

PSHCE OVERVIEW – LKS2

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	Summe r Term
Health and Well Being Pupils should have the opportunity to learn:			
• what positively and negatively affects their physical, mental and emotional health (including the media)	✓	✓	✓
• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves	-	✓	-
• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	-	✓	-
• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	✓	-	-
• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	✓	✓	✓
• about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	-	-	✓
• to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	✓	✓	✓
• how their body will, and emotions may, change as they approach and move through puberty	-	-	✓
• about people who are responsible for helping them stay healthy and safe and ways that they can help these people.	✓	✓	✓
Relationships Pupils should have the opportunity to learn:			
• to recognise and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	✓	-	-
• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support	✓	-	-
• that their actions affect themselves and others	-	✓	-
• the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’	✓	✓	✓
• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help)	✓	✓	✓
Living in the Wider World Pupils should have the opportunity to learn:			
• to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	✓	✓	✓
• to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	-	-	✓

AUTUMN TERM SEAL OVERVIEW – LKS2

Autumn 1		Autumn 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>New Beginnings <u>Belonging</u> I have worked with and talked to everyone in my class. I know that I am valued at school.</p> <p><u>Understanding my feelings</u> I understand how it feels to do or start something new, and why.</p> <p><u>Managing my feelings</u> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p><u>Understanding the feelings of others</u> I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p><u>Social skills</u> I work well in a group and can tell you what helps my group to work well together.</p> <p><u>Making choices</u> I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p> <p><u>Understanding rights and responsibilities</u> I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Children will have further opportunities to appreciate and celebrate differences and similarities between them, and to value their individual gifts and talents. They will have the opportunity to experience how supportive it feels to belong and be valued as an individual within a community. Children will revisit and develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings. They will revisit ways to calm themselves and manage the feelings associated with doing something new. Children will have opportunities for using problem solving skills to generate solutions, decide on a course of action, implement it and review it. The children's understanding of their own and others' rights, responsibilities and rules is revisited and built upon through the creation of a class charter. A particular focus is on making the classroom a welcoming place.</p> <p style="color: red;">Mental Health (strands and bullet point) Relationships - 1 Health and Wellbeing - 4</p>	<p>Getting on and Falling Out <u>Friendship</u> I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people.</p> <p><u>Seeing something from someone else's point of view</u> I know how to see things from someone else's point of view.</p> <p><u>Working together</u> I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together.</p> <p><u>Managing feelings – anger</u> I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger.</p> <p><u>Resolving conflict</u> I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>	<p>Children experience further age-appropriate activities developing their respect for diversity and ability to cooperate. They revisit some key social skills of being a good friend and consider what qualities we need to have and be a good friend. They have opportunities to practise using peaceful problem solving' in relation to the theme of when they fall out with friends. They focus on anger – revisiting triggers for anger as well as considering what happens, and how people behave when they are overwhelmed by anger, and developing further strategies for managing it. The skills of working together are further developed.</p> <p style="color: red;">Mental Health (strand and bullet point) Relationships – 2, 4, 6 Health and Wellbeing - 5</p>

SPRING TERM SEAL OVERVIEW – LKS2

Spring 1		Spring 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>Going for Goals <u>Knowing myself</u> I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning. <u>Setting a realistic goal</u> I can foresee obstacles and plan to overcome them when I am setting goals. <u>Planning to reach a goal</u> I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. <u>Persistence</u> I can recognise when I find learning difficult and persevere when I need to. I can manage frustration by using a number of strategies. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning. I can understand that some thoughts help me reach my goal and some are a barrier. <u>Making choices</u> I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can make a choice about what to do based on my predictions of the likely consequences. <u>Evaluation and review</u> I can tell you how I am going to apply what I have</p>	<p>This theme provides opportunities for children to reflect on their own strengths as learners using the concept of multiple intelligences. They will also consider the feelings associated with learning and what level of emotion supports or hinders learning. Children will consider the barriers to meeting their goals and to learning, and how they might overcome these. They will consider how feelings might influence progress towards the goal – particularly feelings of boredom and frustration. Children are encouraged to explore what helps them to be successful, and to attribute their successes to the effort that they put in. Children continue to explore how they might solve social problems and how they might make wise choices about their learning and behaviour. Children will be provided with opportunities to set a goal, plan to reach it and persevere to ensure success.</p> <p><u>Mental Health (strand and bullet point)</u> Health and Wellbeing – 1, 3</p>	<p>Good to be me <u>Knowing myself</u> I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. <u>Understanding my feelings</u> I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. <u>Managing my feelings</u> I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can stop and think before I act. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can tell when it is good to relax. I can relax when I want to. <u>Standing up for myself</u> I can choose to act assertively. I know how to be assertive. I can express myself assertively in a variety of ways.</p>	<p>The Yellow set explores novelty/surprise and routine/predictability. It relates this to how children learn best. The set starts to look at our understanding of emotions with a focus on our response to a threat. Assertiveness is explored in more detail and children are asked to think about how they might act in an assertive way. Children learn more about anxiety and worrying, focusing on the nature of worry and our worries. They explore a range of strategies to deal with anxiety, including relaxation.</p> <p><u>Mental Health (strand and bullet point)</u> Health and Wellbeing – 1, 4, 5, 7, 9 Relationships – 1, 2, 3, 4, 5 and 6 Living in the wider world - 2</p>

<p>learned.</p> <p>I am able to take responsibility for my actions and learning when the outcomes are positive or negative.</p> <p>I can recognise when I have reached my goal or been successful with my learning.</p> <p>I can tell you what has gone wrong with a plan and why.</p> <p>I can talk about the bits that went well and the bits that I need to change if I used my plan again.</p>			
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SUMMER TERM SEAL OVERVIEW – LKS2

Summer 1		Summer 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>Relationships <u>Knowing myself</u> I can tell when something is my fault and when something is not my fault. I can take responsibility for my behaviour. I can tell you the things that hurt my feelings.</p> <p><u>Understanding my feelings</u> I can express feelings of guilt. I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice.</p> <p><u>Managing my feelings</u> I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty.</p> <p><u>Understanding the feelings of others</u> I can understand how I might hurt others. I know how most people feel when they lose something or someone they love</p> <p><u>Social skills</u> I can tell you how I can make someone who is important to me happy. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p> <p><u>Making choices</u> I know how to make a good choice. I can take responsibility for what I choose to do.</p>	<p>In this set the children will explore the times when they have felt guilty or hurt someone, particularly someone close to them, and begin to explore how they might make amends. Through story they will look at some conflicts of interest.</p> <p>In relation to work on the feeling ‘guilty’, children further develop their understanding of responsibility, and have opportunities to differentiate between situations in which guilt may be felt inappropriately and those where guilt is an appropriate and helpful emotion that can lead to restorative action.</p> <p>Children will look at how we can hurt each other's feelings through the use of put-downs, and the impact of these on others. They will have an opportunity to reflect upon the people who are important to them. A story about the death of a pet provides an opportunity for the children to examine feelings about loss. They explore ways in which they might celebrate the life of people or animals who are important to them and support someone who has experienced a loss.</p> <p style="color: red;"><u>Mental Health (strand and bullet point)</u> Health and Wellbeing – 1, 4, 5, 6, 7, 9 Relationships – 1, 2, 3, 4, 5, 6 Living in the wider world - 2</p>	<p>Changes <u>Knowing myself</u> I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult.</p> <p><u>Understanding my feelings</u> I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary.</p> <p><u>Understanding the feelings of others</u> I can sometimes understand why other people are behaving as they are when they are finding a change difficult. Managing my feelings I know some ways of dealing with the feelings that sometimes arise from changes.</p> <p><u>Knowing myself</u> I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult.</p> <p><u>Understanding my feelings</u> I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</p>	<p>Children will consider some ways in which change is positive, developmental and necessary. They will consider the many changes that have happened in their own lives and their feelings in relation to these changes. They will know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it. Children's coping strategies will be elicited and extended. Children will have the opportunity to make a plan to change an aspect of their behaviour, and learn that we cannot make other people change, we can only change ourselves. They will explore the importance of belonging and how change can threaten this. They will have opportunities to explore feelings and responses to unwelcome or imposed change. They will think about the links between feelings, thoughts and behaviours and deepen their self-awareness and empathy with others as a result.</p> <p style="color: red;"><u>Mental Health (strand and bullet point)</u> Health and Wellbeing – 1, 4, 5, 6, 7, 8 Relationships – 5 Living in the wider world -</p>

		<p>I know some of the reasons that change can feel uncomfortable and scary.</p> <p><u>Understanding the feelings of others</u></p> <p>I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</p> <p><u>Managing my feelings</u></p> <p>I know some ways of dealing with the feelings that sometimes arise from changes.</p>	
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