, pressure
Lesson 4 Spending influences To learn about what influences people to spend money online.	- identify what young people might spend their money on online - evaluate influences on spending choices - describe how to manage influences to spend money when online	Children between the age of 13 and 18 are more likely to spend their money on take aways, clothes and shoes, online games, beauty products or in game bonuses or items. The items most young people spend their money on online are luxury items – this may be because of the pressure on appearance from social media so people feel that they have to spend more money to look good. The other things are only likely to give short term happiness. Websites use targeted advertising, by tracking what websites you visit and then showing you adverts based on what you like and buy. Most influences are not very positive, because there is increased pressure on young people to spend money, people might spend money by mistake, or buy things ‘on impulse’ without thinking carefully about whether they need or want it, and often buy things because of pressure from their peers or from inside themselves to keep up with others.	Influences, spending, debit card, data, pop-ups, targeted advertising
Lesson 5 Wellbeing and support To learn how spending money online can affect someone’s wellbeing.	- identify the range of emotions experienced when spending money online - explain how spending decisions can affect wellbeing over time - explain where and how someone can get help and support if they encounter spending problems online	When someone is buying something new, they might feel emotions including anticipation, excitement, happiness and pride. Buying things online can be fun and exciting, but sometimes these emotions can change. Someone can be influenced or tricked into spending money even when they didn’t really want to. The important thing now is that they get help to manage the situation.	Wellbeing, spending, emotions, subscription
Lesson 6	Additional session to revisit/review or address specific cohort needs		