

PSHE



# Personal, Social, Health and Economic Education (PSHE)

Mersey Park Primary School



*Be Nice*



*Work Hard*



*Never Give Up*



## PSHE at Mersey Park Primary School

### What we teach

At Mersey Park Primary School, Personal, Social and Health Education (PSHE) enables our children to become independent, responsible and healthy members of society. Our PSHE curriculum, taught through Jigsaw and My Happy Mind, helps pupils to have knowledge about moral, social and cultural issues that they might face whilst growing up, as well as understanding how they are developing personally and socially. Through weekly lessons, visitors to the school, themed weeks and assemblies, our pupils will know how to develop a sense of self-worth, their rights and responsibilities and exactly what it takes to be a positive role model in school and its wider community.

### How we teach it

Our curriculum is led by the Jigsaw scheme, which is a mindful approach, bringing together Personal, Social and Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. As a school, we have used this scheme to develop our own curriculum, which meets our children's needs and allows staff to build relationships with their class, getting to know them better as unique human beings.

Jigsaw lessons are delivered alongside Philosophy for Children (P4C), the No Outsiders project and My Happy Mind, to meet the needs of our pupils.

Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptation of lessons to meet the needs of all pupils. Our PSHE curriculum is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike.

Over the year, each year group complete work on 'six puzzles' that fit together to make a 'Jigsaw'. They are:

<b>Autumn 1</b>	<b>Being me in my world</b>
<b>Autumn 2</b>	<b>Celebrating differences including Anti-Bullying activities</b>
<b>Spring 1</b>	<b>Dreams and Goals</b>
<b>Spring 2</b>	<b>Healthy Me</b>
<b>Summer 1</b>	<b>Relationships</b>
<b>Summer 2</b>	<b>Changing Me including Sex Education</b>

My Happy Mind is an NHS backed programme that is based on scientific research about what it takes to create positive wellbeing. We teach the programme from Early Years to Year 6 across five modules, which introduce a new set of content and habits to help children build resilience, self-esteem and confidence:

**Meet your brain** - To know how your brain works and how to look after it so that pupils can manage emotions and be at their best. Growth Mindset is a key part of this.

**Celebrate** - To know your unique character strengths and learn to celebrate them, in order to build self-esteem.

**Appreciate** - To know why gratitude matters and how pupils can develop gratitude as a habit, as this is key to wellbeing and resilience.

**Relate** - To know why positive relationships matter and how to build them, focussing on the building blocks of good relationships and friendships.

**Engage** - To know how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience.

There is also a transition unit for Year 6, which is developed throughout the year.

We also follow the Kapow Wellbeing scheme across the school which involves completing lesson focused on **Take Notice, Discover, Give and Connect**.

Mersey Park Primary School's values – Be Nice, Be in School, Work Hard, Never Give Up – are reinforced not only through the work of the PSHE curriculum but throughout school life.

Each class creates and signs an Anti-bullying contract at the beginning of the school year. Anti-bullying work is embedded throughout the school year, also covering online safety and cyberbullying.

Each year group carries out a range of diversity activities through the 'No Outsiders' project and this work is revisited regularly through class stories and assemblies.

All classes participate in regular P4C sessions, which provide children with the opportunity to express their own opinions in a safe, supportive and confidential environment. Our PSHE curriculum also reinforces the concepts of the 20th Kid and develops Mersey Park (Growth) Mind-set, through a variety of activities. There are also PSHE sessions for each year group that support British Values and the Prevent agenda.

Children record their PSHE work in either a class Jigsaw/SMSC book in Early Years and Key Stage 1 or an individual Inside Out book in Key Stage 2.

### **SMSC through PSHE**

At Mersey Park Primary School, Personal, Social and Health Education (PSHE) enables our children to become independent, responsible and healthy members of society. Our PSHE curriculum, taught through Jigsaw and My Happy Mind, helps pupils to have knowledge about moral, social and cultural issues that they might face whilst growing up, as well as understanding how they are developing personally and socially. Through weekly lessons, visitors to the school, themed weeks and assemblies, our pupils will know how to develop a sense of self-worth, their rights and responsibilities and exactly what it takes to be a positive role model in school and its wider community.

### **Impact**

By the time children leave Mersey Park Primary School, they will know how to be healthy, independent and responsible members of society. They will have participated in opportunities to develop personally and socially. They will know how to develop and maintain positive relationships, showing increasing self-awareness interlinked with compassion towards others.

They will have an overview of many of the moral, social and cultural issues that are part of growing up in a diverse society. They will know about rights and responsibilities and will have been encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

**PSHE Subject Overview**

	<b>Jigsaw – Being Me in my World</b> <b>My Happy Mind - Meet Your Brain</b> <b>Kapow Wellbeing</b>	<b>Jigsaw – Celebrating Differences</b> <b>My Happy Mind - Celebrate</b> <b>Kapow Wellbeing – Take Notice</b>	<b>Jigsaw – Dreams and Goals</b> <b>My Happy Mind - Appreciate</b> <b>Kapow Wellbeing – Discover</b>	<b>Jigsaw – Healthy Me</b> <b>My Happy Mind - Relate</b> <b>Kapow Wellbeing - Give</b>	<b>Jigsaw – Relationships</b> <b>My Happy Mind - Engage</b> <b>Kapow Wellbeing - Connect</b>	<b>Jigsaw – Changing Me</b> <b>My Happy Mind - Overview</b> <b>Kapow Wellbeing</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>F1</b>	<p>Children are continuously supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they begin to learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>					
	<b>Jigsaw – Being Me in my World</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities <b>No Outsiders - You Choose</b> To choose what I like	<b>Jigsaw – Celebrating Differences</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself <b>No Outsiders - Red Rockets &amp; Rainbow Jelly</b> It's okay to like different things	<b>Jigsaw – Dreams and Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals <b>No Outsiders- Hello Hello</b> To say hello	<b>Jigsaw – Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety <b>No Outsiders- Ten Little Pirates</b> To play with boys and girls	<b>Jigsaw – Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend <b>No Outsiders- Mommy, Mama and Me</b> To celebrate my family	<b>Jigsaw – Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations <b>No Outsiders- Blue Chameleon</b> To make a new friend
<b>F2</b>	<p>Children are supported in developing an awareness and understanding of the school values, Be Nice, Work Hard and Never Give up. Adults help the children to gain a deeper understanding of their own feelings and those of others supporting, them with self-regulation as they learn how to be understanding and tolerant of others. Children are encouraged to develop a Growth Mindset and persevere with tasks which can be challenging. Adults encourage the children to become confident, independent learners and to form positive attachments with others in school. Children develop an understanding of how to keep their minds and bodies healthy.</p>					
	<b>Jigsaw – Being Me in my World</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities <b>No Outsiders - You Choose</b> To choose what I like	<b>Jigsaw – Celebrating Differences</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself <b>No Outsiders - Red Rockets &amp; Rainbow Jelly</b> It's okay to like different things	<b>Jigsaw – Dreams and Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals <b>No Outsiders- Hello Hello</b> To say hello	<b>Jigsaw – Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety <b>No Outsiders- Ten Little Pirates</b> To play with boys and girls	<b>Jigsaw – Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend <b>No Outsiders- Mommy, Mama and Me</b> To celebrate my family	<b>Jigsaw – Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations <b>No Outsiders- Blue Chameleon</b> To make a new friend

<p><b>Year 1</b></p>	<p><b>Jigsaw – Being Me in my World</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <b>No Outsiders- Elmer</b> I like the way I am</p>	<p><b>Jigsaw – Celebrating Differences</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone <b>No Outsiders- Going to the Volcano</b> To join in</p>	<p><b>Jigsaw – Dreams and Goals</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success <b>No Outsiders- Want to Play Trucks</b> To find ways to play together</p>	<p><b>Jigsaw – Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness <b>No Outsiders- Hair, It's A Family Affair</b> Proud to be me</p>	<p><b>Jigsaw – Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships <b>No Outsiders- My World, Your World</b> I share the world with lots of people</p>	<p><b>Jigsaw – Changing Me</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition <b>No Outsiders- Erol's Garden</b> To work together <b>No Outsiders- Max the Champion</b> To understand that our bodies work in different ways</p>
<p><b>Year 2</b></p>	<p><b>Jigsaw – Being Me in my World</b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings <b>No Outsiders- Super, Duper You</b> What am I like?</p>	<p><b>Jigsaw – Celebrating Differences</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends <b>No Outsiders- How to be a Lion</b> To have self confidence</p>	<p><b>Jigsaw – Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success <b>No Outsiders- The Great Big Book of Families</b> To understand what diversity is</p>	<p><b>Jigsaw – Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food <b>No Outsiders- Amazing</b> To think what makes a good friend</p>	<p><b>Jigsaw – Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships <b>No Outsiders- What the Jackdaw Saw</b> To communicate in different ways</p>	<p><b>Jigsaw – Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition <b>No Outsiders- We are Welcome</b> To know I belong</p>
<p><b>Year 3</b></p>	<p><b>Jigsaw – Being Me in my World</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives <b>No Outsiders- This is Our House</b> To understand what discrimination is</p>	<p><b>Jigsaw – Celebrating Differences</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments <b>No Outsiders- The Suitcase</b> To understand the universal legislation on human rights <b>No Outsiders- We're All Wonders</b> To understand what a bystander is</p>	<p><b>Jigsaw – Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting <b>No Outsiders- Beegu</b> To be welcoming</p>	<p><b>Jigsaw – Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices <b>No Outsiders- The Truth About Old People</b> To recognise a stereotype</p>	<p><b>Jigsaw – Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends <b>No Outsiders- The Hueys in a New Jumper</b> To recognise and help an outsider</p>	<p><b>Jigsaw – Changing Me</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition <b>No Outsiders- Planet Omar: Accidental Magnet</b> To consider living in Britain today</p>

<p><b>Year 4</b></p>	<p><b>Jigsaw – Being Me in my World</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour <b>No Outsiders- Along Came A Different</b> To help someone accept difference</p>	<p><b>Jigsaw – Celebrating Differences</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions <b>No Outsiders- Dog's Don't Do Ballet</b> To choose when to be assertive</p>	<p><b>Jigsaw – Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes <b>No Outsiders- King and King</b> To understand why people get married</p>	<p><b>Jigsaw – Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength <b>No Outsiders- Aalfred and Aalbert</b> To find common ground</p>	<p><b>Jigsaw – Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals <b>No Outsiders- When Sadness Comes to Call</b> To look after my mental health</p>	<p><b>Jigsaw – Changing Me</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change <b>No Outsiders- Julian is a Mermaid</b> To show acceptance</p>
<p><b>Year 5</b></p>	<p><b>Jigsaw – Being Me in my World</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <b>No Outsiders- Kenny Lives with Erica and Martina</b> To consider consequences</p>	<p><b>Jigsaw – Celebrating Differences</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures <b>No Outsiders- Rose Blanche</b> To justify my actions</p>	<p><b>Jigsaw – Dreams and Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get their Goals in different cultures Supporting others (charity) Motivation <b>No Outsiders- Mixed</b> To consider responses to racist behaviour</p>	<p><b>Jigsaw – Healthy Me</b> Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour <b>No Outsiders- How to Heal A Broken Wing</b> To recognize when someone needs help</p>	<p><b>Jigsaw – Relationships</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules <b>No Outsiders- The Girls</b> To explore friendship</p>	<p><b>Jigsaw – Changing Me</b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition <b>No Outsiders- And Tango Makes Three</b> To exchange dialogue and express an opinion</p>
<p><b>Year 6</b></p>	<p><b>Jigsaw – Being Me in my World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling <b>No Outsiders- King of the Sky</b> To consider responses to immigration</p>	<p><b>Jigsaw – Celebrating Differences</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <b>No Outsiders- The Only Way Is Badger</b> To consider language and freedom of speech</p>	<p><b>Jigsaw – Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments <b>No Outsiders- Leaf</b> To overcome fears about difference</p>	<p><b>Jigsaw – Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress <b>No Outsiders- The Island</b> To consider causes of racism</p>	<p><b>Jigsaw – Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <b>No Outsiders- Introducing Teddy</b> To help someone accept difference</p>	<p><b>Jigsaw – Changing Me</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition <b>No Outsiders- A Day In The Life Of Marlon Bundo</b> To consider democracy</p>

**PSHE Early Years**

**Development Matters**

<b>Birth to Three</b>	<b>Three and Four Year Olds (Foundation 1)</b>	<b>Children in Foundation 2</b>
<p>Self-Regulation/ Managing Self/ Building Relationships</p> <ul style="list-style-type: none"> <li>• Is finding ways to calm himself/ herself, through being calmed and comforted by their key person.</li> <li>• Is establishing his/ her sense of self.</li> <li>• Expresses preferences and decisions. Tires new things and is starting to establish autonomy.</li> <li>• Engages with others through gesture, gaze and talk.</li> <li>• Uses engagement with others to achieve a goal e.g. gestures towards cup if wants a drink. • Is finding ways of managing transitions e.g. from their parents to their key person.</li> <li>• Is thriving as he/ she develops self- assurance</li> <li>• Looks back as walks away from their key person. He/ she looks for clues for how to respond to something interesting.</li> <li>• Plays with increasing confidence oh his/ her own and with other children, because they know their key worker is nearby and available.</li> <li>• Feels confident when taken out around the local neighbourhood and enjoys exploring new places with key person.</li> <li>• Feels strong enough to express a range of emotions.</li> <li>• Is growing in independence, rejecting help 'me do it'. Sometimes this leads to the feeling of frustration and tantrums.</li> <li>• Is beginning to show 'effortful control' e.g. waiting for a turn and resisting the strong impulse to grab what he/ she wants or push his/ her way to the front.</li> <li>• Is increasingly able to talk about and manage emotions.</li> <li>• Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion.</li> <li>• Is developing friendships with other children. • Safely explores emotions beyond his/ her normal range through play and stories.</li> <li>• Is talking about feelings in more elaborate ways such as ' I am sad because...'</li> <li>• Is learning to use the toilet with help and developing independence.</li> </ul>	<p>Self- Regulation</p> <ul style="list-style-type: none"> <li>• Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/ she has chosen, or one, which is suggested to him/ her.</li> <li>• Developing sense of responsibility and membership of a community.</li> <li>• Helps to find solutions to conflicts and rivalries.</li> <li>• Increasingly follows rules, understanding why they are important.</li> <li>• Does not always need an adult to remind him/ her of a rule.</li> <li>• Is developing appropriate ways of being assertive.</li> <li>• Talks with others to solve conflicts.</li> <li>• Talks about feelings using words like 'happy' 'sad" angry' or 'worried'. Managing Self</li> <li>• Is showing more confidence in new social situations.</li> <li>• Is increasingly independent in meeting own care needs e.g. brushing teeth, using the toilet, washing and drying hands.</li> <li>• Is able to make healthy choices about food, drink, activity and tooth brushing. Building Relationships</li> <li>• Is becoming more outgoing with unfamiliar people, in the safe context of the setting.</li> <li>• Plays with one or more children, extending and elaborating play ideas.</li> <li>• Is beginning to understand how others might be feeling.</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>• Expresses his/ her own feelings and considers the feelings of others.</li> <li>• Is able to identify and moderate own feelings socially and emotionally. Managing Self</li> <li>• Sees himself/ herself as a valuable individual.</li> <li>• Shows resilience and perseverance in the face of a challenge.</li> <li>• Manages his/ her own needs around personal hygiene. Building Relationships</li> <li>• Builds constructive and respectful relationships.</li> <li>• Thinks about the perspective of others.</li> </ul>



## Early Learning Goals

### **Self- Regulation**

Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.

Can set and work towards simple goals, is able to wait for what he/she wants and control his/ her immediate impulses when appropriate.

Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/ her behaviour accordingly.

### **Managing Self**

Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge.

Can explain the reasons for rules, knows right from wrong and tried to behave accordingly.

Managed own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices.

### **Building Relationships**

Forms positive attachments to adults and friendships with peers.

Shows sensitivity to own and to others needs.

Works and plays cooperatively and takes turns with others.



## PSHE National Curriculum Subject Content

### Key Stage 1&2

Updated statutory guidance came into effect from September 2020.

The revised curriculum subjects is:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (state-funded primary and secondary)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE it is unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study.

We use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

#### **Relationships and sex education**

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

**myHappyMind: Progression of Knowledge and Skills**

<b>myHappyMind: Progression of Knowledge and Skills</b>		
	<b>Children in nursery will be learning to:</b>	<b>Children in reception will be learning to:</b>
<b>My Happy Mind Mapping to Development Matters</b>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (Engage)</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting. (Celebrate, Relate)</li> <li>• Show more confidence in new social situations. (Celebrate, Relate)</li> <li>• Play with one or more other children, extending and elaborating play ideas. (Celebrate, Relate, Engage)</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.(Celebrate, Relate)</li> <li>• Increasingly follow rules, understanding why they are important. (Relate)</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts. (Relate)</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. (Meet your Brain)</li> <li>• Understand gradually how others might be feeling. (Meet your Brain, Relate)</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual. (Celebrate)</li> <li>• Build constructive and respectful relationships. (Relate)</li> <li>• Express their feelings and consider the feelings of others. (Meet Your Brain, Relate)</li> <li>• Show resilience and perseverance in the face of challenge. (Engage)</li> <li>• Identify and moderate their own feelings socially and emotionally. (Meet Your Brain)</li> <li>• Think about the perspectives of others. (Relate)</li> <li>• Manage their own needs: Personal hygiene.</li> <li>• Know and talk about the different factors that support their overall health and well-being:               <ol style="list-style-type: none"> <li>1. regular physical activity</li> <li>2. healthy eating</li> <li>3. toothbrushing</li> <li>4. sensible amounts of ‘screen time’</li> <li>5. having a good sleep routine</li> <li>6. being a safe pedestrian.</li> </ol> </li> </ul>

**myHappyMind: Progression of Knowledge and Skills**

	<b>Self-Regulation ELG - Children at the expected level of development will:</b>	<b>Managing Self ELG - Children at the expected level of development will:</b>	<b>Building Relationships ELG - Children at the expected level of development will:</b>
<b>My Happy Mind Mapping to ELG</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Meet Your Brain</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Engage</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. – Relate</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Engage</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly; - Relate</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others; - Meet Your Brain, Relate</li> <li>• Form positive attachments to adults and friendships with peers; - Relate</li> <li>• Show sensitivity to their own and to others' needs. - Meet Your Brain, Relate</li> </ul>

myHappyMind: Meet the Brain Progression of Knowledge and Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Meet the Brain</b>	<p>Children will learn: Where their brain is in their body and what it looks like. That our brain helps us to control our body, manage our emotions and help solve problems. That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A- P - Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.</p>	<p>Children will learn: More about what their brain looks like and that it is fully grown by age 6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes them to flight, fight or freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A- P. That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them. How they can use Happy Breathing to help Team H-A- P work as a team, but also how Happy Breathing can help with Neuroplasticity.</p>	<p>Children will learn: How to focus their mind to help them train their brain. Learn about Team H-A- P and their roles in more detail. How our emotions impact Team H-A- P and how to support their brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice. About Neurons and Neural pathways and the role they play in learning. How to look after their brains to help them to be at their best.</p>	<p>Children will learn: How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to. How they use each part of Team H-A- P and reflect on when they use them to develop their understanding. How the Amygdala reacts to real and perceived danger. About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down. About the brain's structure and how neurons carry messages to create neural pathways. How neural pathways help us to form habits. More about how to look after their brains and what happens if we don't. They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly</p>	<p>Children will learn: The difference between their brain and mind. More detail about each part of the brain and why they work the way they do. How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. About how to more intentionally look after their brains to keep them healthy. About the hormones in their brain and how they can manage them, including dopamine and cortisol.</p>	<p>Children will learn: About a growth mindset and self-regulation techniques in times of stress. To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. To train their brain and how it grows each time. About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act. About calming their amygdala when facing stressful thoughts or having a tough time. How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies. How to re-frame scary challenges to become exciting opportunities.</p>

**myHappyMind: Celebrate Progression of Knowledge and Skills**

	<b>EYFS Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Celebrate</b>	<p>Children will learn: What character strengths are and how they make us unique and special. About the 5 Character strengths and what they mean. 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and friendship 5.Love of life and our world How the best way to learn more about your strengths is to notice them. That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their strengths, as it makes them feel good</p>	<p>Children will learn: About the same 5 character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. That when we use our character strengths, we can be our very best selves and that we all have our own unique set of strengths and we are all different. What Neuroplasticity is and how we can grow our strengths if we practise using them. About how to recognise the strengths in themselves. How to think about which strengths they would like to grow or use more of.</p>	<p>Children will learn: That scientists discovered that we all have 24 character strengths but in different amounts. We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets. That half of our character is set by genetics and the other half from our experiences. That our character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot strengths in others and how they can be used. That strengths can help them to approach difficult situations. When they use their character strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A- P happy</p>	<p>Children will learn: That scientists have discovered that we all have 24 character strengths, but in different amounts. Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build neuropathways to create a habit. That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them. That Team H-A- P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best.</p>	<p>Children will learn: How the 24 character strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. That strength spotting shows children how strengths can be used in different ways. That they still have all 24 strengths, but when they use their Top 5 Team H-A- P feels at its best. How they can move their strengths around and grow strengths by practising them through Neuroplasticity. That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory. They will learn that when faced with a similar situation, they can remember how that strength can help. How strength spotting can help Team H-A- P feel happy as when we use our strengths, Dopamine gets released, and we feel confident. They will also learn that using our strengths can help them manage their Cortisol levels.</p>	<p>Children will learn: What their top strengths are based on completing an official survey which will rank their strengths from 1-24. More about what each of the 24 strengths means and how they help them each day. How to grow their strengths to help them transition and overcome challenges. How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment.</p>

**myHappyMind: Appreciate Progression of Knowledge and Skills**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Appreciate</b>	<p>Children will learn: What appreciate means, what types of things we appreciate, and how we show appreciation. That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude. How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together</p>	<p>Children will learn: That being thankful or having gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude; themselves, others, and experiences. That when we show gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. That Team H-A-P love it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us.</p>	<p>Children will learn: That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more they show gratitude, the easier it is - like Neuroplasticity. How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too.</p>	<p>Children will learn: How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when they can see everything they are grateful for it, it makes the problems we face a little easier to manage.</p>	<p>Children will learn: What appreciation means and think of ways to show appreciation to others. What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude in is ourselves.</p>	<p>Children will learn: How gratitude can help them think about all they have in their lives to be thankful for. How to build their resilience by looking at when their bucket is full vs when their bucket is empty. How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress. To establish a new perspective on how gratitude can help them to build resilience when they face tough times.</p>

**myHappyMind: Relate Progression of Knowledge and Skills**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Relate</b>	<p>Children will learn: That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways. How their character strengths help them get along with others and learn that it is okay that we are all different. What Active Listening is. What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues. That Happy Breathing can help them if they have big emotions when falling out with friends.</p>	<p>Children will learn: That we relate to different people in different ways and that different people relate differently, too. How their character strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. How to spot the characteristics of a good friend and recognise this in themselves. How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't actively listen and how this can affect their ability to get along with others. That Team H-A- P feels happy when we Actively Listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help them with friendship issues by keeping them calm.</p>	<p>Children will learn: That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships. That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. That the more they practice seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. That when we listen to friends, they will know that we care for them.</p>	<p>Children will learn: That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to their friends when they help. That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too.</p>	<p>Children will learn: What their top 5 strengths are and which virtue they fall under. That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A- P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A- P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships.</p>	<p>Children will learn: Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop. How those skills are transferable to their upcoming changing environment. Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. Strategies for seeing different perspectives through role play.</p>



myHappymind: Engage Progression of Knowledge and Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Engage</b>	<p>Children will learn: What engage means. What types of things they can engage in. That when they engage in something and feel happy, they can do the activity better. That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3 steps. That setting goals and achieving them can make Team H-A- P happy too. That we do not always achieve our goals, but as long they have tried, they will learn something new. That just because they can't do something straight away, it doesn't mean they won't be able to in the future</p>	<p>Children will learn: When they feel good, they do good. Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practice setting goals as a class. How Happy Breathing can help when goals are tricky.</p>	<p>Children will learn: That to engage means to pay attention and put effort into something. How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. That they have to Believe to Achieve. How to set their own Big Dream Goals.</p>	<p>Children will learn: That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school. That Dopamine gets released in their brain when they set a goal and work towards it. Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time. Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals.</p>	<p>Children will learn: That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. When they engage in something and feel good, Team H-A- P love it because Dopamine is released in the brain, making it easier for us to succeed. Why their engagement levels may drop if their Amygdala takes over. How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released. About the difference between a team and individual goal and how it is just as important to work as a team to set goals. Why the skill of perseverance is critical when working as part of a group. How understanding other people's character strengths can also help in team goals.</p>	<p>Children will learn: How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead. How to recognise their concerns and define strategies to overcome them. How they can use their strengths to leverage the opportunities that they are excited about. How to create goals around leveraging and practising the tools they have learned as they progress through to high school.</p>