**Autumn 1 – Mental Wellbeing**

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| **First Week – Class rules, Mission Statement: Links with British Values, School Values and our Curriculum intent (Resilience** *I Can do this***, Life Skills** *Winning at Life***, Basic Skills** *Practice makes Perfect***)** |
| **Year 1** |
| **Pupils should know**   * Feelings are a normal part of life, like physical health * Normal feelings that all humans experience in relation to different experience and situations – happiness, sadness, fear, anger * Recognising and talking about these emotions * To judge whether what they are feeling and how they are behaving is appropriate * The benefits of physical exercise (link to PE/Daily Mile/Supermovers etc.) on happiness * Simple self-care techniques – time spent with family and friends * Talk to an adult if feeling lonely or isolated, and where to seek help and support in school if they need it * It is common for people to feel negative feelings |
| **Year 3** |
| **Pupils should know**   * Emotional Wellbeing is a normal part of life, like physical health * Normal feelings that all humans experience in relation to different experience and situations – worry, embarrassment – and the scale of emotions * Recognising and talking about these emotions, using varied vocabulary * To judge whether what they are feeling and how they are behaving is proportionate * The benefits of time outdoors (link to outdoor learning) and community participation (participation in school and wider community) to look after Emotional wellbeing * Simple self-care techniques – benefits of hobbies and interests * How loneliness and isolation can affect children * Where to seek help and support in school if they need it * It is common for people to feel worry/anxiety/embarrassment etc. |
| **Year 5** |
| **Pupils should know**   * Mental wellbeing is a normal part of life, like physical health * Recognising a scale of emotions that all humans experience and using a varied vocabulary when talking about feelings * The benefits of voluntary and service-based activity on mental wellbeing * Simple self-care techniques – benefits of rest and sleep * Recognising triggers for seeking support and how and where to seek help and support if they are worried * It is common for people to experience mental health problems, and these can be resolved if the right support is accessed early enough. |

**Autumn 1 - Families and People who care for me**

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| **First Week – Class rules, Mission Statement: Links with British Values, School Values and our Curriculum intent (Resilience** *I Can do this***, Life Skills** *Winning at Life***, Basic Skills** *Practice makes Perfect***)** |
| **Year 2** |
| **Pupils should know**   * The characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others’ lives * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other people’s families are also characterised by love and care |
| **Year 4** |
| **Pupils should know**   * That families are important for growing up because they can give love, security and stability * That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up |
| **Year 6** |
| **Pupils should know**   * That marriage (including same sex couples and civil partnerships) represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |