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| **Corner Stone 4: EHWB (Emotional Health & Well-Being)** | | | | | | | | | |
| Concept | Theme | Year 1 | Year 2 | Concept | Year 3 | Year 4 | | Year 5 | Year 6 |
| Emotional Resilience | Recognise feelings | What are feelings and how do we recognise them?  What are all the different ways I can ‘feel’?  What do people look like when they feel happy, sad, nervous, excited etc?  How does it feel in our bodies when we feel happy, sad, nervous, excited etc? |  | Feelings and emotions | How many ways can we describe different feelings and how do we manage these?  What are emotions and how do they affect us?  Can we feel different emotions all at once?  How can we describe the emotions and how they change? | How do we work out how others feel if they don’t tell us?  How does it feel to feel overwhelmed with feelings and when might this happen?  What can we do to help ourselves when we experience strong emotions?  How does it feel when someone listens to how we are feeling and how can we help others in this way? | |  |  |
| Managing feelings |  | How do our feelings affect us and the way we behave?  How can we manage the feelings we are unsure about?  What can we do about different feelings we have?  What can we do to help ourselves and others feel better?  How is physical hurt and emotional hurt the same and different? | Changes including puberty |  | How does it feel to break up with friends?  What sorts of things might help someone with their feelings during times like these?  Where can people get help, advice or support?  How can people manage these changes? | | What sorts of feelings can change or loss bring?  How does it feel to be separated from people we love because they may go away or die?  Why is it important to take notice of and express our feelings about loss and change?  How can people keep and share special memories?  How might a person’s feelings change throughout the day and what might influence this  What are some changes that happen slowly (over time)?  How can people feel about their changing bodies during puberty?  What is involved in growing up and what does it mean?  Where do we find help in person? Online? On the phone? Via text? Other? Trusted adult? |  |
| Secrets and privacy |  | What sorts of things might people keep private?  How do we know when someone wants to keep things private?  How might other people feel if things they wanted to keep private are shared?  In what different ways do people keep things private?  When might we need to break privacy?  Do we have to keep promises and secrets if someone says so?  When should we tell someone else?  Who can we tell if we feel uncertain, uncomfortable or worried?  What could we say and do to attract the attention of an adult when we want to tell them something?  What can we say to help us explain?  How can someone say ‘no’ if they are asked to keep a secret they feel unsure about? |  |  |  | |  |  |
| Sense of self | Uniqueness, similarities and difference | What is special about everybody?  How are we similar to others?  How are we different to others?  In which ways are we all equal? | What does it mean if we say something is ‘unique’?  Is every person unique?  In which ways are you are unique? | Self-esteem |  |  | |  | In what way do photographs and adverts reflect real life?  How do images make us feel and does reality in them matter?  Are the images we see in the media always real or are they photo-shopped?  How does the way we view images affect the way we feel, and behave?  In what ways are images altered before using them in the media? What is the impact of this?  What types of images in the media are changed or altered? And why is this so?  How are we all reflected or not reflected in the images we see and how does this affect our self- worth? |
| Stereotypes – boys and girls | What do people say that girls / boys like / like to do? How they are?  Is it true only boys do some things and girls do other? | How do we recognise stereotypes and why do we need to challenge stereotypes?  What stereotypes do we regularly encounter on TV and the internet? How does the media, advertisements and popular culture reinforce stereotypes?  How might stereotypical attitudes impact on relationships?  How can we show that we value and respect different lifestyles? | Image and representation |  | What is self-esteem and how is it developed?  How can a person raise their self-esteem?  How can others be a positive influence on self-esteem? | |  | What is the link between positive self-esteem and a healthy body image?  What can contribute to low self-esteem and what is the impact of negativity on it?  How does the value put upon self-concept affect self-esteem?  What is the relationship between self-image, confidence and self-esteem?  What healthy coping strategies can someone use if they are struggling with low self-esteem?  Where can someone go to seek help?  What could someone do to support a friend who is at risk of using unhealthy coping strategies?  What should someone do if they know a friend needs help but they have asked them not to tell anyone about their situation |
| Being good at things and achievement | What do I like doing? Am I good at it? How do I know?  How does it feel to be good at something?  How do we get better at things we want to achieve?  Who gives us support and encouragement at home or at school? How does it feel?  When have we given others encouragement or support? |  | Achievements and goals | What have we achieved that we are most proud of? What are our strengths?  What makes us feel good about ourselves? How do other people affect this?  How does it feel to try something new or difficult?  How does it feel to overcome a problem or achieve something? |  | | What have we achieved that we are most proud of? What are our strengths?  What are our long-term goals?  What do we need to do to achieve them?  Can you identify what is going well and what you are grateful for? |  |
| Wellbeing | Well and unwell |  | What do we mean by well and unwell?  How do we keep our bodies and minds well and what might make us unwell?  How are our emotional needs linked to physical needs? | Health and wellbeing | What do people do to help keep themselves and others emotionally healthy?  What do we mean by health and wellbeing why is this important?  Who makes decisions about our health and wellbeing and what part do we play? ( self, others, school, families etc)  How is our health and wellbeing influenced? | What do people do to help keep themselves and others emotionally healthy?  What do we mean by health and wellbeing why is this important?  Who makes decisions about our health and wellbeing and what part do we play? ( self, others, school, families etc)  How is our health and wellbeing influenced? | | What do people do to help keep themselves and others emotionally healthy?  What do we mean by health and wellbeing why is this important?  Who makes decisions about our health and wellbeing and what part do we play? ( self, others, school, families etc)  How is our health and wellbeing influenced? | What do people do to help keep themselves and others emotionally healthy?  What do we mean by health and wellbeing why is this important?  Who makes decisions about our health and wellbeing and what part do we play? ( self, others, school, families etc)  How is our health and wellbeing influenced? |
|  |  |  | Sleep and our emotional health |  |  | | How is sleep an important part of our daily life?  What strategies can I adopt to improve my sleep?  Is sleep important to my emotional wellbeing? Why?  How might sleep be affected by growth and changes to my body?  How is emotional health affected by sleep? |  |
| Relationships | Belonging and responsibilities |  | What are our classroom rights?  How does it feel if responsibilities are not carried out?  What groups do we belong to? (friendship groups, place of worship etc)  How does it feel to be a part of this group and how can we make sure that everyone feels included in a group?  What do we do at school that shows that we can be responsible? | Friendships and bullying | How do we choose our friends?  What makes a good friend?  How do people show they care for and value each other?  How can we show that we respect ourselves and other people?  Do people always think the same as each other? Friends? How does it feel if we disagree?  What can we do when difficulties in friendships arise?  How might our actions and choices affect other people on the outside? On the inside?  What strategies can we use to solve problems in our relationships? Win-win? Giving in?  What behaviours are not acceptable in ‘friendships’?  How could being bullied affect someone and their special people?  How might the words we use make someone feel bullied?  What can we do if we witness bullying online or in person? | | How can we show that we respect ourselves and other people?  Do people always think the same as each other? Friends? How does it feel if we disagree?  How might our actions and choices affect other people on the outside? On the inside?  How could being bullied affect someone and their special people?  How might the words we use make someone feel bullied?  What can we do if we witness bullying online or in person? | How can we show that we respect ourselves and other people?  Do people always think the same as each other? Friends? How does it feel if we disagree?  How can people show they are still friends even though they have different views on something?  What can we do when difficulties in friendships arise?  How might our actions and choices affect other people on the outside? On the inside?  What strategies can we use to solve problems in our relationships? Win-win? Giving in?  What behaviours are not acceptable in ‘friendships’?  How could being bullied affect someone and their special people?  How might the words we use make someone feel bullied?  What can we do if we witness bullying online or in person? | How can we show that we respect ourselves and other people?  Do people always think the same as each other? Friends? How does it feel if we disagree?  How might our actions and choices affect other people on the outside? On the inside?  How could being bullied affect someone and their special people?  How might the words we use make someone feel bullied?  What can we do if we witness bullying online or in person? |
| Right/wrong, friends/bullying | What does a good friend look like?  What behaviours show our friends that we care about them?  What are the differences between joking, hurtful teasing and bullying and how do they make people feel?  How can we get help or help when we are worried about teasing or bullying?  When is something fair or unfair?  How does it feel to do the right/wrong thing? | What are the differences between joking, hurtful teasing and bullying and how do they make people feel?  How can we get help or help when we are worried about teasing or bullying? | Pressure and uncertain feelings |  | How do our bodies react when we feel uncertain, unsafe or worried?  Do we have to do something just because everyone in our friendship group is? | |  | When do we need to listen to our feelings and do what they tell us?  How do our bodies react when we feel uncertain, unsafe or worried?  Who might people try to persuade others to do something they feel uncertain about?  Where does pressure come from and how might people try to persuade others to do things?  What should we do if we are ever under pressure to do something we feel uncertain about and who can help us?  How can we recognise a threat and what should someone do if they feel threatened?  Do we have to do something just because everyone in our friendship group is?  What strategies can we use to feel safe in a pressured, risky or threatening situation? |
|  |  |  | Community and belonging | What does it mean to be part of a community and what communities are we part of?  What are the benefits of belonging to a group or community? How do we all benefit from living in a diverse community?  Who are the people in our school/community who help make it a good place for everyone? What do they do and what difference does this make?  What benefits does collaborating with others bring?  What is a volunteer? Why do they volunteer? How do volunteers help our community? |  | |  |  |
| Transition | Changing behaviours | Who makes choices about our behaviour?  What makes it hard to change even when we know it is right?  How do we know when change is good and when it is bad?  Are there times when it’s ok to change our behaviour? | What are habits? Are they easy or hard to make and change? | Understanding change |  |  | |  | What is change and how do I feel about it?  How do I deal with these feelings?  How do I use what I’ve done before?  What impact can change have? (relationships, environment)  What’s been good about my school?  What will be good about moving on?  What might my new school be like?  What will stay the same and change in my life?  How have I dealt with it before?  How do I feel about this change?  How might I deal with it?  How can change make us stronger or more able to cope? |
| Coping with loss and changing situations |  | What emotions and feelings are associated with change?  How do I feel about and manage new beginnings?  Is change a normal part of life? Does it happen to everyone?  Can we plan for change? And when can’t we?  What changes might I or other children experience in our lives?  Who could I go to if I need help with change?  What changes can be positive, and might be something to look forward to?  What are the names of some of the emotions that may be felt in situations involving the loss of special possessions or people?  What strategies could I use for coping with difficult or confusing emotions? | Learning and achievement |  |  | |  | What have I achieved so far?  What are my strengths?  What are the areas that I may need support with?  How can I use these strengths in my new school?  How do I learn best?  What will I take to my new school? |
|  |  |  | Saying goodbye and moving on |  |  | |  | What has been good about primary school?  What will be good about moving school?  What will stay the same in my life and what will change when I move to a new school?  What will my new school be like?  What strategies can I use to help me with new beginnings?  How can I make the most of the opportunity/ change? |