

HT1: Keeping Well

Year 5

Lesson	Focus	Key Outcome
1	Building collaborative relationships in our class	Develop listening, communication and cooperation skills needed to build respectful, collaborative relationships with a wide range of people.
2	New situations, mixed emotions and empathy	Recognise the range of emotions that can accompany new situations and use empathy to identify ways to help another person feel welcome and included.
3	Helping new people feel welcome in different situations	Understand that people arrive in new places for different reasons and plan respectful, practical ways to help someone feel informed, welcome and included.
4	Strategies for coping with new situations and change	Develop a practical toolkit of strategies for coping with new situations, change and uncertainty, including knowing when to seek support.
5	Networks of support and how to ask for help	Identify a varied network of support and practise how to ask for help for themselves or another person, including what to do if they are not heard the first time.
6	What mental health means	Understand mental health as part of everyone's health and develop an age-appropriate shared understanding of the term.
7	Mental health can change: the wellbeing continuum	Recognise a normal range of emotions, understand that wellbeing can change over time, and identify when additional support may be useful.
8	Everyday actions that support mental and physical wellbeing	Identify everyday behaviours that can support mental and physical wellbeing and recognise when self-care should be combined with help from others.
9	Feelings during change, challenge and loss	Understand how life events, change and loss can affect wellbeing and recognise mixed or changing emotions.
10	Managing wellbeing in difficult times	Identify positive actions, supportive self-talk and sources of support that can help during difficult times.
11	Wellbeing plans, early help and help-seeking	Consolidate coping strategies, supportive self-talk and a clear plan for seeking help when difficulties continue or become hard to manage.

Lesson 1 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	1	Key Vocabulary	talking, listening, cooperation, collaboration, respect, friendship, secure, preference, group work, inclusion
WALT	Develop strategies for building collaborative relationships within the class and school.		
Success Criteria	☐ I can listen carefully and show interest in what someone else is sharing. ☐ can work cooperatively with different people in the class. ☐ I can explain how positive relationships can help people feel happy, secure and included. ☐ I can recognise that people may have different needs and preferences when working together.	Resources	Soft ball/name-game resource; interest prompts; role cards; simple group challenge materials.
Starter	Play a name-recall game such as ‘Zombies’, or use a safer alternative if the class already know one another well. Follow with a short optional circle activity about good news/bad news, allowing pupils to pass.		
Main	Use the source mime/interest activity: pupils share or mime a safe interest and classmates identify or remember it. Then use a carousel/paired-talk activity: one pupil speaks about an interest and the partner listens and reports two key facts. Discuss active listening, turn-taking, sharing responsibility, respect and working with people who are not close friends.		

	Finish with a short cooperative task where pupils must agree roles and respond to different preferences.		
Plenary	Discuss which skills helped the class work together and what helps pupils learn well. Complete: 'One thing I can do to help any group work well is...'		
Assessment Opportunities	Observe listening, recall, cooperation and respectful interaction. Check pupils understand that everyone should be treated respectfully, whether or not they are close friends.		
Challenge	Explain how a group can respect different needs or preferences without allowing one person to control the group, and justify a fair solution.	Support	Use clear speaker/listener/recorder roles, sentence stems and paired rehearsal before whole-class feedback.

Lesson 2 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	2	Key Vocabulary	new situation, emotion, mixed feelings, empathy, welcome, belonging, lonely, excited, anxious, support
WALT	Recognise, for ourselves and others, the emotions involved in being in a new situation.		
Success Criteria	☐ I can give examples of situations in which someone might feel new. ☐ I can identify more than one emotion a person might experience in a new situation. ☐ I can explain what empathy means and use it to think about another person's experience. ☐ I can suggest helpful ways to welcome someone without making assumptions about what they want.	Resources	Coming to England by Floella Benjamin if available; Circle of Feelings template; emotion cards; welcome-action cards.
Starter	Ask pupils to think about safe examples of being new: a class, club, team, home, country or activity. Complete a Circle of Feelings for 'feeling new'. Personal examples are optional.		
Main	Explore the idea that new situations can bring positive, negative and mixed emotions at the same time. Use a fictional new-pupil scenario or Coming to England to model a Circle of		

	Feelings. Explain empathy as trying to understand another person's perspective without assuming we know exactly how they feel. Sort welcome actions into helpful, unhelpful or 'depends on the person'. Role-play welcoming a new person with different stated preferences.		
Plenary	Review the role plays. Identify emotions shown and add to a class list of helpful and unhelpful ways of welcoming someone. Exit statement: 'A helpful way to welcome somebody is... because...'		
Assessment Opportunities	Check pupils identify mixed emotions and individual differences. Observe whether pupils adapt welcome strategies to another person's stated preference.		
Challenge	Compare two characters in the same new situation and explain why they might need different kinds of support.	Support	Use feeling cards, a pre-drawn Circle of Feelings and simple helpful/unhelpful picture cards.

Lesson 3 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	3	Key Vocabulary	refugee, asylum seeker, migrate, new, unfamiliar, welcome, support, belonging, needs, preferences, tour
WALT	Know how to make new people feel welcome in a range of situations.		
Success Criteria	☐ I can identify a range of reasons why a person might arrive somewhere new. ☐ I can explain why being new to a country or school may bring additional challenges. ☐ I can identify information that would help a new person feel safer and more confident. ☐ I can adapt how I welcome someone according to their needs, age and preferences.	Resources	The Colour of Home by Mary Hoffman if available; school map/photos; talking-tour template; audience cards; iPad/audio recording if desired.
Starter	Generate general reasons why someone may arrive at a new school: moving area, changing school, family circumstances, moving country or seeking safety. Emphasise that we should not assume someone's personal story.		
Main	If available, use The Colour of Home to discuss the experience of a child arriving from Somalia. Plan a speaking tour of the school in groups. Allocate areas/times and different audiences. Pupils identify what a new person needs to know, including		

	routines, lunch, playtimes, where to go and who can help. Draft a clear, welcoming script and signpost trusted adults.		
Plenary	Groups test their tours with another group using agreed feedback questions such as: Would you know what to do? Would the information help you feel more comfortable? Amend the tour using feedback.		
Assessment Opportunities	Check pupils understand that people move for many reasons and avoid stereotyping. Assess whether tours include practical information and access to trusted adults.		
Challenge	Adapt the same welcome information for two contrasting audiences and explain why the communication choices are different.	Support	Provide a school-area checklist and sentence starters: 'Where?', 'What happens?', 'Who can help?' and 'What choice might the person have?'

Lesson 4 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	4	Key Vocabulary	new situation, change, challenge, transition, strategy, coping, support, choice, plan, confidence
WALT	Develop strategies for coping with new situations.		
Success Criteria	☐ I can identify challenges that might arise in a new situation. ☐ I can suggest practical strategies that may help. ☐ I can explain that different strategies work for different people. ☐ I know when a trusted adult or other support may be needed.	Resources	Board-game template/challenge cards; coping-strategy bank; dice/counters; before/during/after plan template.
Starter	Revisit how we can make someone feel welcome and when we may need those skills. Identify challenges that can occur when something is new.		
Main	Build a coping toolkit: find out what to expect, plan ahead, keep helpful routines, practise, use positive self-talk, try the next small step, stay connected, ask questions and seek support. In groups, design a board game about a new situation such as joining a club, moving area, starting secondary school or going on a residential. Test another group's game and improve vague advice into practical strategies.		
Plenary	Create a class list: 'Useful things to remember when something is new.' Include at least one help-seeking strategy.		

Assessment Opportunities	Check pupils move beyond vague reassurance to practical coping strategies and understand that strategies may need adapting.		
Challenge	Evaluate the limitations of a coping strategy and adapt it for someone whose needs or circumstances are different.	Support	Provide a strategy bank and pre-made challenge cards so pupils can match strategies to situations.

Lesson 5 – Keeping Well

Year group Lesson	Year 5 5	Theme Key Vocabulary	Keeping Well trusted adult, network of support, help, advice, trust, service, helpline, concern, unsafe, persistent, support
WALT	Identify a range of sources of support and know how to seek help.		
Success Criteria	☐ I can identify situations when support from another person may be needed. ☐ I can name different people and services that may form part of a support network. ☐ I can practise clear words for starting a help-seeking conversation. ☐ I know to keep trying with another trusted adult if I feel unsafe or seriously worried and I am not heard.	Resources	Network of Support template; scenario cards; help-seeking sentence stems; school support information; recognised child helpline information.
Starter	Discuss that everyone needs help, support or a listening ear sometimes. Sort examples into practical, emotional and safety-related help.		

Lesson 6 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	6	Key Vocabulary	mental health, physical health, wellbeing, thoughts, feelings, emotions, mood, coping, health
WALT	Understand what mental health means and how it relates to physical health.		
Success Criteria	☐ I can explain what the term ‘mental health’ means in age-appropriate language. ☐ I understand that everyone has mental health, just as everyone has physical health. ☐ I can explain that mental and physical health are connected. ☐ I can identify words and ideas that help explain mental wellbeing.	Resources	A4 paper; mental health definitions; flipchart/body outline; source thermometer/continuum.
Starter	Individually write words, feelings or images associated with mental health, or create a collage. Keep responses for later comparison and note misconceptions.		
Main	Display age-appropriate definitions and ask pupils to choose and justify the definition they think is most useful. Establish that everyone has mental health and that it relates to how we think, feel and behave, how we feel about ourselves and relationships, and how we deal with challenges. Compare mental and physical health and discuss their connection.		
Plenary	Build a shared class definition. Revisit one misconception and correct it using the learning from the lesson.		

Assessment Opportunities	Check pupils understand that everyone has mental health and can describe it without equating mental health with illness.		
Challenge	Explain why mental and physical health are connected and why a person's outward appearance cannot tell us everything about their health.	Support	Use a short child-friendly definition, key-word cards and paired discussion before whole-class responses.

Lesson 7 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	7	Key Vocabulary	mental health, wellbeing, continuum, emotions, mood, coping, struggling, proportionate, support
WALT	Understand that mental health and wellbeing can change over time.		
Success Criteria	☐ I can recognise a range and scale of emotions. ☐ I can explain that wellbeing can move up and down over time. ☐ I can distinguish everyday difficult feelings from longer-lasting difficulties without diagnosing. ☐ I can identify clues that extra support may be useful.	Resources	Mental health/wellbeing thermometer or continuum; fictional scenario cards; body/mind outline; misconception cards.
Starter	Retrieve the shared definition of mental health and ask pupils to name different emotions people can experience.		
Main	Introduce the mental health thermometer/continuum carefully. Explain that everyone can move along a range over time and that everyday worry or sadness is not automatically a mental health condition. Model fictional experiences on the continuum, considering change, duration and impact rather than labels. Use a body/mind outline to discuss signs that someone may or may not be feeling well, reinforcing that we cannot always tell from appearance.		

Plenary	Discuss: 'What clues might suggest it is time to ask for extra help?' Emphasise that support can be useful when difficulties persist, become intense or affect daily life.		
Assessment Opportunities	Listen for understanding of normal emotional ups and downs and avoidance of diagnosing others.		
Challenge	Explain when a difficult emotion may need extra support because it is persistent, intense or affecting daily life, without trying to diagnose.	Support	Use a visual emotion scale, simple fictional examples and paired discussion.

Lesson 8 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	8	Key Vocabulary	wellbeing, physical health, mental health, self-care, routine, sleep, activity, connection, coping, early support
WALT	Know how to take care of mental and physical wellbeing through everyday actions.		
Success Criteria	☐ I can identify everyday habits that support mental and physical wellbeing. ☐ I can explain why mental and physical health are connected. ☐ I can suggest helpful actions for a person whose wellbeing is becoming harder to manage. ☐ I understand that self-care is not a replacement for help when someone is struggling.	Resources	Activities for Health cards and teacher guide; Jay's story; mental health thermometer; top-tips template.

Starter	Sort health activity cards into 'everyday', 'sometimes', 'if there is a problem' and 'rarely/not at all', first for physical health and then mental health. Compare choices.		
Main	Discuss physical activity, time outdoors, rest, healthy routines, enjoyable activities, connection with others and helping others as ways to support general wellbeing. Use Jay's story to identify a change over time: persistent sadness, reduced concentration and loss of enjoyment. Plot Jay on the wellbeing continuum and identify when talking to a trusted adult becomes important. Create inclusive top tips for everyday wellbeing.		
Plenary	Each pupil records one everyday wellbeing action and one sign that it may be time to seek extra support.		
Assessment Opportunities	Check pupils explain links between physical and mental wellbeing and do not present self-care as the only response to persistent difficulties.		
Challenge	Evaluate two wellbeing strategies for a scenario, including their limits and when additional support would be needed.	Support	Use picture-based health cards, fewer sorting categories and a wellbeing strategy bank.

Lesson 9 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	9	Key Vocabulary	change, challenge, loss, bereavement, grief, loneliness, mixed emotions, event, circumstance, support
WALT	Understand how feelings and emotions can be affected by changing, challenging or difficult times.		
Success Criteria	☐ I can describe ways life events and circumstances can affect feelings and wellbeing. ☐ I can recognise that people may experience several conflicting emotions at once. ☐ I understand that grief is a natural response to bereavement and	Resources	Life Events Grid; Emotions Timeline; Sasha scenario; emotion cards.

	people grieve differently. ☐ I can explain that feelings can change over time.		
Starter	Use sentence starters: 'A time when someone's mental health might be affected is...', 'The person might feel...' and 'Something someone else can do is...'. Keep responses hypothetical.		
Main	Use Sasha's fictional scenario: moving house, leaving a dance club and starting a new school. Explore loneliness and mixed feelings. Extend the Life Events Grid with fictional events such as a new sibling, tests, friendship conflict, illness, a pet dying or a close relative dying. Explicitly teach that bereavement can bring many feelings, grief is natural and people grieve differently.		
Plenary	Use an Emotions Timeline to show how feelings might grow, change, pass, become stronger or return. Discuss why there is no single correct emotional response.		
Assessment Opportunities	Listen for understanding of mixed emotions, individual differences and grief as a natural response rather than a fixed sequence.		
Challenge	Explain why grief and adjustment are not linear and compare how two people might respond differently to the same event.	Support	Use a limited set of fictional scenarios, emotion cards and a pre-drawn timeline with 'before/during/later' prompts.

Lesson 10 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	10	Key Vocabulary	feelings, emotions, mental health, wellbeing, change, challenge, advice, support, personal network, affirmation, self-talk
WALT	Develop strategies for managing wellbeing during difficult times.		

Success Criteria	☐ I can identify healthy coping strategies and supportive people or services. ☐ I can use realistic, kind self-talk without pretending difficult feelings are not there. ☐ I can identify positive actions that may help during difficult times. ☐ I can explain when it is important to seek support.		Resources	Sasha scenario; Network of Support work; affirmation cards; reflection sentence starters; wellbeing-plan template.
Starter	Revisit the previous lesson and reinforce that anyone's mental health can be affected at different times. Difficult events do not always cause a mental health concern, and sometimes difficulties have no obvious cause.			
Main	Identify helpful actions for Sasha and the people in her support network. Revisit the Network of Support. Teach affirmations as realistic supportive self-talk, comparing helpful statements such as 'I can ask for help' with unrealistic or dismissive statements. Pupils create and improve affirmations for different change/challenge situations.			
Plenary	Share or privately record one realistic affirmation and one action that could support wellbeing during a difficult time.			
Assessment Opportunities	Check pupils choose realistic coping actions and understand that self-talk should support, not dismiss, difficult feelings.			
Challenge	Evaluate whether an affirmation is genuinely supportive or dismissive and rewrite it to be more realistic.	Support	Provide a choice of realistic affirmations and sentence stems for support-seeking and self-talk.	

Lesson 11 – Keeping Well

Year group	Year 5	Theme	Keeping Well
Lesson	11	Key Vocabulary	support network, help, advice, affirmation, self-talk, coping, persistent, early

			support, trusted adult, helpline
WALT	Know how to combine self-help with support from trusted people and services.		
Success Criteria	☐ I can explain that wellbeing can be affected at different times and sometimes without an obvious cause. ☐ I can create a balanced wellbeing plan. ☐ I can explain what I would do if a worry or difficult feeling continued or became hard to manage. ☐ I know to keep seeking help if I feel unsafe or seriously worried and the first person does not resolve the concern.	Resources	Three-part wellbeing-plan template; reflection sentence starters; affirmation cards; Network of Support work; school support information; recognised child helpline information.
Starter	Revisit Sasha and the Network of Support. Ask pupils to name one healthy coping strategy and one source of support.		
Main	Teach early help and distinguish self-help, support from trusted people and specialist/urgent help. Model a wellbeing plan: notice the feeling, try one healthy coping step, tell a trusted adult if it persists or affects daily life, and keep seeking help if the concern is not resolved. Pupils complete a private or fictional three-part plan: 'What I can do', 'Who I can talk to', 'Where else I can get help'. Revisit the opening mental-health thoughts and identify learning gained across the unit.		
Plenary	Pupils complete: 'Before these lessons...', 'I have learned...', 'Something I will do...' and 'Something I would like to know		

	more about...'. Finish with one realistic affirmation and one help-seeking sentence.		
Assessment Opportunities	Compare reflections with the opening activity. Check that plans balance self-help with support and that pupils understand early help and persistence when something feels unsafe or seriously worrying.		
Challenge	Evaluate a wellbeing plan for balance, identify where it relies too heavily on self-help and strengthen the support/help-seeking steps.	Support	Provide a three-part plan template, a choice of realistic affirmations and help-seeking sentence stems.

Year group	Year 5	Theme	Keeping Well
Lesson	1	Key Vocabulary	
WALT			
Success Criteria		Resources	
Starter			
Main			
Plenary			
Assessment Opportunities			
Challenge		Support	