

<p>Year 2 Summer 2 How do we recognise our feelings?</p> <p>Theme :Health and Wellbeing Feelings; mood; times of change; loss and bereavement; growing up</p>		
<p>PoS Core theme 1 Health and wellbeing</p>	<p>Core theme 2 Relationships</p>	<p>Core theme 3 Living in the wider world</p>
<p>Mental health H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Ourselves growing and changing H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group</p>		

Prior Learning:

EYFS

End points :-

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it
- Respect different people may have different feelings than their own
- Take responsibility for our feelings and actions

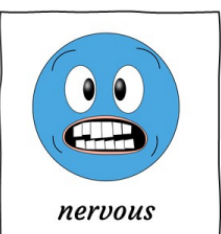
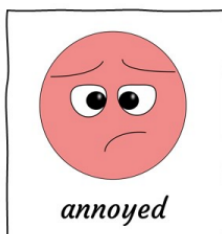
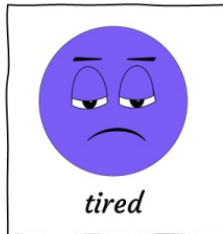
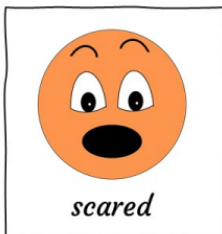
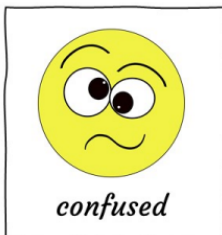
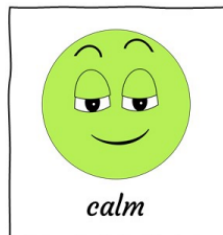
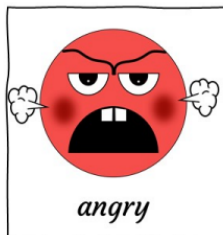
Key vocabulary

'Scale of emotions'

Hobbies

Interests triggers control

Responsibility



Relationship Education – graduated age appropriate programme link

Physical health and mental wellbeing : Primary

Mental well being
Normal range of emotions including happiness, sadness, anger, fear, surprise, nervousness, and scales of emotions that all humans experience in relation to different experiences and situations
Recognise and talk about their emotions –including having a varied vocabulary of words to use when talking about their own and other’s emotions
How to judge whether what they are feeling and how they are feeling is appropriate and proportionate
Benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental well being and happiness
Simple self care – importance of rest, time spent with friends and family, benefits of hobbies and interests
Isolation and loneliness can affect children and important for children to talk to adults about this and get support
Where and how to seek support (including recognising triggers for seeking support)– who to speak to in school if they are worried about their own or someone else’s mental well being, or ability to control their emotions (including issues arising on line)
Common for people to experience mental ill health – for many people who do, the problems can be resolved if right support is made available, especially if accessed early enough

Citizenship	Character Education –	British values	Careers Curriculum
	Penketh Powers	Rule of Law	
	Resilience	Tolerance and respect	
	Responsibility	Democracy	
	Respectfulness	Individual Liberty	
	Kindness:		
	Penketh School expectations		
	Listen,		
	Do as asked		
	Work well with others		
	Be the best you can be		

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Spiritual	Moral	Social	Cultural
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people's faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>

Y2 Summer 2 How do we recognise our feelings?

Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

<https://pshe-association.org.uk/hcms/mem/login?hsLang=en>

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access

<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>Po5 refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none">• how to recognise, name and describe a range of feelings• what helps them to feel good, or better if not feeling good• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and their behaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it	<p>PSHE Association – Mental health and wellbeing</p> <p>1 decision – Feelings and emotions (E)</p> <p>Winston's Wish – Loss and bereavement</p>
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