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| **Mindmate** |  **WHINGATE’S CURRICULUM AIMS**CommunicateLive HealthilyAccept and RespectUnderstand the Wider WorldDream BigExplore |
| **VOCABULARY** |
|  **FS / KS1** | **Y3 / 4** | **Y5 / 6** |
| **Feelings, talking, kind/unkind. difference, targets/goals, happy, sad, lonely, angry, loss, comfortable/uncomfortable,same/different** | **I’m good at.. I would like to be better at…****impact, change, strong emotions, differing opinions, difficult situations, intensity, positive relationships, emotional wellbeing, mental health, pressure** | **self-belief, aspirations, stigma, restorative justice, self-integrity, body image** |
| Area of subject | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Feeling Good and being me |  |  | **Recognise Feelings**-Develop a vocabulary of feelings with simple strategies for response | **Celebrate strengths**-Learn from experiences-Set simple but challenging goals | **Goals and aspirations**-reflect on & celebrate their achievements & identify their strengths -Identify areas for improvement & set high aspirations  | **Feelings-Intensity**-Extend their vocabulary to -enable them to explain both the range & intensity of their feelings to others -Recognise & respond appropriately to a wider range of  | **Self-belief**-Develop self-awareness, doing the right thing -Understand that their actions affect themselves & others  | **Self-integrity**-Know what positively & negatively affects their physical, mental & emotional health, including the media  |
| **Friends and family** |  |  | **Recognise how others show feelings and how to respond**-Identify feelings of happiness | **Impact of behaviour on others**-Understand how behaviour affects others | **Unkind behaviours****-**Recognise what is fair & unfair, kind & unkind, what is right & wrong -recognise when people are being unkind either to them or others, -Learn what to do when someone is unfair or unkind  | **Maintaining positive relationships****-**Recognise what constitutes a positive, healthy relationship -Develop the skills to form & maintain positive & healthy relationships  | **Unhealthy friendships and relationships**-Recognise ways in which a relationship can be unhealthy & who to talk to if they need support -Know what positively & negatively affects their physical, mental & emotional health  | **Celebrating friendship**-Recognise what constitutes a positive, healthy relationship & develop the skills to form & maintain positive & healthy relationships  |
| **Life changes** |  |  | **New school/class****Making new friends**-Communicate feelings about new experiences | **Loss: losing a loved object. pet or person**-Understand how it feels to lose something/someone special | **Life in KS2/new routines****-**Understand the importance of being co-operative with others -Understand that change happens & can be challenging -Understand that adapting to change is key to developing emotional wellbeing  | **Positive and negative effects on emotional wellbeing and health****-**Name some factors, including changes, that can affect people’s emotional wellbeing & that feeling different emotions is a part of life -Understand that everyone’s mental health & change can change over time  | **Aspirations to manage change positively**-Learn that different people respond differently to different changes -Learn that some people find change easier than others -Find out that there are things they can do that help them cope with or accept change  | **Moving on**-Learn that major life changes can be fun & exciting, at the same time as being daunting for some -Talk about moving on to secondary school -Recognise & respond appropriately to a wider range of feelings in others  |
| **Strong emotions** |  |  | **Recognise what is fair/unfair, right/wrong****-**Recognise what is fair/unfair, right and wrong | **Comfortable and uncomfortable feelings**-Express and share feelings of unhappiness | **Introducing strong** **emotions including anger****-**Recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions | **Resisting pressure**-Know that people can experience conflicting emotions at different times, such as times of loss & change, stress, anxiety -Recognise when & how to ask for help -Use basic techniques for resisting pressure to do something dangerous, unhealthy and so on  | **Strong emotions and mental health**-Define what is meant by ‘mental health’ & can identify what mental health looks like -Recognise the link between strong emotions & poor mental health & develop protective strategies -Recognise that anyone can be affected by poor mental health -Identify the appropriate language to use to describe mental health -Know what people can do to support their mental health & where people can get help  | **Happiness**-Deepen their understanding of comfortable feelings & extend their vocabulary to enable them to explain both the range & intensity of their feelings to others -Recognise & respond appropriately to a wider range of feelings in others -Know when they might need to listen to their emotions in order to move on  |
| **Being the same, being different** |  |  | **Celebrating differences**-Recognise that everyone is different | **Beginning to understand empathy****-**Start to empathise with others | **Differing opinions****-**Learn how to play & work co-operatively with others -understand that people often need to play / work together to reach a shared outcome -Share their opinions on things that matter to them  | **Knowing that their actions affect themselves and others****-**Understand that their actions affect themselves & others -Develop self-awareness, doing the right thing -Learn the connection between discrimination & uncomfortable feelings  | **Stigma**-Learn about stereotyping, including gender stereotyping -Know that stereotypes exist for different groups & can explain what is meant by the word ‘stereotype’  | **Body image/social media**-Recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues -Share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class  |
| **Solving problems/Making it better** |  |  | **Setting goals and targets**-Play and work cooperatively with others | **Not giving up/perseverance****-**Reflect and celebrate achievements-Work with others towards a shared outcome | **Dealing with difficult situations****-**Understand that people often need to play / work together to reach a shared outcome even when they disagree -Begin to understand empathy & why people can be different (in behaviour & image)  | **Coping with difficult situations**-Recognise that, at times, they may experience conflicting emotions -Understand more about managing their emotions  | **Talking it through-restorative justice**-Develop an awareness & understanding of the role peers can play in supporting one another including restorative approaches  | **Winning-what does it take?**-Identify ways that people can look after their mental health -Understand the importance of being healthy physically, emotionally & mentally  |