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| **Mindmate** | | | **WHINGATE’S CURRICULUM AIMS**  Communicate  Live Healthily  Accept and Respect  Understand the Wider World  Dream Big  Explore | | | | | |
| **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 |