

PSHCE OVERVIEW – UKS2

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 prejudicebased 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 – UKS2

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. <u>Understanding my feelings</u> I understand how it feels to do or start something new, and why. <u>Managing my feelings</u> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. <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. <u>Social skills</u> I work well in a group and can tell you what helps my group to work well together. <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. <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 themselves, and to experience and explore how it feels to belong to and be valued in a group. They will have the opportunity to work with everyone in the class. They will focus on the conditions that promote or inhibit learning and motivation and put their ideas into practice in the classroom, through the development of the class charter. They will also consider how it feels to do or start something new. They will continue to build on their capacity for empathy and on their awareness and management of feelings, particularly fearfulness in relation to meeting new challenges (both work related and social). They will have the opportunity to consider and put into practice ways to support people experiencing these feelings. They will explore ways to make the class welcoming to others, and engage in the process of reviewing how successful they have been</p>	<p>Getting on and Falling Out <u>Friendship</u> I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my assumptions. <u>Seeing things from someone else's perspective</u> I am able to see a situation from another person's perspective. I know how it can feel to be excluded or treated badly because of being different in some way. <u>Working together</u> I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said. <u>Managing feelings – anger</u> I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act. <u>Resolving conflict</u> I can say things and do things that are likely to make</p>	<p>Children focus again on the value of diversity and cooperation in continuing to build a positive classroom ethos. In this set children consider the different types of relationships that they have and explore what expectations and behaviours might be appropriate to each. They go on to consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities. Common friendship problems and solutions are explored through a group-work challenge in which children produce a 'friends magazine'. Work on managing conflict continues, with children generating a list of behaviours or words that are likely to 'hot up' or 'cool down' a difficult situation, and producing a poster to remind them. They are introduced to a new conflict management skill – using 'I messages' instead of blaming and accusing. Children deepen and extend their understanding of anger, and the need to take responsibility for our behaviour when we are angry. They are introduced to the idea of reframing a situation (looking at it in a different way) and encouraged to get an accurate picture so that they do not act impulsively. There is a focus on the role of the leader in groups and on giving and receiving constructive criticism when we are working together.</p>

		<p>a difficult situation better.</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict.</p> <p>I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.</p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p> <p>I can use language ('I messages') that does not make conflict situations worse.</p>	
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SPRING TERM SEAL OVERVIEW – UKS2

Spring 1		Spring 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>Going for Goals <u>Knowing myself</u> I know the skills and attributes of an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements. <u>Setting a realistic goal</u> I can set myself a goal or challenge. <u>Planning to reach a goal</u> I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step. <u>Persistence</u> I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. <u>Making choices</u> I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups. <u>Evaluation and review</u> I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself.</p>	<p>This theme provides opportunities for children to explore learning and the skills and dispositions that make an effective learner. With help they identify six key learning skills. Goal-directed behaviour is explored more fully and opportunities are provided for children to set a goal and to plan to meet it in a systematic way. Children explore the importance of taking responsibility for their learning and behaviour and think about when they might be making excuses. Children are encouraged to look at their longer term future and their dreams and aspirations and to use these to help them make long-term plans. They think about the importance of resilience in overcoming obstacles in order to reach a goal. An opportunity is provided for children to consider how they make 'wise choices'.</p>	<p>Good to be me <u>Knowing myself</u> I accept myself for who and what I am. <u>Understanding my feelings</u> I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time. <u>Managing my feelings</u> I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong. I can avoid situations that are likely to hurt my feelings or make me angry. I can recognise when I am feeling worried. I know how to do something about my worry. I know when and how to stop and think before I act. I can disagree with someone without falling out. I can cope when someone disagrees with me. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice. <u>Making choices</u> I can make a judgement about whether to take a risk.</p>	<p>The Green set explores feelings in greater depth with an exploration of more complex and mixed feelings. It helps children to consider the subtle differences between feeling proud and boasting. There is an exploration of risk-taking and of the balance between safety and risk. Opportunities are provided for children to consider how and when they should stand up for themselves and when they should listen to their peers. Children are helped to understand how they might be overwhelmed by their emotions. They explore strategies for managing strong feelings.</p>

SUMMER TERM SEAL OVERVIEW – UKS2

Summer 1		Summer 2	
Theme/Outcomes	Description	Theme/Outcomes	Description
<p>Relationships <u>Knowing myself</u> I can think about what embarrasses me and learn something about me that I didn't know before.</p> <p><u>Understanding my feelings</u> I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve.</p> <p><u>Managing my feelings</u> I know some things to do when I feel embarrassed that will not make things worse. I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone.</p> <p><u>Understanding the feelings of others</u> I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways.</p> <p><u>Social skills</u> I can break friends with someone without hurting their feelings. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone.</p> <p><u>Making choices</u> I understand when breaking friends might be the best thing to do. I can use a problem-solving approach to sorting out an embarrassing situation.</p>	<p>This set will consider how other people see us and how this might lead to feelings of embarrassment. The children will continue to explore their understanding of how thoughts can influence our feelings and our behaviour and how embarrassment can lead to other emotions, such as resentment, hurt, anger and shame. The children will explore how they might predict when they might feel embarrassed and when and how they might avoid an embarrassing situation. They will also consider how they might manage their feelings of embarrassment. There will be a focus on understanding how others see us and how we would like to be seen by others. This will lead into consideration of stereotyping. The concept of forgiveness will be introduced and the children will consider when it would be appropriate to forgive and the impact that forgiveness might have on both parties. The theme will explore some of the losses that a child might experience and the feelings that are associated with a loss. In relation to friendships, children will consider when and how it is appropriate to break friends with someone. They will consider the impact of breaking friends.</p>	<p>Changes <u>Knowing myself</u> I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.</p> <p><u>Understanding my feelings</u> I understand how it might feel when a change takes you away from familiar people and places. I can tell you my 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p><u>Understanding the feelings of others</u> I can try to understand why people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school.</p> <p><u>Managing my feelings</u> I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p><u>Belonging to a community</u> I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>	<p>Children will revisit common responses to unwelcome change and develop their ability to empathise with others. They will consider how and why people's responses to change might differ in relation to different personal histories. They will explore the idea that negative feelings about change do not last for ever and that often initially unwelcome change can have unforeseen positive consequences. The issue of responsibility is revisited. In Year 6, children have the opportunity to identify, understand, explore and manage a range of feelings they may be experiencing in relation to secondary transfer. They have further opportunities to explore the links between feelings, thoughts and behaviour, and to consider their own needs, including the importance of belonging within a group.</p>

