

<b>Unit of work: Changes</b>	
<b>PSHE/RHE Theme: Health and Well-being</b>	
<b>Assessment Outcomes:</b>	
<ul style="list-style-type: none"> <li>• I know that changes are a part of life and that we can adapt to new circumstances.</li> <li>• I know some coping strategies for difficult situations that cannot be changed.</li> <li>• I know strategies to cope with loss.</li> <li>• I know it is common for people to experience mental ill health.</li> </ul>	
<b>Health and Well-Being</b>	<p>(H1) how to make informed decisions about health</p> <p>(H14) how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>(H15) that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>(H18) about everyday things that affect feelings and the importance of expressing feelings</p> <p>(H21) to recognise warning signs about mental health and well-being and how to seek support for themselves and others</p> <p>(H22) to 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</p> <p>(H23) about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>(H24) problem-solving strategies for dealing with emotions, challenges and change</p>
<b>Relationships Education</b>	
<b>Living in the Wider World</b>	

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**Key Learning**

Links back to <b>prior learning</b>	New learning this unit ( <b>Focus</b> ) <b>This unit should begin with a recap of links to previous learning</b>	Links with <b>future learning</b>
<p>In Year 1, children look at their feelings and how these can affect their body. They also look at some ways of coping with these feelings.</p> <p>In Year 3, children look at loss through death, divorce or friendship and develop ways to cope with this.</p> <p>In Year 4, they learn the differences between mental and physical health and link this to their emotions.</p> <p>In Year 5, they look in detail at physical, emotional and mental health with a focus on how their body might change if their physical, emotional and mental health is affected.</p>	<p>In Y6, children will focus on changes and how they are a fact of life. They will talk about difficult experiences they have experienced in life and how they can/cannot be changed and why. Along with this they will discuss coping with difficult changes and how they can make themselves and others feel better.</p> <p>Also in this unit they will look at loss in more detail as they share mementoes and their own experiences. They also look at ways of coping with this. Then they will look into how family situations could change for some and how this can make people feel.</p> <p>At the end of the unit, they will think about how all these changes or worries can contribute to having mental ill health, how they can relieve stresses and worries to help with this and who they can turn to for help and advice if they need it.</p>	<p>In KS3, children look in more detail at challenging stigma related to mental health. They gain a more detailed awareness of unhealthy coping strategies such as self-harm and eating disorders and common mental health concerns such as anxiety and depression.</p>

Vocabulary and terminology arising in this unit: (words in *italics> may have been encountered but not explicitly taught as part of a specific lesson)*

**Change, adapt, coping strategies, problem, difficulty, death, memento, mental ill health, wellbeing, help, advice**

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	LO:	Success Criteria	Suggested Teaching Activities	C.C Links
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<p>Session 1 <b>This lesson should begin with a recap of links to previous learning</b></p> <p>Life Changes</p>	<p>To understand that changes are a part of life and that we can adapt to new circumstances.</p>	<ul style="list-style-type: none"> <li>- Play a warm up game.</li> <li>- Discuss changes scenarios as a group.</li> <li>- Sort scenario cards according to change.</li> <li>- Draw an image of big change that happened in my life</li> <li>- Share this big change with my partner</li> <li>- Discuss the good and bad aspects of the change</li> <li>- Share and discuss big changes as a class</li> <li>- Suggest ways to cope with big changes.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Lesson taken from Apple - Module 5 – Session 1</b> In module 4 children learnt about difficult situations such as bullying and anger and how to cope with this.</p> <p><b>Online Resource Log-ins:</b> <b>Web address:</b> <a href="https://www.partnershipforchildren.org.uk/teaching-resources.html">https://www.partnershipforchildren.org.uk/teaching-resources.html</a> <u>Apple's Friends</u> Username: Apple Password: tommy</p> <p><b>Starter:</b> Play Apple Salad: Sit in a circle and give each child a name of a character from Apple's Friends – Apple, Tig, Leela, Sandy, Jill and Tommy. When you say the character's name the children with the same name have to swap places.</p> <p><b>Activity 1: Different types of change</b> – divide the IWB or flipchart paper into 3 columns and write never changes, changes quickly, changes slowly at the top of each one. What happened when we played Apple Salad? Everyone had to change places even if they didn't want to. Discuss how change happens all the time and we have to adapt to new situations. Give each group a piece of flipchart paper to draw the 3 columns onto as a group and then give out the Change Cards (<i>see Appendix 1</i>) Groups to read the cards and stick them in the column. Ask them to think of some examples of their own. Share ideas as a class.</p> <p><b>Activity 2: Our Changes</b> – give children a couple of examples of big changes that have happened in your life. Then, ask them to think of a change that happened in their life – moving to a new home or classroom, having a new brother or sister, making a new friend, growing older. Children will then draw a picture of the change and share it with their partner and discuss. Children to discuss how they felt and how they coped.</p> <p><b>Plenary:</b> Good and bad aspects of change – bring all the children back into a circle. Explain that all changes have good and bad aspects. Invite children to show their drawings and discuss the good things and bad things about the change. After each example, ask children how they feel about the change and what they can do to cope with it.</p>	<p>Speaking and listening</p> <p>Communication</p>
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<p>Session 2</p> <p>Change is a part of life</p>	<p>To know some coping strategies for difficult situations that cannot be changed.</p>	<ul style="list-style-type: none"> <li>- Discuss a difficult situation</li> <li>- Decide if a situation can be changed</li> <li>- Decide if a situation can't be changed</li> <li>- Pick out a scenario card.</li> <li>- Listen to the scenario</li> <li>- Discuss scenario as a group using question prompts</li> <li>- Share ideas as a group.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Lesson taken from Apple - Module 5 – Session 2</b>  <b>Starter:</b> What is good for you today? Children share one thing that is good for them that day with their partner and then share as a class.</p> <p><b>Activity 1: Things we can and can't change</b> – Can you think of an example of a difficult situation you can't change and one you can change? Children to discuss with partner. If children are struggling, then given them an example of each e.g. if our pet dies, we cannot bring them back to life. But if we have an argument with a friend, we can apologise and make up. Share ideas. Put a poster saying 'Can' on one side of the room and 'Can't' on the other side of the room – teacher to read out a situation (<i>see Appendix 2</i>) and then children need to decide if it is one that they can change or one they can't and stand on the side of the room that they think. Ask children to explain why the situation can or cannot be changed.</p> <p><b>Activity 2: Looking at things differently</b> – although we cannot change some situations, we can always do something to make ourselves feel better. Sometimes we feel better if we think about things in a different way.          Children to pick a situation from the Mystery Box (<i>see Appendix 3</i>) and to read it aloud. Ask them: <i>What are you feeling in this situation? What are you thinking when you feel like that? What else could you think? What could you say to a friend who thought like that?</i>          These questions could be left on the IWB for groups to discuss after each card is read aloud and then feedback as a group.</p>	<p>Speaking and listening</p> <p>Communication</p>
<p><i>Before session 3, tell the children that another big change that happens in life is death. Dying is a change that happens to everyone. Ask if they have known a person or pet that has died. Ask them to bring in for the next session a memento – something that helps them to remember that person. The model letter in Appendix 4 could also be sent home with the children.</i></p> <p><i>Also remind children a few days before the lesson about bringing their memento in to school for the session.</i></p>				

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<p>Session 3</p> <p>Coping with loss</p>	<p>To develop strategies to cope with loss.</p>	<ul style="list-style-type: none"> <li>- Share my memento with others.</li> <li>- Discuss how loss made me feel</li> <li>- Share ways of how to cope with loss.</li> <li>- Share ways of how to help others feel better when there is a loss.</li> <li>- Create a spider diagram of ideas to help with loss.</li> <li>- Work as a group.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Lesson taken from Apple - Module 5 – Session 3</b>  <b>Starter:</b> Re-cap what children learnt in the last session about different types of change and how they can make themselves feel better in difficult situations.</p> <p><b>Activity 1: Mementoes</b> - Then show children the memento that you have brought to school and tell them about the person who died. With it show the person’s photograph. Explain what you thought and how you felt when the person died. Explain why you kept the memento and how it reminds you of the person. Does it still help you? How do you feel about the person now? Then ask children to share theirs – ask them to share a few words about the person/pet who died and how they felt when it happened. Ask them what they did to feel better. How do they feel now? How does the memento help them?</p> <p><b>Activity 2: Helping ourselves to feel better</b> – Give each group a piece of flipchart paper and ask groups to work together to come up with ways to make ourselves feel better when someone dies and in a different colour ways to help other people feel better.        T/TA to suggest ideas to groups where needed.        Then, collect ideas to make a class spider diagram.</p> <p><b>Plenary:</b> Show the poster ‘Ways to help a friend who is very sad’ (<i>see Appendix 5</i>) Do you think this would be helpful or are there other things we can add to it. Give children time to discuss and then edit poster where needed.  <b>A competition could be launched to re-create the poster at home and the best one could be displayed in the classroom or around school.</b></p>	<p>Speaking and listening</p> <p>Communication</p>
<p>Session 4</p> <p>Changes in family relationships</p>	<p>To develop coping strategies if families change.</p>	<ul style="list-style-type: none"> <li>- Listen to the story: Tommy’s life.</li> <li>- Predict what will happen at the end of story.</li> <li>- Suggest ways Tommy could cope</li> <li>- Suggest how others could help him feel better.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Lesson taken from Apple - Module 5 – Session 4</b>  <b>Starter:</b> Re-cap what children learnt in the last session about loss and how they feel now about the session. If you felt sad, when did you feel better? Did it help to talk to someone? How are you feeling today? Discuss how it is very important to talk to other people when you have difficult feelings.</p> <p><b>Activity 1:</b> Remind children they are learning about changes. So far we have learned that even if a change is a difficult one we can do things to make ourselves feel better.</p>	<p>Speaking and listening</p> <p>Communication</p>

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			<p>Read the story about a change in Tommy’s life – page 12 in the module booklet and use the matching illustrations (<b>See Appendix 6</b>).</p> <p><b>Put these questions on the IWB whilst children listen:</b>  <i>What were the changes in Tommy’s holiday? How did Tommy feel before the holiday? How did he feel when he went on holiday? How do you think he felt at the end when his mum told him that his dad might be going away for some time? What can Tommy do to feel better? If Tommy was your friend, how could you help him?</i></p> <p>Once the story is finished give children time to discuss the questions with their partner then discuss as a class.</p> <p><b>Activity 2:</b> Finish the story – Ask children to draw a picture of what they think happens when Tommy and his mum get home. At the end invite children to share their drawings and to say what they think will happen.</p> <p>After sharing, ask these questions: How will Tommy feel then? If Tommy feels bad, what can he do to feel better? Who or what could help Tommy to feel better?</p>	
<p>Session 5</p> <p>Changes linked to mental health</p>	<p>To understand mental ill health and how it might affect people.</p>	<ul style="list-style-type: none"> <li>- Write worries inside the bucket</li> <li>- Fill the drips with negative emotions that could be felt whilst having these worries.</li> <li>- Draw on arrows</li> <li>- Write how people could exhibit the negative feelings inside the arrows.</li> <li>- Discuss behaviours as a class.</li> <li>- Add ideas to the class bucketful of worries.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Starter:</b> What is mental ill health? Have a couple of definitions on the IWB – can children identify the correct one? Children to discuss with partner and then share ideas.</p> <p><b>Main:</b> Organise children into pairs and give each pair a large print out with a bucket on to create a bucketful of worries and a marker pen to write on it.</p> <p><b>Task 1:</b> Get children to think about the unit of work so far and ask them to discuss what sorts of things young people or young adults might worry about. Pairs to write their ideas inside the bucket. Then ask them to write in drips on the outside the negative feelings that would go with the worries.</p> <p>Discuss the worries children have written and the negative feelings that they have associated with them.</p> <p><b>Task 2:</b> Discuss with the pupils how it might feel for a person when their bucket gets full or they feel they cannot manage their bucket. In groups again children will discuss what behaviours they think people might exhibit when they feel this way. They will draw arrows coming out of the top of</p>	<p>Speaking and listening</p> <p>Communication</p> <p>Art</p>

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			<p>the bucket and label them with behaviours e.g. shouting, swearing, hitting-out, hiding away, not going out of the house, crying more than usual etc. <i>Explain: Strong feelings may cause people to act in a way that they would not usually act. Also point out that different people have different abilities to manage stressful or difficult situations. Different people are able to manage different loads in their bucket or a person's bucket might be bigger or smaller than someone else's. It is not necessarily helpful to compare the size of your buckets!</i></p> <p>Share through IWB trigger signs that might suggest a person is experiencing mental ill health.</p> <p><b>Plenary:</b> Share some bucketful of worries so far from different pairs as a class (<i>these will be added to in the next session</i>) and discuss. Add ideas to class version. <i>Remind the pupils that if a person experiences these feelings and behaviours often (including in different places and situations), over a long time then they might want to get further help, advice and support, including further medical or professional help – this will be discussed further in the next lesson.</i></p>	
Session 6 Changes linked to mental health	To know coping strategies or how to seek help or advice if I feel mentally unwell.	<ul style="list-style-type: none"> <li>- Discuss how people could combat these feelings.</li> <li>- Add coping strategies to the bucketful of worries.</li> <li>- Discuss where help and advice can be found.</li> <li>- Add people, professionals or charities that can help us around the outside of the bucket</li> <li>- Share buckets with the class in a</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</b></p> <p><b>Starter:</b> What did we discuss in the last lesson? Why might people experience mental ill health? How might they feel? What behaviour might they exhibit?</p> <p><b>Main:</b> Go back to the bucketful of worries again but this time with some taps images added to the sides of bucket and discuss with the class what affect this might have if the taps are opened – How could we help to relieve the strong feelings the person is having about these worries? Children to discuss what coping strategies people might do with their partner and then share as a class. Use IWB and discuss further with the class some of the things that people might do to help them to feel better e.g. physical exercise, getting plenty of rest, time outdoors, time spent with family and friends etc. These are sometimes described as being coping strategies that can enable a person to 'bounce back'. <b>Task 1:</b> Pairs of pupils to go back to their bucketful of worries and add some taps on the side of the buckets, labelling them with ideas for coping strategies.</p> <p>Remind the pupils that if a person experiences these feelings and behaviours often</p>	<p>Speaking and listening</p> <p>Communication</p> <p>Art</p>

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		<p>gallery style walk around.</p>	<p>(including in different places and situations), over a long time, or if the coping strategies do not seem to help, then they might want to get further help, advice and support, including further medical or professional help.          Ask the children to think about who they can go to for help if coping strategies are not working – discuss with partner then share ideas as a class.          Use IWB to show children the people, professionals and charities that can help. <b>(See Appendix 7 for ideas)</b>  <b>Task 2:</b> Children to add these on colourful strips of paper around the bucket.   <b>Plenary:</b> The children could then do a gallery walk around the classroom to see how others have presented their bucketful of worries.          The finished pieces could then be displayed so that children can refer back to them.</p>	
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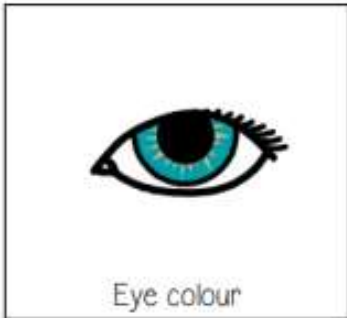
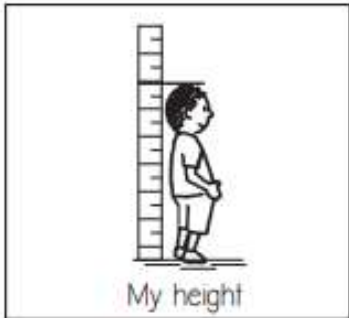
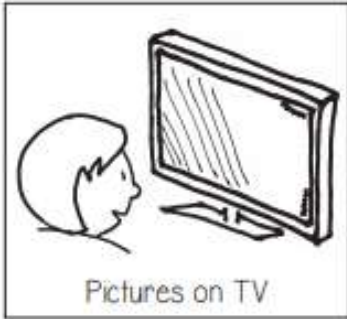
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**Appendix 1: Change Cards**



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**Appendix 2: Difficult situation ideas:**

- I feel unhappy
- My grandma has died
- My favourite toy is broken
- I moved to a new school
- My head aches
- I didn't get what I wanted for my birthday
- I broke my mum's favourite cup
- I broke my arm

*Feel free to add your own ideas.*

**Appendix 3: Difficult situations to be written on cards in the Mystery Box.**

- My best friend will not play with me anymore.
- I wasn't invited to my friend's birthday party.
- My big brother doesn't let me play football with him and his friends.
- My older sister never lets me join in when her friends come to my house.
- My team lost because I made a mistake.
- My mum always blames me.
- Everyone gets better presents than me.
- I am scared of swimming.
- I got a lot of sums wrongs.
- I am no good at reading.

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**Appendix 4: Model letter that could be sent home:**

Dear parents,

We are now on the fifth module of Apple's Friends. The children have been learning all sorts of positive ways to communicate better and to cope with difficulties. In Module 5, we are looking at changes, and in the next session we shall talk about loss, and how to help ourselves feel better when a person or an animal dies. Please find a memento of someone in your family, or a pet, who has died and whom your child remembers. It could be a photo or something that belonged to the person or pet. Everyone who wants to talk about their memento will be able to do so in the lesson.

The aim of the lesson is not to feel too sad, but to show that there are lots of ways we can help ourselves to feel better when someone dies, If you have any questions, please do come and ask me.

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**Appendix 5: 'Ways to help a friend who is very sad' Poster**



Ways to help a friend who is very sad

- 1 Listen to your friend
- 2 Respect them
- 3 Tell them that you care about them
- 4 Spend time with your friend
- 5 Do something kind for them

**Appendix 6: Story Illustrations**

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Illustration 19

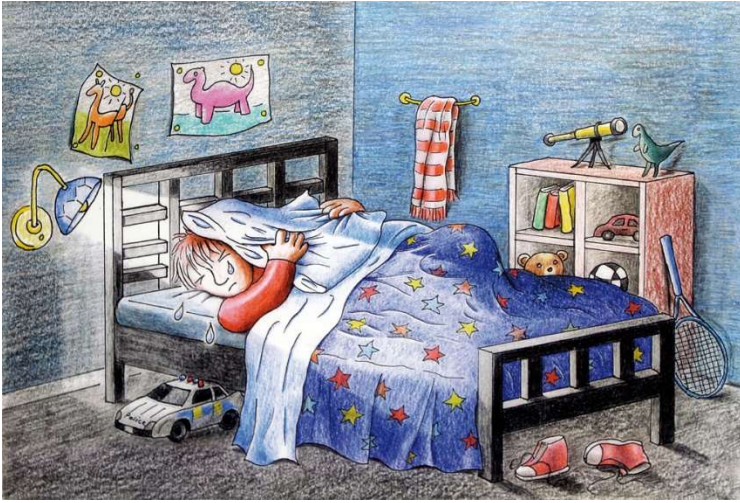
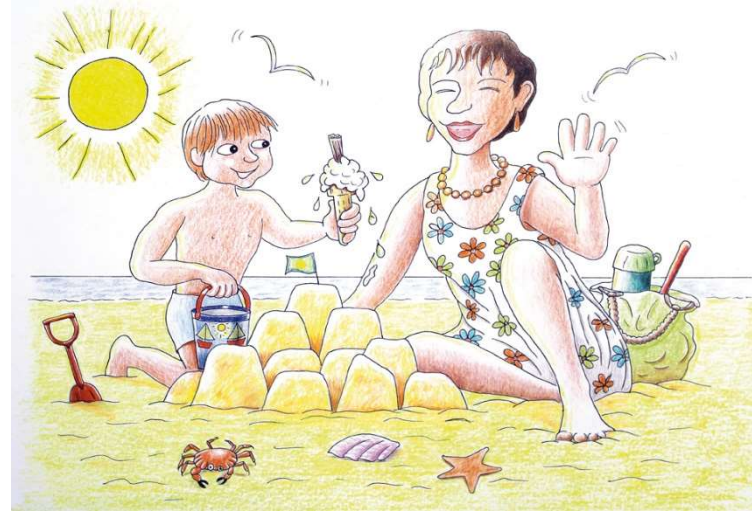


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Appendix 7: Mental

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## Mental health Help, advice and support



Adult

- Talk to a GP or doctor
- Call i-cope 020 3317 7252
- [www.islingtonmind.org.uk](http://www.islingtonmind.org.uk)
- [www.mind.org.uk](http://www.mind.org.uk)



Young person

- Talk to trusted adult, such as a parent or teacher
- Call Childline 0800 1111
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.mindfull.org](http://www.mindfull.org)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.izzy-info.com](http://www.izzy-info.com)

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