



Year 1 – PSHE - Autumn 1 - Feelings

Mental health and emotional wellbeing

Previous Knowledge and Skills	Future Learning on this skill
- How to Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG EYFS) - Set and work towards simple goals, being able to wait for what they want and - Control their immediate impulses when appropriate	- To feel confident identifying and talking about feelings. - To develop a wider emotional vocabulary. - To identify signs that others may be struggling and show empathy. - To learn strategies for resolving friendship difficulties. - To know how and when to seek support for emotional wellbeing. - To learn about the qualities of a good friend.

MindMate – Feeling good and being me

Lesson focus: know when my friends are feeling happy

Pupils should have the opportunity to:

- identify & talk about times when people feel happy learn to communicate their feelings to others recognise how others show feelings & know how to respond.

Key Vocabulary

We want you to remember these words.

Happy - feeling or showing pleasure or contentment	Sad - feeling or showing sorrow; unhappy.
Confused - unable to think clearly	Excited - very enthusiastic and eager.
Angry – feeling upset or cross	Nervous – feeling uneasy or unsure about what might happen.
Loss – When something or someone important is no longer there.	Bereavement – The experience of losing someone through death.
Trusted adult – an adult who helps, supports and keeps us safe.	Support – Help from someone when it is needed.
Scared – fearful, frightened.	Emotion - a strong feeling
Feelings - an emotional state or reaction.	Change - an act or process through which something becomes different.

Key knowledge and skills
The 'stuff' we want you to remember.

- I can recognise and name a range of feelings and emotions.
- I can use a variety of words to talk about my own feelings and the feelings of others
- I know that everyone experiences a range of emotions including happiness, sadness, anger, fear, excitement, nervousness and worry.
- I know that worrying and feeling sad are normal emotions that people experience sometimes.
- I understand that different people may feel differently about the same situation.
- I can identify helpful ways to manage strong feelings.
- I know who I can talk to and where I can get help if I am worried.
- I understand that change, loss and bereavement can cause a range of feelings.
- I understand that people may respond differently to change, loss and bereavement.

Focus question: How can we recognise, talk about and manage our feelings?



Year 2 – PSHE - Autumn 1 - Friendship

Mental health and emotional wellbeing

Previous Knowledge and Skills	Future Learning on this skill
- Know about different types of feelings. - Know about managing different feelings. - Know about change or loss and how this can feel. - Know who trusted adults are and how they can help.	- Learn about celebrating achievements and setting personal goals. - Learn about dealing with put-downs. - Learn about positive ways to deal with setbacks. - Develop resilience when friendships and relationships change. - Learn how to seek support when faced with social or emotional challenges.

MindMate – Feeling good and being me

Children will be encouraged to think about why they are sometimes successful and sometimes unsuccessful and try and learn from these experiences.

Lesson Focus: Children will discuss why we set goals and how to set goals that challenge us but are not so hard that we can't reach them.

Key Vocabulary

We want you to remember these words.

Qualities- A distinctive characteristic or feature of a person.	Empathy- the ability to understand and share the feelings of another.
Friendship - A relationship between people who care about and support each other.	Cooperation- Working together towards the same goal.
Conflict- a serious disagreement or argument	Respect- Treating others kindly and valuing their feelings, opinions and differences.
Resolve- to settle or find a solution to a problem	Trust - Having confidence that someone will be kind, honest and reliable.
Boundary – A limit that helps people feel safe and respected.	Support – Help given when it is needed.
Trust adult – An adult who helps, supports and keeps us safe.	

Key knowledge and skills

The 'stuff' we want you to remember.

- To identify signs in others who may be struggling and show empathy.
- To recognise the qualities of a good friend.
- To know that healthy friendships are built on kindness, honesty, respect and trust.
- To understand that friends should respect each other's feelings, choices and personal space.
- To know strategies to resolve friendship difficulties and conflicts positively.
- To understand the importance of cooperation and working together.
- To know who I can talk to if I am worried about a friendship.
- To understand that trusted adults can help when friendships become difficult.

Focus question: How can we build positive friendships and resolve friendship problems?



Year 3 – PSHE - Autumn 1 – Strengths and Challenges

Mental health and emotional wellbeing

ST. PAUL'S
C of E Primary School

Previous Knowledge and Skills	Future Learning on this skill
- Identify signs in others who may be struggling and show empathy. - Know strategies to resolve friendship difficulties. - Know the qualities of a good friend. - Know that trusted adults can help with worries and problem.	- Learn about a wide range of emotions and feelings and how these are experienced in the body. - Learn about appropriate ways of expressing different emotions in a range of situations. - Learn about times of change and how this can make people feel and practical ways of managing feelings associated with change - Learn about the feelings associated with loss, grief and bereavement.
MindMate – Feeling good and being me	
Lesson focus: I can set myself a simple target.	
Pupils will:	
- Reflect on and celebrate their achievements and identify their strengths. - Identify areas for improvement and set high aspirations and goals.	
Key Vocabulary <i>We want you to remember these words.</i>	
Achievement- a thing done successfully with effort, skill, or courage.	Compliment- a polite expression of praise or admiration.
Goal- the object of a person's ambition or effort	Set-back – A difficulty or delay that slows progress.
Put-down- words or actions make someone feel foolish and unimportant	Celebrate- acknowledgement of a special event
Put-up- to make someone feel 'good' about themselves.	Mental Health – a state of mental well-being that enable people to cope with the stresses of life.
Resilience- The ability to recover from difficulties and keep trying.	Wellbeing – Feeling healthy, happy and able to cope with daily life.
Aspiration – A hope, dream or ambition for the future	Perseverance - Continuing to work towards a goal even when it is difficult.

Key knowledge and skills
The 'stuff' we want you to remember.

- To know how to celebrate achievements and recognise personal strengths.
- To know how to set realistic and achievable personal goals.
- To know strategies to help deal with put-downs and unkind behaviour.
- To know positive ways to respond to setbacks and challenges.
- To understand that mistakes and setbacks can help us learn and improve.
- To understand the importance of resilience and perseverance when facing challenges.
- To recognise personal strengths, achievements and areas for improvement.
- To understand how positive self-talk can support confidence and wellbeing.
- To know who to talk to if worries, challenges or difficult feelings become hard to manage.
- To understand that seeking support is an important part of maintaining good mental wellbeing.

Focus question: How can I recognise my strengths and respond positively to challenges?



Year 4 – PSHE - Autumn 1 – Digital Wellbeing

Mental health and emotional wellbeing

Previous Knowledge and Skills	Future Learning on this skill
- Recognise personal strengths and achievements. - Understand resilience and positive ways to deal with challenges and setbacks - Know who trusted adults are and how they can help. - Understand the importance of positive mental wellbeing.	- Learn how online content can influence thoughts, feelings and behaviour. - Learn strategies for managing digital pressures. - Learn how to recognise risks in online relationships. - Learn how to critically evaluate information found online.

MindMate – Feeling good and being me

Lesson focus: We can use a range of words to describe our feelings.

Pupils will:

- extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- recognise and respond appropriately to a wider range of feelings in others

Key Vocabulary

We want you to remember these words.

Feelings- an emotional state or reaction	Cyberbullying - the use of technology to harass, threaten, embarrass, or target another person.
Internet- a worldwide system of interconnected computer networks.	Strangers- a person whom one does not know or with whom one is not familiar.
Reliability- the quality of being trustworthy.	Personal Information - information that identifies who you are.
Digital Wellbeing - the impact of technologies and digital services on people's mental, physical, social and emotional health.	Privacy – Keeping personal information safe and sharing it appropriately.
Personal data – Information that can identify a person.	Digital footprint – Information left behind when using the internet.
Privacy settings – controls that help keep information safe online	Screen time – The amount of time spent using digital services.

Key knowledge and skills
The 'stuff' we want you to remember.

- To understand and explain the benefits and risks of being online.
- To understand how technology can affect mental, physical, social and emotional wellbeing.
- To understand the importance of balancing screen time with sleep, exercise and face-to-face relationships.
- To know how to be kind, respectful and safe online.
- To understand how to recognise and respond to cyberbullying.
- To know what personal information and personal data are and why they should be protected.
- To understand the importance of privacy settings and location settings.
- To understand that websites, apps and online services may collect and use information about users.
- To understand that not everything online is reliable, accurate or trustworthy.
- To know how to check whether information found online is reliable.
- To know who to talk to if something online makes me feel worried, upset or unsafe.

Focus question: How can I stay safe, healthy and responsible online?



Year 5 – PSHE - Autumn 1 – Dealing with feelings

Mental health and emotional wellbeing

ST. PAUL'S
C of E Primary School

Previous Knowledge and Skills	Future Learning on this skill
- Name and describe a wide range of feelings and emotions. - Understand different strategies to manage feelings. - Recognise personal strengths and develop resilience. - Understand what peer pressure is and know strategies for managing it. - Know who trusted adults are and how they can support wellbeing.	- Recognise that change affects everyone differently. - Recognise that people grieve during times of loss. [- Understand that there is a range of feelings associated with bereavement. - Explore strategies for managing change and transitions in preparation for secondary school.
MindMate – Feeling good and being me	
Lesson focus: I can do...	
- Develop self-awareness, doing the right thing - Understanding that their actions affect themselves and others.	
Key Vocabulary <i>We want you to remember these words.</i>	
Conflict- A disagreement or argument between people.	Grief - The feelings people may experience after a significant loss.
Change- When something becomes different.	Bereavement - The experience of losing someone through death.
Loss - When something or someone important is no longer there.	Response - The way we react to things that are happening around us.
Emotion - How we feel about things that are happening	Resilience - The ability to recover from difficulties and keep trying.
Response – The way we react to situations or events.	Wellbeing – Feeling healthy, safe and able to cope with everyday life.
Coping strategy – A helpful way of managing difficult feelings or situations.	
Key knowledge and skills <i>The 'stuff' we want you to remember.</i>	

- To know and understand a wide range of emotions and feelings and how these can be experienced in the body.
- To understand that emotions can vary in intensity and may affect people differently.
- To identify strategies that can help manage strong emotions safely and effectively.
- To understand times of change and how change can affect feelings and wellbeing.
- To understand the feelings associated with loss, grief and bereavement.
- To understand that people may respond differently to change, loss and bereavement
- To understand the importance of resilience when dealing with challenges and setbacks.
- To know who to talk to when difficult feelings become hard to manage.
- To understand that seeking support is an important part of maintaining positive mental wellbeing.

Focus question: How can we manage our feelings during times of change, loss and challenge?



Year 6 – PSHE - Autumn 1 – Healthy Minds

Mental health and emotional wellbeing

Previous Knowledge and Skills	Future Learning on this skill
• know about feelings associated with loss, grief and bereavement • To understand strategies to help positively cope with change. • To know how times of change can make people feel. • To know how emotions can be expressed appropriately in different situations. • To know that the same emotions can be expressed differently by people. • To know a wide range of emotions and their varying degrees of intensity.	• Understand that everyone has mental health and that it can change over time. • Know how to get help, support and advice with mental health concerns. • Understand what can affect mental health both positively and negatively. • Identify strategies that can help manage difficult emotions and support positive mental wellbeing. • Learn practical ways of maintaining mental wellbeing throughout adolescence

MindMate – Feeling good and being me

Lesson focus: I can stay true to myself despite external pressures.

Pupils should have the opportunity to:

- know what positively & negatively affects their physical, mental & emotional health, including the media

Key Vocabulary

We want you to remember these words.

Mental health - A person's emotional, psychological and social wellbeing	Strategies- a plan of action
Mood - a temporary state of mind or feeling.	Support - to help someone or something in an emotional or practical way.
Feelings - an emotional state or reaction.	Stigma – a mark of disgrace associated with a particular circumstance, quality, or person.
Mind - the element of a person that enables them to be aware of the world and their experiences.	Discrimination - the unjust or prejudicial treatment of different categories of people.
Wellbeing – Feeling healthy, safe and happy and able to cope with everyday life	Self-care – Actions people take to look after their mental and physical health
Resilience – The ability to recover from difficulties and adapt positively to challenges.	

Key knowledge and skills
The 'stuff' we want you to remember.

- To understand and explain what mental health is.
- To understand that everyone has mental health and that mental health can change over time.
- To understand different ways to look after and maintain good mental health.
- To understand how sleep, exercise, hobbies, friendships and talking about feelings can support wellbeing.
- To understand what can affect mental health positively and negatively, including media influences and life events.
- To understand and use strategies for coping with difficult feelings and challenges.
- To understand the importance of resilience when facing setbacks and change.
- To understand the stigma and discrimination that can surround mental health.
- To know where and how to seek help, support and advice for mental health concerns.
- To identify trusted adults and other sources of support that can help when needed.

Focus question: What can you do to look after your mental health?