



# SingingWell

AUTUMN 2025

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*Resources to support  
mental health and wellbeing  
in our school  
and wider communities*

## Introduction

Enfield Music Service has developed our SingingWell project to create flexible resources for schools that can be used across EYFS, KS1, KS2 and KS3 to promote singing in school and to support wellbeing and mental health for both pupils and staff.

So why are we asking you to sing? Because the power of music is strong!

*Taking part in regular musical activity, particularly singing, brings positive impacts for individuals, school communities, and for our community as a whole.*

*Singing relieves stress and tension through the release of endorphins, which lowers anxiety and boosts confidence and self-esteem.*

*Singing improves social inclusion and sense of community, helping combat feelings of loneliness and isolation.*

*Singing offers a way to express feelings and develop mindfulness.*

*Singing has physiological benefits including increased lung capacity, overall cardiac health and can also reduce pain symptoms* [\[source\]](#).

The latest song in our SingingWell series is ***Build it High*** by Suzy Davies and is published in conjunction with **World Mental Health Day on 10<sup>th</sup> October 2025**.

The World Mental Health Day theme this year is ***“Community: Supporting Mental Wellbeing Together”***. This theme focuses on the power of strong, supportive communities in protecting mental health and creating a sense of belonging.

In the following pages you can find the lyrics and teaching guidance notes & suggestions from our Head of Singing, Elena Browne. There are also links to download the performance track and backing track from London Grid for Learning (LGfL).

The resources are chosen carefully each time to explore different themes around this topic, as well as to promote the general benefits of good quality singing and regular participation in musical activities.

You can download all of the previous song packs in the series from our singing pages on The Hub:

<https://traded.enfield.gov.uk/thehub/information/schools-traded-services/music-service/singing-resources/singingwell-series>

We hope that you'll find these resources useful, that you and your pupils will have fun with them, and that across Enfield we'll hear schools and their communities singing up and SingingWell!

Wendy Kemp  
Head of Enfield Music Service



## Download links

[Build it High Performance track](#)

[Build it High Backing track](#)

[Build it High Voice 1 tune](#)

[Build it High Voice 2 \(harmony in chorus\)](#)

## Guidance Notes

### Who is going to be singing?

Our *Singingwell* songs are designed to be accessible for all our young singers. Perfect for whole school singing assemblies, class singing, choirs and performances, everyone can be included.

### Before you begin

*Build it High* by Suzy Davis, is a catchy, engaging song all about working together and teamwork – perfect for singing together! Organize your own *World Mental Health Day* assembly and celebrate the school community in song.

Familiarize yourself with the song first and decide how you will approach teaching it. There is an optional harmony in the chorus.

Take note of the syncopated (off-beat) rhythms at the starts of most phrases, eg:

- \* *We've got a problem*, \* *we can work it out*
- \* *Don't give in because you fail your first attempt*

You do not need to necessarily address this when teaching, it's more having a feel for it and how this feature shapes the flow of the song – again – careful listening will mean it happens naturally.

### Warm up

Singing, working, and celebrating *together* is our theme and song focus, so establish this dynamic through your warmups. To make sure everyone is focused on your direction and aware of the group, do a variety of actions and give only visual signals to start and stop! Stand up and include running on the spot and funky dance moves if you are feeling brave!

Alternate smiles and cross faces. Alternate big and small faces – blow up like a balloon and suddenly scrunch up like a paper bag and reverse!

Use a favourite track or song such as The Bee Gees *Staying Alive*, with a funky beat. Use different pulse actions to keep the steady beat - clapping, tapping knees, try the mash potato, the swim and the twist!

Good tall posture is important to communicate the positive message in the song. Stretch out to the ceiling and flop down to the floor. Find your imaginary strings and gently raise up your head and shoulders.

### **Teaching and rehearsing**

Focused listening allows you to know your way around the '*journey*' of the song, creating a '*map*' of the different sections. Display the words to the chorus and ask singers to count how many times they can hear it. For older singers display lines from the song and ask to listen out for which verse they are in.

Don't feel you need to learn the whole song in one go – take it slowly, a bit at a time and gradually build up.

Learn the chorus first, especially for younger singers – this will be the part they can identify and recognize as returning each time. The song lends itself to using our singing hands – actions to sign the words will also help memorize – you could even learn the actions first.

When the chorus is secure, play the performance track and join in each time with the chorus which is heard four times. This allows singers to internalise the structure as well as further listen to and absorb the melodies, shape, and lyrics of the verses.

Learn the verses by rote call and response and speak through rhythmically. Repeat lines to feel the flow and shape of the phrases.

If singers are finding the off-beat phrases tricky and are singing too early – sing along with the performance track until secure or isolate this idea and repeat phrases to reinforce by feeling the beat with a soft clap or tap at the start.

Encourage singers to be aware of '*what happens next*' in the song. Once learnt, play the track, turn the music off at a random point and ask them to sing or tell you what comes next.

### **Extra tips**

The song is uplifting with everyone singing. However, if you do want to add variety or there are too many words, then divide up the lyrics between

classes and groups or even soloists, with everyone joining in the choruses and refrains.

When doing the actions, make sure everyone is still singing!

Remind the children it is not about volume it is about clarity. Joyful and spirited does not need to be shouty.

### Cross curricular development ideas

Use the World Mental Health Day theme of **Community: Supporting Mental Wellbeing Together** to focus on and celebrate your own school communities. The song is a perfect accompaniment and relates also to wider PHSE work on school values, such as Friendship, Kindness, Compassion, Trust, Co-operation and Generosity.

Plan an assembly on the theme and include previous SingingWell Songs. Don't forget you can find all our resources and previous SingingWell songs linked on page 1.

Take time to look at and discuss the lyrics and specific lines and words and think about how we can apply them in our own lives and relationships.

Get a copy of **People Need People** by **Benjamin Zephaniah** for your book corner or library – you could also watch and listen:

[People Need People by Benjamin Zephaniah](#)

There are of course lots of songs to listen to or learn on this theme – a few examples:

- *Count on Me – Bruno Mars*
- *Eye of the Tiger – Survivor*
- *Lean on Me – Bill Withers*
- *We're all in this together – from High School Musical*
- *With a little help from my friends – The Beatles*
- *I'll be there for you – The Rembrandts – theme tune from Friends*

