

PSHEC – Emotional Literacy Curriculum Map

## Key Stage 2 – Year 1

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Core Knowledge, Skills and Concepts</b>	<p>Developing a positive sense of self through exploring individual identities. We want pupils to focus on their strengths and preferences, their achievements and aspirations, the people and things they value.</p> <p>Exploring a sense of personal power in order to help develop the capacity to take responsibility for their emotions and actions.</p> <p>Developing a sense of self-worth by encouraging children to see themselves as growing, changing individuals who can make choices and contribute to their own well-being and that of others.</p>		<p>To learn about the physical nature of some emotions (particularly anger)</p> <p>To empower children to enable them to better understand what they are experiencing in different situations and to know how they can manage the impact of their emotional response.</p>		<p>To consider other people’s feelings and preferences.</p> <p>To think from different perspectives.</p> <p>To develop empathetic skills such as listening, and by putting others at the centre of their thinking.</p>	
<b>Weekly focus</b>	<p><b><u>The Feelings Art book – Self Esteem</u></b></p> <ol style="list-style-type: none"> <li>1. Draw things you can do well Worksheet 2 &amp; Who is your hero? W3</li> <li>2. What things would you like to change? W4 &amp; Draw the best present you’ve ever had: W5</li> <li>3. Draw the important events in your life: W6 &amp; Imagine you had your own shop. What would it sell? W7</li> <li>4. Draw yourself... W8 &amp; Draw your favourite meal: W9</li> <li>5. Draw 3 people who care about you: W10 &amp; Design a flag for your family: W12</li> </ol> <p style="text-align: center;"><b><u>Listening Skills</u></b></p> <ol style="list-style-type: none"> <li>6. School Mugs: Page 19</li> <li>7. The Turnip Family: Page 20</li> </ol>	<p><b><u>The Feelings Art book – Self Esteem</u></b></p> <ol style="list-style-type: none"> <li>1. Draw things you’d like to keep in a treasure box: W 13 &amp; Draw yourself climbing up the mountain: W14</li> <li>2. Who would you take with you to a desert island: W15 &amp; Draw things you don’t like doing: W16</li> <li>3. Draw something you’d love to do: W17 &amp; What is your goal this week? W18</li> <li>4. How can you use your hands to help? W19 &amp; Draw yourself and your family: W1</li> </ol> <p style="text-align: center;"><b><u>Listening Skills</u></b></p> <ol style="list-style-type: none"> <li>5. Footballers: Page 21</li> <li>6. Molly &amp; Matty House: Page24</li> <li>7. Telephones: Page 25</li> </ol>	<p><b><u>The Feelings Art book – Emotions</u></b></p> <ol style="list-style-type: none"> <li>1. Draw their faces: W20 &amp; Draw things that make you feel happy: W21</li> <li>2. Draw what happens to your body when you feel angry: W22 &amp; What happens next? W23</li> <li>3. Draw something scary on TV: W25 &amp; What makes you feel? W26</li> <li>4. What helps you to be? W27 &amp; Draw a good memory: W28</li> </ol> <p style="text-align: center;"><b><u>Listening Skills</u></b></p> <ol style="list-style-type: none"> <li>5. Egg Competition: Page 28</li> <li>6. Ice-Creams: Page 29</li> </ol>	<p><b><u>The Feelings Art book – Emotions</u></b></p> <ol style="list-style-type: none"> <li>1. Draw confidence: W29 &amp; Draw a feeling you’d like to throw away: W30</li> <li>2. What helps you? W31 &amp; Why does he feel guilty: W32</li> <li>3. Draw something that made you feel jealous: W33 &amp; Why does she feel sad: W34</li> <li>4. Design an award for someone brave: W35 &amp; Draw somebody who has won a prize: W24</li> </ol> <p style="text-align: center;"><b><u>Listening Skills</u></b></p> <ol style="list-style-type: none"> <li>5. Pizza Dinner: Page 32</li> <li>6. Diver Dan: Page 33</li> </ol>	<p><b><u>The Feelings Art book – Empathy</u></b></p> <ol style="list-style-type: none"> <li>1. Draw 3 wishes for your mum/carer: W37 &amp; What is the bully thinking? W38</li> <li>2. Design a T-shirt for your friend: W39 &amp; What are they dreaming about? W40</li> <li>3. Draw 3 presents for special people: W41 &amp; What does he want to tell you? W42</li> </ol> <p style="text-align: center;"><b><u>Listening Skills</u></b></p> <ol style="list-style-type: none"> <li>4. Windmills: Page 34</li> <li>5. Our Friend Woody: Page 35</li> <li>6. The Race: Page 36</li> </ol>	<p><b><u>Listening Skills: The purpose of the tasks is to encourage pupils to listen: This will boost confidence in their self-esteem, emotions and empathy for one another. This is an excellent way to help pupils improve their concentration and attention span.</u></b></p> <p style="text-align: center;"><b><u>The Feelings Art book – Empathy</u></b></p> <ol style="list-style-type: none"> <li>1. Draw something to help the baby feel better: W43 &amp; Draw friends for the alien: W44</li> <li>2. Draw the body of the robot: W45 &amp; What was she like when she was young? W46</li> <li>3. What would you sent away with a friend: W47 &amp; Draw people who deserve a holiday: W48</li> </ol> <p style="text-align: center;"><b><u>Listening Skills</u></b></p> <ol style="list-style-type: none"> <li>4. Bric-a-Brac Shop: Page 39</li> <li>5. The Crawl Ball: Page 40</li> <li>6. Riddles: Page 45</li> <li>7. Compass Trek: Page 47</li> </ol>

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## Key Stage 2 – Year 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Core Knowledge, Skills and Concepts</b>	<b>Understanding Feelings: The Big Book of BLOB's</b> The Big Book of Blob Feelings uses questions linked to specially selected, photocopiable pictures to help you explore feelings with those who struggle to communicate about their emotions Blob Theory - the feelosophy, our open-question approach and the importance of allowing people to express their choices freely; Emotions - every day we all experience a wide range of feelings, a broad selection of which have been illustrated to kick-start discussions; Developmental issues - the objective of each of the sheets is to see people of all ages grow in their awareness of who they are, their uniqueness, and how they can develop those gifts further as they share with others.		<b>Managing Angry Feelings: Taming a Tempersaurus</b> Develop & understand 'anger' vocabulary Understand that 'anger' covers a range of feeling from mild to intense Learn to recognise individual triggers Understand the pre-existing factors that make an angry response more likely & more intense Learn how to change angry behaviour Develop a range of strategies when facing potentially angry or stressful situations Learn to express feelings rather than act them out Learn how to ask for what they want Learn to empathise		<b>Thoughts, Feelings and Behaviours: Cool Connections</b> It aims to encourage self-esteem, social skills and well-being whilst preventing anxiety and depression. It provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of children and young people Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, worksheets and therapeutic exercises. Encourages resilience and self-esteem and reduce feelings of anxiety and depression.	
<b>Weekly focus</b>	<b>The Big Book of BLOB's</b>  <b>Theme 1: Places</b> 1. Blob City - page 25 2. Blob Homes - page 31 3. Blob Playground - page 35  <b>Theme 2: Issues</b> 4. Blob Bullying - page 45 5. Blob Parents - page 61 6. Blob Sleep - page 69 7. Blob Talk - page 71	<b>The Big Book of BLOB's</b>  <b>Theme 3: Occasions</b> 1. Blob After 8's - page 83 2. Blob Football - page 89 3. Sk8r Blob - page 97  <b>Theme 4: Personal Development</b> 4. Blob Body - page 105 5. Blob Cage - page 107 6. Blob Feelings - page 113 7. Level 5 Blobs - page 123	<b>Taming a Tempersaurus</b>  1. Feelings: Page 12-17 2. Feelings: Page 18 & 19 3. Anger is just a feeling: Page 20-23 4. Anger is just a feeling: Page 24 & 25 5. The cave of anger: Page 26-30 6. The cave of anger: Page 33-35	<b>Taming a Tempersaurus</b>  1. The caveman inside: Page 37-41 2. The caveman inside: Page 42 & 43 3. How to put things right: Page 44-47 4. How to put things right: Page 48-50 5. How to say what we mean: Page 51 - 54 6. How to say what we mean: Page 55-59	<b>Cool Connections</b>  1. Session 1: Getting to know each other: Who am I? Page 48-50 2. Session 1: Getting to know each other: Feeling worried: Page 51 - 55 3. Session 2: Identify different feelings: Page 64 - 67 4. Session 2: Identify different feelings: Page 68 - 70 5. Session 3: Body Signals & Biology: Page 82 - 84 6. Session 4: Identifying thoughts: 103 & 106	<b>Cool Connections</b>  1. Session 5: The Connections: Page 120 & 121 2. Session 6: Types of Thinking: Page 138 & 140 3. Session 7: Exploring Thoughts: Page 150-152 4. Session 8: Goal Setting: Page 162 - 165 5. Session 8: Goal Setting: Page 166 & 167 6. Session 9: Panic Cycles and Safety Seeking Actions: Page 182 & 183 7. Session 10: Facing Your Fears: Page 188 & 194

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**Year 7**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Core Knowledge, Skills and Concepts</b>	<b>Taming your temper</b> 1. Explore what anger is (sheets 1-2) 2. Develop and understand appropriate anger vocabulary (sheets 3-5) 3. Understand that the term anger covers a range of feelings from mild to intense. (sheets 6-8) 4. Pupils to learn to recognise their own individual triggers. (sheets 9-11) 5. Recognise the physical sensations of anger. Identify strategies to return to a state of calm (sheets 12-14) 6. Identify signs of anger in others. Identify how you show you are sorry. (sheets 15-16) 7. Using 'I' statements to focus on self, not others. Recap unit (Sheets 18-19) <b>Additional resources available in booklet for extension tasks</b>	To recognise and name our own emotions Develop understanding of some causes of feelings and behaviours. To begin to manage own behaviour, self-control To learn more positive feelings regarding self. To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable. Opportunities to practice skills and learn how to problem solve both on their own and with others. Develop social and emotional skills in different ways – working individually, with partners and in groups. Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils' own experiences of the emotion.				<b>Reflecting and planning</b>  This unit will focus on reflecting on the year looking at successes and difficult situations with a focus on what was learnt from the situations.  It will then look at thinking about possible challenges and how planning for success can help overcome/minimise future challenges.
<b>Weekly focus</b>		Feelings to cover: 1. Happy 2. Sad 3. Bored	Feelings to cover: 1. Afraid 2. Brave 3. Ashamed	Feelings to cover: 1. Surprised 2. Shocked 3. Nervous	Feelings to cover: 1. Loved 2. Lonely 3. Disappointed	

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**Year 8**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Core Knowledge, Skills and Concepts</b>	<p>To recognise and name our own emotions                      Develop understanding of some causes of feelings and behaviours.                      To begin to manage own behaviour, self-control                      To learn more positive feelings regarding self.                      To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable.                      Opportunities to practice skills and learn how to problem solve both on their own and with others.                      Develop social and emotional skills in different ways – working individually, with partners and in groups.                      Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils’ own experiences of the emotion.</p>					<p><b>Building Self-esteem</b>                      This unit will look at building the self-esteem of pupils by exploring challenges faced by people and strategies about how to overcome these barriers.</p> <p>1. Appearance Ideals                      2. Media Messages                      3. Confront comparisons                      4. Banish Body Talk                      5. Be the change</p>
	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>1. Accepted</li> <li>2. Rejected</li> <li>3. Intimidated</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>1. Generous</li> <li>2. Selfish</li> <li>3. Alienated</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>1. Shy</li> <li>2. Arrogant</li> <li>3. Bereaved</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>1. Guilty</li> <li>2. Sorry</li> <li>3. Deceitful</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>1. Loved</li> <li>2. Lonely</li> <li>3. Disappointed</li> </ol>	

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**Year 9**

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Core Knowledge, Skills and Concepts</b>	<p>To recognise and name our own emotions                      Develop understanding of some causes of feelings and behaviours.                      To begin to manage own behaviour, self-control                      To learn more positive feelings regarding self.                      To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable.                      Opportunities to practice skills and learn how to problem solve both on their own and with others.                      Develop social and emotional skills in different ways – working individually, with partners and in groups.                      Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils' own experiences of the emotion.</p>				<p><b>Exploring Anxiety</b>                      This unit will help pupils gain a better understanding of what anxiety is, how it manifests, how to manage/challenge it and where possible how to break the cycle.</p>	<p><b>Anxiety Management Strategies</b>                      This unit will focus on experiencing different strategies which can be used for managing anxiety including yoga, use of music, meditation.</p>
<b>Weekly focus</b>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>Misunderstood</li> <li>Jealous</li> <li>Frantic</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>Loyal</li> <li>Dominated</li> <li>Home sick</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>Impatient</li> <li>Inferior</li> <li>Possessive</li> </ol>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> <li>Stressed</li> <li>Vain</li> <li>Confident</li> </ol>		

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**Year 10**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Core Knowledge, Skills and Concepts</b>	See Core Curriculum Map	<p>To develop cognitive behavioural therapy principles to manage anger.</p> <p>To identify negative, unhealthy and unrealistic patterns of thoughts, perspectives and beliefs.</p> <p>To identify unhealthy patterns of behaviour.</p>	See Core Curriculum Map	<p>Mindfulness may help the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour. It should not, however, be used as a disciplinary tool.</p> <p>Mindfulness helps to develop a greater awareness of relationships and how to manage them (including difficult ones at home), as well as offering a richer understanding of things like self-esteem and optimism. Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan</p> <p>As well as helping them to recognise worry, manage difficulties and cope with exams, developing a more mindful awareness also helps children and young people to appreciate what is going well and to flourish</p>		
<b>Weekly focus</b>		<p>To challenge existing patterns of thoughts and behaviours and implement alternative thoughts and behaviours that are constructive, healthy and realistic in order to address problems, manage emotions and improve wellbeing.</p> <p><b>Starving the Anger Gremlin</b></p> <ol style="list-style-type: none"> <li>1. Recap what anger is and identify own response to anger. (pages 16-23)</li> <li>2. Explore how anger occurs (pages 26-30)</li> <li>3. Controlling anger (pages 32-34)</li> <li>4. Understanding the Anger Gremlin model (pages 36-39)</li> <li>5. Starving the Anger Gremlin (pages 42-59) (2 weeks)</li> <li>6. Anger Dos and Don'ts and exploring the effects of anger (pages 62-74) (2weeks)</li> </ol>		<p><b>.b Mindfulness</b></p> <p>An Introduction to Mindfulness</p> <p>Lesson One – Playing Attention.</p> <p>Lesson Two – Taming the Animal Mind</p> <p>Lesson Three –Recognising Worry</p> <p>Lesson Four –Being Here Now</p> <p>Lesson Five –Moving Mindfully</p>	See Core Curriculum Map	<p><b>.b Mindfulness</b></p> <p>Lesson Six –Stepping Back</p> <p>Lesson Seven –Befriending the Difficult</p> <p>Lesson Eight –Taking in the Good</p> <p>Lesson Nine –Pulling it all Together</p>

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**Year 11**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Core Knowledge, Skills and Concepts</b>	See Core Curriculum Map	Relating and reflecting on emotional pain and how to process this. It will provide ways of heightening awareness as steps towards grieving well.	See Core Curriculum Map	Implementing key skills and resources to achieve long-term, satisfying relationships both emotionally and socially. Working in pairs will build, improve and repair relationships. These skills will become a potent resource for working in teams and individually	See Core Curriculum Map	Exam Revision
<b>Weekly focus</b>		<p>To find ways to work through the pain of losing someone. Develop language for grief, describing common and natural feelings resulting from loss. To be aware of attachment protests and to normalise these.</p> <p><b><u>Life Changing Relationships:</u></b></p> <p>1. Disappointing relationship or futile quest for perfect mate? Pages 41&amp;42 2. People you've been flying with: Pages 47-49 3. Flying together as a group: Pages 50&amp;51 4. Collecting moments, not things: Pages 52&amp;53 5. Oh, how we laugh! Pages 54&amp;55 6. Knights (posing as people) Pages 56&amp;57</p>		<p>To support strengths and consider weaknesses that they bring to relationships. To establish connections with other people. To explore positive and negatives ways of relating.</p> <p><b><u>Tools and Techniques to Improve and Repair Relationships:</u></b></p> <p>1. The art of relationship: Pages 133-135 2. The unfinished sentence exercise: Pages 138&amp;139 3. The like/don't like it game: Pages 140&amp;141 4. The empathy game: Pages 142 5. Our best and worst times: Pages 143&amp;144 6. Theories of motivation: Pages 145&amp;146 7. Paper conversations: Pages 147&amp;148</p>		