

PSHCE OVERVIEW – KS1

Mental Health and Emotional Wellbeing Coverage The following table indicates where each objective in the Mental health and Wellbeing document will be covered as part of existing PSHCE units of work.	Autumn Term	Spring Term	Summer Term
Health and Well Being Pupils should have the opportunity to learn:			
<ul style="list-style-type: none"> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 	-	✓	-
<ul style="list-style-type: none"> About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 	✓	✓	✓
<ul style="list-style-type: none"> About change and loss and the associated feelings (including moving home, losing toys, pets or friends) 	-	-	✓
<ul style="list-style-type: none"> Rules for and ways of keeping physically and emotionally safe (including safety online) 	✓	✓	✓
<ul style="list-style-type: none"> About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	-	-	✓
Relationships Pupils should have the opportunity to learn:			
<ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond 	-	-	✓
<ul style="list-style-type: none"> To recognise how their behaviour affects other people 	-	-	✓
<ul style="list-style-type: none"> The difference between secrets and surprises and the importance of not keeping adults' secrets 	✓	✓	✓
<ul style="list-style-type: none"> To recognise what is fair and unfair, kind and unkind, what is right and wrong 	✓	-	-
<ul style="list-style-type: none"> To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	-	✓	-
<ul style="list-style-type: none"> To identify their special people, what makes them special and how special people should care for one another 	-	-	✓
<ul style="list-style-type: none"> That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	✓	-	-
<ul style="list-style-type: none"> To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	✓	-	-
<ul style="list-style-type: none"> That there are different types of teasing and bullying, that these are wrong and unacceptable 	-	-	✓
<ul style="list-style-type: none"> How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	-	-	✓
Living in the Wider World Pupils should have the opportunity to learn:			
That people and other living things have needs and that they have responsibilities to meet them	✓	✓	✓

AUTUMN TERM SEAL OVERVIEW – KS1

Autumn 1		Autumn 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>New Beginnings <u>Belonging</u> I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome.</p> <p><u>Self-awareness</u> I can tell you how I am the same as and different from my friends. I feel good about my strengths.</p> <p><u>Managing my feelings</u> I know some more ways to calm myself down when I feel scared or upset.</p> <p><u>Understanding others' feelings</u> I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p><u>Making choices</u> I know some ways to solve a problem.</p> <p><u>Understanding rights and responsibilities</u> I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.</p>	<p>Children will have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group. The children will have opportunities to become involved in shaping the classroom environment, helping everyone to get on and learn, making it a welcoming community and understanding rights and responsibilities in this setting. Children will focus on the comfortable feelings of belonging to a group, celebrating differences and further exploring happiness and excitement, sadness and fear. They will have opportunities to develop empathy for children who are new or feeling sad or scared, and think of ways to support them. They will use problem-solving skills to generate solutions, decide on a course of action, implement and review it, and explore ways to manage their feelings by calming themselves down.</p>	<p>Getting on and Falling Out <u>Friendship</u> I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p> <p><u>Seeing things from another point of view</u> I know that people don't always see things in the same way. I can see things from someone else's point of view.</p> <p><u>Working together</u> I can work well in a group. I can decide with my group about how well we have worked together.</p> <p><u>Managing feelings – anger</u> I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p><u>Resolving conflict</u> I know how to make up with a friend when we have fallen out. I can use the peaceful problem-solving process to sort out problems so both people feel OK. I can use my ability to see things from the other point of view to make a conflict situation better.</p>	<p>The emphasis on the value of diversity and cooperation continues in Theme 2, which builds on the work completed in Theme 1 New beginnings on creating a positive classroom ethos.</p> <p>Children think about how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend. They have the opportunity to practise the skills of good listening and giving and receiving compliments. They also explore some reasons why friends fall out and how to work well in a group. The emotion of anger is introduced and explored within the context of sorting out arguments. Children look at what triggers anger, how anger feels, what angry people look like and what strategies they can use when they need to calm down. The children consider various ways of making up and learn and practise the key stages of conflict resolution. They are introduced to the concept of alternative points of view and relate this to conflict resolution skills.</p>

SPRING TERM SEAL OVERVIEW – KS1

Spring 1		Spring 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>Going for Goals</p> <p><u>Knowing myself</u> I know we learn in different ways. I can tell you some of my strengths as a learner.</p> <p><u>Setting a realistic goal</u> I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal. I can choose a realistic goal.</p> <p><u>Planning to reach a goal</u> I can break a goal down into small steps. I can choose a realistic goal.</p> <p><u>Persistence</u> I can resist distractions. I can work towards a reward or for the satisfaction of finishing a task. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration.</p> <p><u>Making choices</u> I can think of lots of different ideas or solutions to problems. I can predict and understand the consequences of my solutions or ideas. I can choose between my ideas and give reasons.</p> <p><u>Evaluation and review</u> I can learn from my successes. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again.</p>	<p>In this theme children will begin to explore effective learning and how they can influence their success. There are suggested activities to encourage reflection on how they prefer to learn – by seeing, hearing or doing – and to help them realise that different learning tasks require different ways of learning. Children will be introduced to a problem solving process which involves thinking through problems that affect people and choosing the best solution. They will focus on how they might work out what they want to happen when there is a problem (set a goal). Children will consider how they might set an aspirational goal and how they might start to work towards this goal. Story will be used to explore how a goal can be broken down into small steps. Children will think about resisting distraction and overcoming boredom and frustration when working towards their goals. Opportunities will be given for children to plan to meet a self-selected goal and to put together the strategies that they have met so far during the theme.</p>	<p>Good to be me</p> <p><u>Knowing myself</u> I can tell you about my ‘gifts and talents’. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those things that I find more difficult. I can tell when I am being impulsive and when I am thinking things through. I can tell when a feeling is weak and when it is strong.</p> <p><u>Understanding my feelings</u> I know more names for feelings than I did before. I can use more words to express my feelings. I can tell when I am feeling worried or anxious. I can tell you some things that make me feel anxious. I can tell when I am feeling proud. I can tell you something that makes me proud. I can help another person feel proud.</p> <p><u>Managing my feelings</u> I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can explain some things that help me stop worrying. I can change my behaviour if I stop and think about what I am doing.</p> <p><u>Standing up for myself</u> I can tell when it is right to stand up for myself. I know how to stand up for myself.</p> <p><u>Making choices</u> I can use the problem-solving process.</p>	<p>The Blue set suggests opportunities for children to consider what makes them proud and encourages them to recognise their strengths. There is a focus on anxiety and worrying. These feelings are explored through a simple story which encourages the children to share some of their worries and think of strategies to deal with these appropriately, through talking with another person or relaxing. Opportunities are suggested to help children contrast impulsive behaviour with more reflective ‘thinking’ behaviour, and to begin to explore assertiveness.</p>

SUMMER TERM SEAL OVERVIEW – KS1

Summer 1		Summer 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>Relationships <u>Knowing myself</u> I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for someone.</p> <p><u>Understanding my feelings</u> I can tell you something that has made me jealous. I can tell when I feel jealous. I understand that being unkind and hurting someone doesn't make me feel better. I can tell you how I feel when I lose someone or something I care about.</p> <p><u>Managing my feelings</u> I can feel proud on behalf of my friends when they have done something well. I can think of ways to make me feel better when I feel hurt. I can make myself feel better without hurting others. I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</p> <p><u>Understanding the feelings of others</u> I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice.</p>	<p>In this set we will look at some of the feelings that are associated with close relationships, particularly in the family and with friends. Scenarios that explore how we feel when someone is more successful or luckier than us will be examined. This includes feeling jealous and feeling proud on their behalf. Children will think about feelings of hurt, in themselves and others, and how to manage these feelings. As a follow-up to the assembly the children will consider the people who are important to them. They will be given the opportunity to use a story about a cat leaving home to explore the uncomfortable feelings associated with being left and experiencing a loss. They will explore how sometimes those whom we love and who love us leave us.</p>	<p>Changes <u>Knowing myself</u> I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.</p> <p><u>Planning to reach a goal</u> I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way.</p> <p><u>Making choices</u> I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time. I know that I make my own choices about my behaviour.</p>	<p>The focus is on making changes in our lives. Children will distinguish between natural developmental change, changes we choose and changes we make happen. They will revisit and develop strategies for making changes happen, such as making a plan and identifying obstacles, building on the skills and concepts introduced in Theme 4 <i>Going for goals</i>. Issues of responsibility are raised. Children will have the opportunity to make change happen in the classroom, as a group working cooperatively.</p>