

# MindMate Lessons: Scheme of Work Key Stage 1&2

Themes	Year 1		Year 2	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
<b>Feeling good &amp; being me</b>	<b>Recognise feelings</b> <i>I can talk about how I am feeling</i>	Pupils should have the opportunity to... think about themselves & the different feelings they have develop a vocabulary to describe their feelings to others & simple strategies for managing feelings	<b>Celebrate strengths</b> <i>I'm good at... &amp; I am going to try &amp; be better at...</i>	Pupils should have the opportunity to... learn from their experiences recognise & celebrate their strengths set simple but challenging goals
<b>Friends &amp; Family</b>	<b>Recognise how others show feelings &amp; know how to respond</b> <i>I know when my friends are feeling happy</i>	Pupils should have the opportunity to... identify & talk about times when people feel happy learn to communicate their feelings to others recognise how others show feelings & know how to respond	<b>Impact of behaviour on others</b> <i>I know that what I say &amp; do can affect my friends</i>	Pupils should have the opportunity to... recognise how their behaviour affects other people understand the importance of being co-operative with others
<b>Life Changes</b>	<b>New school/class Making new friends</b> <i>I understand that talking about my feelings can help</i>	Pupils should have the opportunity to... learn how to communicate their feelings about new experiences to others recognise how others show feelings & know how to respond	<b>Loss; Losing loved object/ pet/person</b> <i>I can talk about feeling sad when I have lost something</i>	Pupils should have the opportunity to... learn about change & loss & the associated feelings (including moving home, losing toys, pets or friends) understand how it feels to lose something special describe times when people might feel loss
<b>Strong emotions</b>	<b>Recognise what is fair/ unfair right/wrong</b> <i>I know when someone is being unkind, including myself</i>	Pupils should have the opportunity to... recognise what is fair & unfair, kind & unkind, what is right & wrong, learn what to do when someone is unfair or unkind	<b>Comfortable &amp; uncomfortable feelings</b> <i>I can talk about what makes me feel sad</i>	Pupils should have the opportunity to... describe how it feels to be sad/unhappy express & share feelings of unhappiness
<b>Being the same, being different</b>	<b>Celebrating differences</b> <i>I know the people in my class are all different</i>	Pupils should have the opportunity to... recognise that everyone is different begin to learn about empathy	<b>Beginning to understand empathy</b> <i>I understand my friend might have different feelings to me</i>	Pupils should have the opportunity to start to understand empathy start to empathise with others & how they may be feeling
<b>Solving problems/ Making it better</b>	<b>Setting goals &amp; targets</b> <i>I can work &amp; play well in a small group</i>	Pupils should have the opportunity to... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome	<b>Not giving up/ Perseverance</b> <i>I understand it is important to keep going when something is tricky</i>	Pupils should have the opportunity to... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome reflect on & celebrate their achievements, identify their strengths & areas for improvements

Themes	Year 3		Year 4	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
<b>Feeling good &amp; being me</b>	<b>Goals &amp; aspirations</b> <i>I'm good at.... &amp; I am going to try &amp; be better at...by setting myself a simple target</i>	Pupils should have the opportunity to reflect on & celebrate their achievements & identify their strengths identify areas for improvement & set high aspirations & goals	<b>Feelings - Intensity</b> <i>I can use a range a words to describe my feelings</i>	Pupils should have the opportunity to 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
<b>Friends &amp; Family</b>	<b>Unkind behaviours</b> <i>I understand that when I am unkind it impacts on others</i>	Pupils should have the opportunity to 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	<b>Skills to maintain &amp; keep positive relationships</b> <i>I can describe a healthy relationship</i>	Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship develop the skills to form & maintain positive & healthy relationships
<b>Life Changes</b>	<b>Life in KS2 New faces/ new routines</b> <i>I am learning to handle change</i>	Pupils should have the opportunity to 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	<b>Positive &amp; negative effects on emotional wellbeing &amp; mental health</b> <i>I am learning to accept that I will feel a wide range of emotions depending on the situation</i>	Pupils should have the opportunity to 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
<b>Strong emotions</b>	<b>Introducing strong emotions, including anger</b> <i>I know it's ok to feel strong emotions sometimes</i>	Pupils should have the opportunity to recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions	<b>Resisting pressure</b> <i>I can stand up for myself without hurting others</i>	Pupils should have the opportunity to 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
<b>Being the same, being different</b>	<b>Differing opinions</b> <i>I accept that my friends &amp; I might have different opinions</i>	Pupils should have the opportunity to 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	<b>Know actions affect themselves &amp; others</b> <i>I know that discrimination can hurt people's feelings</i>	Pupils should have the opportunity to understand that their actions affect themselves & others develop self-awareness, doing the right thing learn the connection between discrimination & uncomfortable feelings
<b>Solving problems/ Making it better</b>	<b>Dealing with difficult situations</b> <i>I can work with different people in my class</i>	Pupils should have the opportunity to 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)	<b>Coping with difficult situations</b> <i>I can cope in difficult situations</i>	Pupils should have the opportunity to recognise that, at times, they may experience conflicting emotions understand more about managing their emotions

Themes	Year 5		Year 6	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
<b>Feeling good &amp; being me</b>	<b>Self-Belief</b> <i>I can do ...</i>	Pupils should have the opportunity to develop self-awareness, doing the right thing understanding that their actions affect themselves & others	<b>Self-Integrity</b> <i>I can stay true to myself despite external pressures</i>	Pupils should have the opportunity to know what positively & negatively affects their physical, mental & emotional health, including the media
<b>Friends &amp; Family</b>	<b>Unhealthy friendships &amp; relationships</b> <i>I can describe an unhealthy relationship</i>	Pupils should have the opportunity to 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	<b>Celebrating friendship</b> <i>I can talk about how I will maintain positive relationships</i>	Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship & develop the skills to form & maintain positive & healthy relationships
<b>Life Changes</b>	<b>Aspirations to manage change positively</b> <i>I am seeing changes in a more positive light</i>	Pupils should have the opportunity to 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	<b>Moving on</b> <i>I can talk about changes I am looking forward to</i>	Pupils should have the opportunity to 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
<b>Strong emotions</b>	<b>Strong emotions &amp; mental health</b> <i>I know what mental health is</i>	Pupils should have the opportunity to 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	<b>Happiness</b> <i>I have a good understanding of emotional wellbeing</i>	Pupils should have the opportunity to 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
<b>Being the same, being different</b>	<b>Stigma</b> <i>I know what stereotyping is</i>	Pupils should have the opportunity to learn about stereotyping, including gender stereotyping know that stereotypes exist for different groups & can explain what is meant by the word 'stereotype'	<b>Body image /Social media</b> <i>I can talk &amp; listen in difficult discussions</i>	Pupils should have the opportunity to 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
<b>Solving problems/ Making it better</b>	<b>Talking it through Restorative justice</b> <i>I can support my friends when things go wrong</i>	Pupils should have the opportunity to develop an awareness & understanding of the role peers can play in supporting one another including restorative approaches	<b>Winning What does it take?</b> <i>I can look after my mental health</i>	Pupils should have the opportunity to identify ways that people can look after their mental health understand the importance of being healthy physically, emotionally & mentally

# KS 1&2 Social, Emotional & Mental Health skills in the MindMate curriculum

Self-Awareness	Self-Regulation	Motivation	Empathy	Social Skills
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Feeling good &amp; being me</b>	Can name something they are good at & how it feels Can name a feeling & how it makes their body feel	Can name something they are good at & why Can tell others about a comfortable & an uncomfortable feeling they have	Can talk about something they find difficult Can reframe this into a positive statement Can offer to help someone reframe	Can talk about an event that made them have strong feelings Can listen to someone else talking about a similar event	Can talk about a time when their comfortable/uncomfortable feelings have influenced their thinking & behaviour & impact on those around them. Can listen to a friend doing the same	Can use a way of resisting peer pressure Can name factors that can help them cope with difficult feelings & situations
<b>EL dimensions</b>						
<b>Friends &amp; Family</b>	Can talk about things that make them happy & laugh Can tell the difference between laughing at & with someone	Can offer to share things & include others in activities	Can talk about a time when they have been unkind & apologise if they have been unkind Can talk about a time when they have seen someone be unkind & how it made them feel	Can name a wide range of attributes that can contribute to a healthy relationship Can identify some of these qualities that they have Can understand we don't all like the same things & show that its ok	Can talk about a problem they have had in the past with a friend & talk about what they learnt about themselves from it	Can identify a range of the qualities that they admire in themselves, friends & famous people. Can explain why they like them using a wide range of feelings words Can tell others why they like them & offer praise
<b>EL dimensions</b>						
<b>Life Changes &amp; Transition</b>	Can talk about something that has changed & say what they like & don't like about it Can understand that different people have different feelings about changes	Can tell how feelings of loss e.g. a pet, can make their bodies feel Can listen to others talking about loss	Can work with others to overcome a new challenge & can then talk about the sequence of individual events involved in this	Can use 'I' messages especially (e.g. I feel X when X happens I would like to tell X) if experiencing difficult emotions Can listen to others 'I' messages	Can ask how others are feeling & respond with empathic statements such as 'You sound ....'	Can identify something that motivates them to keep going when things are difficult. Can help another pupil to do this
<b>EL dimensions</b>						
<b>Strong emotions</b>	Can recognise a small range of strong emotions & say that person looks...	Can complete the sentence I feel unhappy when ... & can ask others what makes them unhappy & listen to the response. Can name something you do to help yourself when you feel unhappy	Can chose a calming down strategy that will work for them & explain the steps involved	Can complete the sentence 'I feel stressed/anxious when ...and my body feels...' & the sentence 'When I feel stressed or anxious I can ask for help by ...'	Can give an example of a strong uncomfortable emotion, how it affected their behaviour & a strategy that could help them feel more positive/in control of their behaviour	Can talk about their happiest memories of school & their most comfortable feelings about their new school & can listen to others doing the same.
<b>EL dimensions</b>						
<b>Being the same &amp; being different</b>	Can say a way their friend is different to them & say its ok	Can create a sentence, series of sentences, they could use to help someone who is being teased or bullied	Can use problem solving phrases such as 'what will happen next?' Can listen to someone else's point of view when planning strategies	Can use a range of vocabulary to apologise when they have done something wrong/unkind. Can use feedback to improve their self- awareness	Can use statements & questions to challenge stereotypes	Can use appropriate vocabulary, such as 'in my opinion...' to talk about lesson topics in a discussion & ask others for their opinions
<b>EL dimensions</b>						
<b>Solving problems / Making it better</b>	Can name three goals/targets & say who can help with them	Can explain a time they had to try really hard & how it made them feel when they did	Can say how they feel in difficult situations. Can listen to others doing the same.	Can develop a coping strategy that will work for them & explain the steps involved	Can listen to others talking about a problem. Can help others develop coping strategies that will work for them	Can say something positive about themselves & others & can offer & receive praise for these things
<b>EL dimensions</b>						