

| Week | Concepts | Theme | Assembly The Big Question | British Value | Core Value Champion |
|-------------|-----------------|---------------------------------|---|--------------------------------------|----------------------------|
| 1 | Relationships | Recognising Positive Feelings | CVs and how we use them How do we show pride? | Individual Liberty Mutual Respect | Will Glennon |
| 2 | Relationships | Exploring feelings and emotions | Inside Out/ Samaritans Is WORRIED a bad emotion? | Mutual Respect | Stephen Wiltshire MBE |
| 3 | Relationships | Exploring feelings and emotions | Story about loss- the heart and the bottle Can you think yourself happy? | Mutual Respect | TBC |
| 4 | Risk | Keeping safe | Dealing with an emergency - police | The rule of law | TBC |
| 5 | Identity | Healthy lifestyles | Rest and sleep | Individual Liberty | TBC |
| 6 | Identity | Healthy lifestyle | Healthy eating | Individual Liberty | Marcus Rashford |
| 7 | Identity | Keeping safe | Dealing with an emergency- ambulance | The rule of law | Florence Nightingale |

Year 1

Key Vocabulary: Sad, upset, miserable, down in the dumps, happy, delighted, joyful, angry, mad, cross, furious, scared, frightened, afraid, feelings

Key concepts recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings, knowing and recognising early warning signs

Week 1 aim: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key questions:

- What makes us feel good?
- What makes us feel not so good?
- Display a range of feelings words on the board. What do we mean by that word? What words or images come to mind when we hear that word?

Questions for discussion:

- What body clues do you look for in yourself when feeling a certain way?
- How might someone feel if they are experiencing this emotion? Where might they feel it in their body?

The learner will be able to:

- name feelings they have had, both good and not so good
- explain what makes them feel good and what makes them feel not so good
- identify where in their bodies they have these feelings
- demonstrate how our faces and bodies show these feelings to others
- identify some ways to feel better if feeling not so good

Key Text:
The Colour Monster



Text based questions

- At the start of the story, the Colour Monster is feeling confused. When have you felt confused? What did you do in this situation?
- What can we do when we feel confused in the future?

Key Vocabulary: Sad, upset, miserable, down in the dumps, happy, delighted, joyful, angry, mad, cross, furious, scared, frightened, afraid, feelings

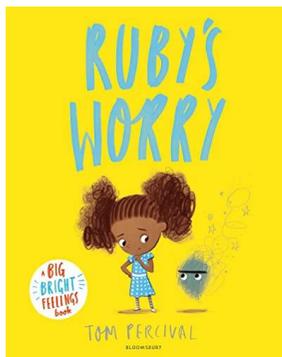
Key concepts recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings, knowing and recognising early warning signs

Week 2 aim: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
Ruby's Worry



Key questions:

- How does it feel in our bodies when we feel... happy, sad, nervous, excited etc?
- What do people look like when they feel... happy, sad, nervous, excited etc?
- What can we do when we have feelings that are not so good?

Questions for discussion

- Can you think of things that worry you? How are they making you feel? Is there anything that could be done to help you worry less about them?
- Why do our worries sometimes grow? What can we do to acknowledge this and stop them growing?

Text based questions

- Working with some friends, make a list of things that you sometimes worry about. Are there any things in common between your lists? How could you help each other?
- 'Ruby loved being Ruby.' What do you love about being you?

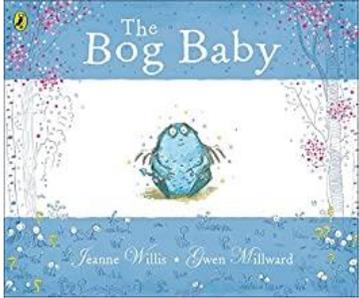
The learner will be able to:

- name feelings they have had, both good and not so good
- explain what makes them feel good and what makes them feel not so good
- identify where in their bodies they have these feelings
- demonstrate how our faces and bodies show these feelings to others
- identify some ways to feel better if feeling not so good

Key Vocabulary: Sad, upset, miserable, down in the dumps, happy, delighted, joyful, angry, mad, cross, furious, scared, frightened, afraid, feelings

Key concepts recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings, knowing and recognising early warning signs

Week 3 aim: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

| | | |
|---|---|--|
| <p>British Value Individual Liberty</p> <p>Core Values: Responsibility Resilience Kindness Collaboration Strive to improve Pride</p> | <p>Key questions:</p> <ul style="list-style-type: none"> • What strategies do you use help you manage your feelings? • Are your strategies always successful? Why/Why not? • What could you do to improve the strategies you use? <p>Questions for discussion:</p> <ul style="list-style-type: none"> • Do you think its important to let something go even if they make you happy but you don't make them feel happy? Why is that important? <p>Text based questions</p> <ul style="list-style-type: none"> • How did Chrissy and her friend feel when they found the Bog Baby? How do you know? • How do you think the Bog Baby felt being found? What body clues did he give? • Why did Chrissy and her friend 'daren't' tell her mum about finding the Bog Baby? What do you think they thought mum might feel about that and why? • How do you think the Bog Baby felt in their care? Do you think they were aware of how he was feeling and why? • The Bog Baby was delgithed to be returned at the end of the story. Do you agree/disagree? Why? | <p>The learner will be able to:</p> <ul style="list-style-type: none"> • name feelings they have had, both good and not so good • explain what makes them feel good and what makes them feel not so good • identify where in their bodies they have these feelings • demonstrate how our faces and bodies show these feelings to others • identify some ways to feel better if feeling not so good |
| <p>Key Text: The Bog Baby</p>  | | |

| |
|---|
| <p>Key Vocabulary: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic,</p> |
| <p>Key concepts: keeping our bodies healthy (physical activity, mental health), understaning that mental wellbeing is a normal part of daily life, in the same way as physical health, knowing the benefits of physical exercise and time outdoors on mental wellbeing and happiness</p> |

Week 4 aim: To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, mental health, rest, healthy eating and dental health

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key questions

- What do we need to do to keep ourselves physically and mentally healthy?
- What do we do during our day that keeps us physically and mentally healthy?
- What do we think healthy people do and don't do?
- What things can we do when we feel good and mentally healthy?

Questions for discussion:

- What choices can we make during our day that can help us to feel good?
- What if someone chooses something else?
- How can this make them feel?

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis (physically and mentally)
- list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation
- identify some choices they can make to help improve how they feel
- recognise choices have consequences, and that these may be good or not so good

Year 2

Key Vocabulary: Sad, Happy, Angry, Scared, Worried, Excited, Surprised, feelings, emotions

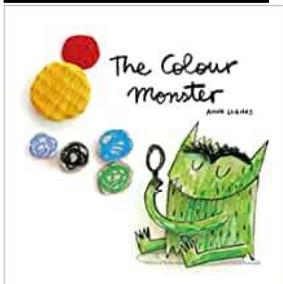
Key concepts: Name feelings and emotions and identify them, develop strategies to deal with their emotions, identify body clues in themselves and others.

Week 1 aim: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
The Colour Monster



Key questions:

- Can you think of other words associated with happy, sad, scared, angry.
- What makes us feel good?
- What makes us feel not so good?

Questions for discussion

- Do you think boys should handle their emotions differently to girls? Why/why not?

Text based questions

- At the start of the story, the Colour Monster is feeling confused. When have you felt confused? What did you do in this situation? What can we do when we feel confused in the future?
- Is it okay to feel anger, fear, etc.? What can we do with our emotions when we feel them?
- What does each emotion look like? (encourage the children to make facial expressions)
- Are there differences in the way we teach boys and girls to deal with their emotions?
- What experiences make you feel blue, green, yellow, black, red and pink?

The learner will be able to:

- name feelings they have had, both good and not so good
 - explain what makes them feel good and what makes them feel not so good
- identify where in their bodies they have these feelings
- demonstrate how our faces and bodies show these feelings to others
- identify some ways to feel better if feeling not so good

Key Vocabulary: Sad, Happy, Angry, Scared, Worried, Excited, Surprised, feelings, emotions

Key concepts: Name feelings and emotions and identify them, develop strategies to deal with their emotions, identify body clues in themselves and others.

Week 2 aim: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
Ruby's Worry



Key questions:

- How does it feel in our bodies when we feel... happy, sad, nervous, excited etc?
- What do people look like when they feel... happy, sad, nervous, excited etc?
- What can we do when we have feelings that are not so good?
-

Questions for discussion

- Can you think of things that worry you? How are they making you feel? Is there anything that could be done to help you worry less about them?
- Why do our worries sometimes grow? What can we do to acknowledge this and stop them growing?

Text based questions

- Working with some friends, make a list of things that you sometimes worry about. Are there any things in common between your lists? How could you help each other?
- 'Ruby loved being Ruby.' What do you love about being you?
- What advice would you give Ruby if you saw her worrying?

The learner will be able to:

- name feelings they have had, both good and not so good
 - explain what makes them feel good and what makes them feel not so good
- identify where in their bodies they have these feelings
- demonstrate how our faces and bodies show these feelings to others
- identify some ways to feel better if feeling not so good

Key Vocabulary: Sad, Happy, Angry, Scared, Worried, Excited, Surprised, feelings, emotions

Key concepts: Name feelings and emotions and identify them, develop strategies to deal with their emotions, identify body clues in themselves and others.

Week 3 aim: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

British Value
Individual Liberty

Core Values:

Responsibility

Resilience

Kindness

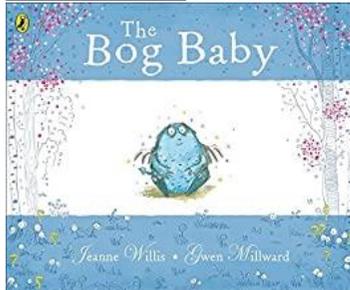
Collaboration

Strive to improve

Pride

Key Text:

The Bog Baby



Key questions:

- What strategies do you use help you manage your feelings?
- Are your strategies always successful? Why/Why not?
- What could you do to improve the strategies you use?

Questions for discussion:

- Do you think its important to let something go even if they make you happy but you don't make them feel happy? Why is that important?
-

Text based questions

- How did Chrissy and her friend feel when they found the Bog Baby?
- How do you think the Bog Baby felt being found? What body clues did he give?
- Why did Chrissy and her friend 'daren't' tell her mum about finding the Bog Baby? What do you think they thought mum might feel about that and why?
- How do you think the Bog Baby felt in their care? Do you think they were aware of how he was feeling and why?
- The Bog Baby was delgithed to be returned at the end of the story. Do you agree/disagree? Why?

The learner will be able to:

- name feelings they have had, both good and not so good
 - explain what makes them feel good and what makes them feel not so good
- identify where in their bodies they have these feelings
- demonstrate how our faces and bodies show these feelings to others
- identify some ways to feel better if feeling not so good

Key Vocabulary: Exercise, Healthy food, Physical activity, Sleep, Clean Medicine, Medication, Healthy teeth, Feelings, Relaxation, Nutrition, Lifestyle

Key concepts: physical activity, mental health), the benefits physical exercise and time outdoors on mental wellbeing and happiness, characteristics and mental and physical benefits of an active lifestyle

Week 4 aim: To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, mental health, rest, healthy eating and dental health

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key questions:

- What do we need to do to keep ourselves physically and mentally healthy?
- What do we do during our day that keeps us physically and mentally healthy?
- What do we think healthy people do and don't do?
- What things can we do when we feel good and physically and mentally healthy?

Questions for discussion

- What choices can we make during our day that can help us to feel good?
- What if someone chooses something else?
- How can this make them feel?

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis
- describe how to take care of their mental health
- Understand that we can make choices in life of how to look after our mental health

Key Vocabulary: Upset , tearful, anxious, frustrated, hurt, disappointed, joyful, proud, interested, excited, amazed, guilty, lonely, brave, empathy

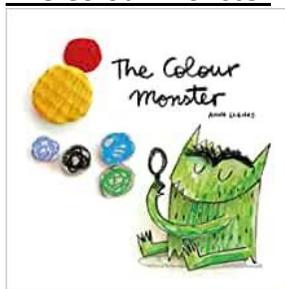
Key concepts: understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time.

Week 1 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text
The Colour Monster



Key questions:

- How many ways can we describe different feelings?
- How can we describe feeling not so good, feeling very good, feeling somewhere in-between?

Questions for discussion

- Do you think boys should handle their emotions differently to girls? Why/why not?
- Display the words 'furious' and 'cross' on the board. Do you think these words differ despite having the same meaning? Why/why not?

Text based questions

- At the start of the story, the Colour Monster is feeling confused. When have you felt confused? What did you do in this situation? What can we do when we feel confused in the future?
- How might someone feel if they are experiencing this emotion? Where might they feel it in their body?
- Are there differences in the way we teach boys and girls to deal with their emotions?
- What experiences make you feel blue, green, yellow, black, red and pink?

The learner will be able to:

- describe a range of different feelings (good and not so good)
- use a scale of intensity and safety to help describe different feelings - reference to the bottom of the page
- describe how different feelings are experienced in their bodies
- recognise that people can also have lots of different feelings all at once (such as at times of change)
- recognise the importance of sharing their feelings • identify some positive ways of doing this

Key Vocabulary: Upset , tearful, anxious, frustrated, hurt, disappointed, joyful, proud, interested, excited, amazed, guilty, lonely, brave, empathy

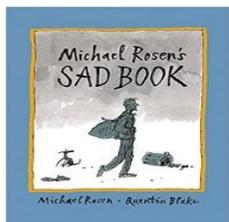
Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time.

Week 2 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
Sad book



Key questions:

- How do different feelings feel in our bodies?
- Can we feel different emotions all at once?

Questions for discussion

- Can you experience more than one feeling at a time? Can you give an example of this?
- How can you help others overcome feelings of sadness?

Text based questions

- How many different emotions can you think of?
- The first illustration shows a person who is sad but pretending to be happy. How can you tell if someone is really feeling sad?
- How can we try to make others happy if they are feeling sad?
- What things make you feel sad? What things make you happy? What things do you do when you are sad / happy?
- The author remembers lots of happy times in the story. Can you tell a friend about some of your own happy memories?

The learner will be able to:

- describe a range of different feelings (good and not so good)
- use a scale of intensity and safety to help describe different feelings - reference to the bottom of the page
- describe how different feelings are experienced in their bodies
- recognise that people can also have lots of different feelings all at once (such as at times of change)
- recognise the importance of sharing their feelings • identify some positive ways of doing this

Key Vocabulary: Upset , tearful, anxious, frustrated, hurt, disappointed, joyful, proud, interested, excited, amazed, guilty, lonely, brave, empathy

Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time.

Week 3 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
Ruby's Worry



Key questions:

- How can we acknowledge our feelings?
- What can we do to feel better when we have not so good feelings?

Questions for discussion

- Have you every had a worry and not even know what it is you're worrying about? Would you like to share this?
- What did you do about it?

Text based questions

- Why did the author/illustrator include an actual representation of a worry?
- Why do you think Worry starts with a capital letter?
- What hasn't Ruby's Worry gone away forever?
- What strategies did Ruby learn to cope with her Worry?
- What lessons have you learned from Ruby's Finds a Worry?
- How did the illustrations help you understand Ruby as a character?
- How do you feel when you share a worry with someone?
- What can you do if a friend has a worry?
- What do you think your worry would look like?
- What would have happened to the boy if Ruby hadn't sat down to talk to him?

The learner will be able to:

- describe a range of different feelings (good and not so good)
- use a scale of intensity and safety to help describe different feelings - reference to the bottom of the page
- describe how different feelings are experienced in their bodies
- recognise that people can also have lots of different feelings all at once (such as at times of change)
- recognise the importance of sharing their feelings • identify some positive ways of doing this

Key Vocabulary: Sleep/Exercise/Physical activity/Food labelling, Healthy/unhealthy choices, Nutrition, , Healthy teeth, Clean, Feelings, Relaxation, Lifestyle, Inner strength, Assertiveness

Key concepts: Understand the importance of mental health, judging their own feelings, learn simple self care techniques.

Week 4 aim: To understand what positively and negatively affects their physical, mental and emotional health and to understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)

British Value
Individual Liberty

Core Values:

Responsibility

Resilience

Kindness

Collaboration

Strive to improve

Pride

Key questions:

- What do people do to help keep themselves mentally and physically healthy?
- What sorts of choices might people make each day?
- What sorts of choices are more / less healthy?
- How do people decide what to do?
- Who tells them? Who helps them?
- What do people need to know to help them to make a healthy choice?

Questions for discussion

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis
- describe how to take care of their physical and mental health
- Understand that we can make choices in life of how to look after our physical and mental health and describe choices that have positive consequences on health and those which may have more negative effect
- Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's physical and mental wellbeing or ability to control their emotions

Year 4

Key Vocabulary: Upset Tearful Anxious Frustrated Hurt Disappointed Joyful Proud Interested Excited Amazed Guilty Lonely Calm Depressed Confident Brave Jealous Embarrassed Respected

Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time

Week 1 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:

Responsibility

Resilience

Kindness

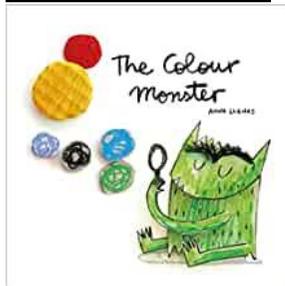
Collaboration

Strive to improve

Pride

Key Text

The Colour Monster



Key questions:

- How can we describe different feelings?
- How does it feel when someone is overwhelmed with feelings?
- What can make people feel like that?

Questions for discussion

- Do you think boys should handle their emotions differently to girls? Why?
- Can people feel lots of different emotions all at once?
- Do you think it's important to noticing that you're feeling different? Why?
- Can some positive ways of sharing feelings, recognising that this can help manage them

Text based questions

- At the start of the story, the Colour Monster is feeling confused. When have you felt confused? What did you do in this situation? What can we do when we feel confused in the future?
- Are there differences in the way we teach boys and girls to deal with their emotions?
- What experiences make you feel blue, green, yellow, black, red and pink?

The learner will be able to:

- describe a range of different feelings (good and not so good)
- describe feelings according to their intensity
- identify when feelings (good or not so good) might be overwhelming and describe how this can feel
- explain that people can also feel lots of different emotions all at once (such as at times of change)
- explain the importance of noticing different feelings
- describe some positive ways of sharing feelings, recognising that this can help manage them

Key Vocabulary: Upset Tearful Anxious Frustrated Hurt Disappointed Joyful Proud Interested Excited Amazed Guilty Lonely Calm Depressed Confident Brave Jealous Embarrassed Respected

Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time

Week 2 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key questions:

- Tell me a time when you've felt sad?
- What are your body clues when feeling sad?
- What are good ways of coping with these feelings?
- What can we do to help ourselves when we experience strong emotions?

Questions for discussion

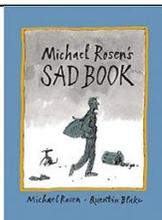
- Can you experience more than one feeling at a time? Can you give an example of this?
- How can you help others overcome feelings of sadness?

Text based questions

- How many different emotions can you think of?
- The first illustration shows a person who is sad but pretending to be happy. How can you tell if someone is really feeling sad? (link to body clues)
- How can we try to make others happy if they are feeling sad?
- What things make you feel sad? What things make you happy? What things do you do when you are sad / happy?
- The author remembers lots of happy times in the story. Can you tell a friend about some of your own happy memories?

The learner will be able to:

- describe a range of different feelings (good and not so good)
- describe feelings according to their intensity
- identify when feelings (good or not so good) might be overwhelming and describe how this can feel
- explain that people can also feel lots of different emotions all at once (such as at times of change)
- explain the importance of noticing different feelings
- describe some positive ways of sharing feelings, recognising that this can help manage them



Key Vocabulary: Upset Tearful Anxious Frustrated Hurt Disappointed Joyful Proud Interested Excited Amazed Guilty Lonely Calm Depressed Confident Brave Jealous Embarrassed Respected

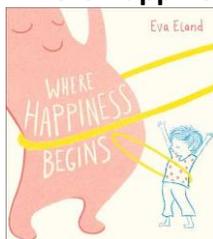
Key concepts: understand that a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time

Week 3 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
Where Happiness Begins



Key questions:

- Is it possible to be happy all of the time?
- Do you need to experience sadness too to be happy?
- Are some sorts of happiness better than others?
- Is it always better to be happy than to be sad? Why?
- What strategies do you use to be happy?

Questions for discussion

- How do you think your happiness differs from others?
- How do you know when you are sharing the same happiness with others?
- Does happiness come easily or do you need to make an effort to find happiness?

Text based questions

- Why does the author suggest that happiness 'often has disguises and goes by different names?
- Do you feel that your happiness is often hiding and why?
- Why is it important to protect your happiness? How do you think you could do this?
- What comes between you and your happiness?

The learner will be able to:

- describe a range of different feelings (good and not so good)
- describe feelings according to their intensity
- identify when feelings (good or not so good) might be overwhelming and describe how this can feel
- explain that people can also feel lots of different emotions all at once (such as at times of change)
- explain the importance of noticing different feelings
- describe some positive ways of sharing feelings, recognising that this can help manage them

Key Vocabulary: Sleep/Exercise/Physical activity/Food labelling, Healthy/unhealthy choices, Nutrition, , Healthy teeth, Clean, Feelings, Relaxation, Lifestyle, Inner strength, Assertiveness

Key concepts: Understand the importance of mental health, judging their own feelings, learn simple self care techniques and seeking the right support when unwell.

Week 4 aim: To understand what positively and negatively affects their physical, mental and emotional health and to understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key questions:

- What do people do to help keep themselves mentally healthy?
- What sorts of choices might people make each day?
- What sorts of choices are more / less healthy?

Questions for discussion

- How do people decide what to do? Who tells them? Who helps them?
- What do people need to know to help them to make a healthy choice?

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis
- describe how to take care of their mental health
- Understand that we can make choices in life of how to look after our mental health and describe choices that have positive consequences on health and those which may have more negative effect
- Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions

Year 5

Key Vocabulary: Furious, Frustrated, Jealous, Embarrassed, Ashamed, Humiliated, Rejected, Anxious, Overwhelmed, Confused, Eager, Astonished, Respected, Accepted, Energetic, Inquisitive, Powerless, Hesitant, Disapproving, Irritated, Isolated

Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time

Week 1 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

British Value
Individual Liberty

Core Values:

Responsibility

Resilience

Kindness

Collaboration

Strive to improve

Pride

Key Questions:

- How might a person's feelings change throughout the day?
- What might influence how they feel?
- When might someone's feelings feel 'mixed up' or conflicted?
- How can someone manage when they have mixed up feelings?

Questions for discussion

- Is it important that we think about and talk about our emotions? Why/why not?

Text based questions

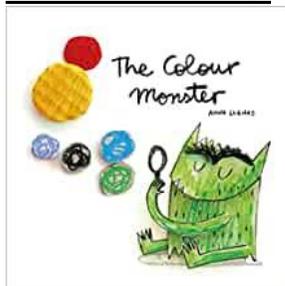
- In many cultures girls and boys are expected to express their emotions in very different and sometimes unhealthy ways. Why do you think the author chose to make the Colour Monster's friend a girl instead of a boy?
- In your culture is it acceptable to show fear, love, anger, sadness?
- How are these expectations different for boys versus girls?
- Are there emotions that we don't have words for? [E.g. The combination of pride and sadness parents feel when their children grow up and move out.]
- Does this mean we are all like the Colour Monster in some ways?
- What might be the consequences of not being able to define these emotions?
- Why is it valuable to be able to describe things with words?

The learner will be able to:

- demonstrate a rich vocabulary for expressing a range and the intensity of feelings
 - recognise that feelings change over time recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something)
- identify when listening to our feelings can help make decisions or to manage a challenge
 - identify a range of appropriate ways that people can express conflicting feelings and why this is important
 - identify where they and others can ask for help and support with their feelings

Key Text

The Colour Monster



Key Vocabulary: Furious, Frustrated, Jealous, Embarrassed, Ashamed, Humiliated, Rejected, Anxious, Overwhelmed, Confused, Eager, Astonished, Respected, Accepted, Energetic, Inquisitive, Powerless, Hesitant, Disapproving, Irritated, Isolated

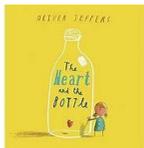
Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time

Week 2 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
The Heart and the Bottle



Key questions:

- Is it easy to control how you feel? Why/why not?
- What makes you sad?
- If you're feeling down, how can you make yourself feel better?
- Is sadness a bad thing? Are there good types of sadness or bad types of sadness?

Questions for discussion

- Can feeling a certain way make things a problem? Why/why not?
- Can other people's feelings influence the way you feel? How?

Text based questions

- What does it mean to "bottle up your emotions"? To be numb to them? Is that a healthy or unhealthy form of grief?
- A lot of times, people say that they "wish their heart was made of stone." Has anyone heard of the saying? What does it mean?
- Make a list of words / phrases that describe how the girl feels at the start of the story, when she finds the empty chair, and at the end of the story.
- Why do you think the chair is empty? What might have happened?
- Why do you think the girl put her heart in the bottle?

The learner will be able to:

- demonstrate a rich vocabulary for expressing a range and the intensity of feelings
 - recognise that feelings change over time recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something)
- identify when listening to our feelings can help make decisions or to manage a challenge
 - identify a range of appropriate ways that people can express conflicting feelings and why this is important
 - identify where they and others can ask for help and support with their feelings

Key Vocabulary: Furious, Frustrated, Jealous, Embarrassed, Ashamed, Humiliated, Rejected, Anxious, Overwhelmed, Confused, Eager, Astonished, Respected, Accepted, Energetic, Inquisitive, Powerless, Hesitant, Disapproving, Irritated, Isolated

Key concepts: Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time

Week 2 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text:
The Colour Thief by
Andrew Fiesk



Key questions:

- Is it easy to read other people's emotions? What body clues do you look for?
- Is it easy to hide your emotions? Why/why not?
- Should you hide your emotions? Why/why not?

Questions for discussion

- What emotions/feelings might we be feeling in this situation?
- Is it possible to be feeling one emotion at a time? Why/why not?
- Might we have slightly conflicting emotions e.g. happiness and nervousness?

Text based questions

- What do you think the author meant when he said that 'everyday my dad's life was 'full of colour'? How could that sentence be represented as an emotion?
- How did the boy's dad see life when he became sad? If you were sad, how would you see life?
- How does other people's sadness make you feel? Do you ever act on it to make that person feel better? What do you do?
- What helped make his dad see colour again?

The learner will be able to:

- demonstrate a rich vocabulary for expressing a range and the intensity of feelings
 - recognise that feelings change over time recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something)
- identify when listening to our feelings can help make decisions or to manage a challenge
 - identify a range of appropriate ways that people can express conflicting feelings and why this is important
 - identify where they and others can ask for help and support with their feelings

Key Vocabulary: Sleep, Sun exposure, Medicine, Hygiene, Body image, Relationships with food, Personal responsibility, Managing stress

Key concepts: Understand the importance of mental health, judging their own feelings, learn simple self care techniques and seeking the right support when unwell.

Week 4 aim: To understand what positively and negatively affects their physical, mental and emotional health and to understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Questions:

- What do people do to help keep themselves physically mentally healthy?
- What sorts of choices might people make each day?
- What sorts of choices are more / less healthy?

Questions for discussion

- How do people decide what to do? Who tells them? Who helps them?
- What do people need to know to help them to make a healthy choice?

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis
- describe how to take care of their physical and mental health
- Understand that we can make choices in life of how to look after our physical and mental health and describe choices that have positive consequences on health and those which may have more negative effect
- Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions

Year 6

Key Vocabulary: Furious, Frustrated, Jealous, Embarrassed , Ashamed, Humiliated, Rejected, Anxious, Overwhelmed, Perplexed, Eager, Astonished, Respected, Accepted, Energetic, Inquisitive, Powerless, Hesitant, Disapproving, Irritated, In awe, Worthless, Devastated, Revolted, Vulnerable, Isolated, Peaceful

Key concepts Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time. Knowing how to seek support (including recognising the triggers for seeking support) if they are worried about their own or someone else's mental wellbeing or ability to control their emotion.

Week 1 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key questions:

- How can we describe the emotions and how they change?
- What can help us manage feelings?
- What can someone do when they experience strong, challenging or conflicting emotions?
- When should someone seek help about how they are feeling?

Questions for discussion

- Do all positive people never feel negative emotions? Why/why not?

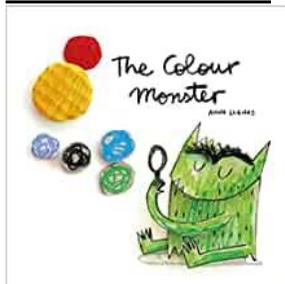
Text based questions

- In many cultures girls and boys are expected to express their emotions in very different and sometimes unhealthy ways. Why do you think the author chose to make the Colour Monster's friend a girl instead of a boy?
- In your culture is it acceptable to show fear, love, anger, sadness?
- How are these expectations different for boys versus girls?
- Are there emotions that we don't have words for? [E.g. The combination of pride and sadness parents feel when their children grow up and move out.
- Does this mean we are all like the Colour Monster in some ways?
- What might be the consequences of not being able to define these emotions? Why is it valuable to be able to describe things with words?
- Why is it important that we think about and talk about our emotions?

The learner will be able to:

- use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time
- describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)
- explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome
- describe positive strategies for managing feelings
- identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available
- identify where they and others can ask for help and support with their feelings

Key Text
The Colour Monster



Key Vocabulary: Furious, Frustrated, Jealous, Embarrassed , Ashamed, Humiliated, Rejected, Anxious, Overwhelmed, Perplexed, Eager, Astonished, Respected, Accepted, Energetic, Inquisitive, Powerless, Hesitant, Disapproving, Irritated, In awe, Worthless, Devastated, Revolted, Vulnerable, Isolated, Peaceful

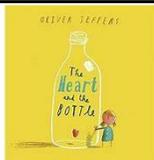
Key concepts Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time. Knowing how to seek support (including recognising the triggers for seeking support) if they are worried about their own or someone else's mental wellbeing or ability to control their emotion.

Week 2 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Text
The Heart and the Bottle



Key questions:

- Have you ever lost something or someone that you love? How did it make you feel? What did you do when dealing with this emotion?

Questions for discussion

- Sometimes 'bottling up' our emotions is a good thing. Agree/disagree?
- Do you think it is better to live with a heart in a bottle or a heart free to love?

Text based questions

- The girl's head is filled with 'all the curiosities of the world'. What does it mean to be curious? What things are you curious about? How could you find out more about them?
- Make a list of words / phrases that describe how the girl feels at the start of the story, when she finds the empty chair, and at the end of the story.
- Why do you think the chair is empty? What might have happened?
- Why do you think the girl put her heart in the bottle?
- What motivates the girl to try to remove her heart from the bottle?
- What does this story tell us about how people sometimes react to different events in their lives?

The learner will be able to:

- use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time
- describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)
- explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome
- describe positive strategies for managing feelings
- identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available
- identify where they and others can ask for help and support with their feelings

Key Vocabulary: Key Vocabulary: Furious, Frustrated, Jealous, Embarrassed , Ashamed, Humiliated, Rejected, Anxious, Overwhelmed, Perplexed, Eager, Astonished, Respected, Accepted, Energetic, Inquisitive, Powerless, Hesitant, Disapproving, Irritated, In awe, Worthless, Devastated, Revolted, Vulnerable, Isolated, Peaceful

Key concepts Understand a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations, recognising and talking about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings and understanding that people can experience conflicting feelings at the same time. Knowing how to seek support (including recognising the triggers for seeking support) if they are worried about their own or someone else's mental wellbeing or ability to control their emotion.

Week 3 aim: For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

British Value
Individual Liberty

Core Values:
 Responsibility
 Resilience
 Kindness
 Collaboration
 Strive to improve
 Pride

Key Text:
The Colour Thief by Andrew Fiesk



Key questions:

- Is it easy to read other people's emotions? What body clues do you look for?
- Is it easy to hide your emotions? Why/why not?
- Should you hide your emotions? Why/why not?

Questions for discussion

- What emotions/feelings might we be feeling in this situation?
- Is it possible to be feeling one emotion at a time? Why/why not?
- Might we have slightly conflicting emotions e.g. happiness and nervousness?

Text based questions

- What do you think the author meant when he said that 'everyday my dad's life was 'full of colour'? How could that sentence be represented as an emotion?
- How did the boy's dad see life when he became sad? If you were sad, how would you see life?
- How does other people's sadness make you feel? Do you ever act on it to make that person feel better? What do you do?
- What helped make his dad see colour again?

The learner will be able to:

- use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time
- describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)
- explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome
- describe positive strategies for managing feelings
- identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available
- identify where they and others can ask for help and support with their feelings

Key Vocabulary: Sleep, Medicine, Hygiene, Body image, Relationships with food, Personal responsibility, Managing stress, mental and physical health

Key concepts: Understand mental wellbeing is a normal part of daily life, in the same way as physical health, understanding how to judge what they are feeling and how they are, knowing how to erase the stigma around mental health, knowing how to seek support, learn the mental and physical benefits of an active lifestyle, the risks associated with an inactive lifestyle (including obesity) and how to make informed choices

Week 4 aim: To understand what positively and negatively affects their physical, mental and emotional health and to understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)

British Value
Individual Liberty

Core Values:
Responsibility
Resilience
Kindness
Collaboration
Strive to improve
Pride

Key Questions:

- What do people do to help keep themselves physically and mentally healthy?
- What sorts of choices might people make each day?
- What sorts of choices are more / less healthy for you physically and mentally?
- How do people decide what to do? Who tells them? Who helps them?
- What do people need to know to help them to make a healthy choice?

Questions for discussion

The learner will be able to:

- identify some ways of taking care of themselves on a daily basis
- describe how to take care of their mental and physical health
- Understand that we can make choices in life of how to look after our mental health and describe choices that have positive consequences on health and those which may have more negative effect
- Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions

