

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div><div></div><h3>What do I already know?</h3><p>Use progression documents to state prior learning that will feed into this unit.</p><div><div>I can notice and name feelings</div><div>I can notice distractions</div><div>I know how to pay attention to pleasant feelings</div><div>I know about helpful and unhelpful thoughts</div><div>I know about different ways to distract myself.</div><div>I can describe what feeling tense is like</div></div></div> | <div><div></div><h3>Subject: PSHE &amp; RSHE</h3><div><div>Year group: 2</div><div>Unit: Foundations for Wellbeing</div></div></div> <div><div></div><h3>Enquiry Question focus:</h3><p>Or focus discipline / concept</p><div><div>Do we all react to feelings in the same way?</div><div>How do thoughts/feelings make us react?</div></div></div> | <div><div></div><h3>What will I be learning?</h3><p>Use progression document to state the component knowledge steps. Refer to type of knowledge e.g. declarative</p><div><div>To learn about thoughts and feelings and how noticing them can be helpful.</div><div>To learn about different kinds of distractions.</div><div>To learn about different ways of changing thoughts and feelings.</div><div>To learn how to manage unhelpful thoughts.</div><div>To learn about ways of managing reactions and responses.</div><div></div></div></div> | <div><div></div><h3>What is my end goal?</h3><div><div><b>Mental wellbeing</b><ul style="list-style-type: none"><li>that there is 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.</li><li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to</li></ul></div><div><b>Respectful relationships, including friendships</b><ul style="list-style-type: none"><li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul></div></div><div><div></div><h3>AfL Questions</h3><div><div>How can I distract myself from my feelings and who can I speak to?</div><div>How can I react to pleasant and unpleasant feelings?</div></div></div></div> | <div><div></div><h3>What will I be learning next?</h3><div><div>To learn about noticing thoughts, feelings and emotions, and how emotions vary in strength.</div><div>To learn about different kinds of distraction and some ways they can be managed.</div><div>To learn about helpful patterns of thoughts and emotions.</div><div>To learn how to recognise and manage worry.</div><div>To learn how feeling calm can help us to manage our responses.</div><div></div></div></div> |
| <div><div></div><h3>Star Words</h3><div><div>emotions</div><div>Body clues</div><div>Face clues</div><div>Safe adult</div><div>thoughts</div></div></div>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <div><div></div><h3>Key Vocabulary</h3><p>What tier 1 and 2 vocabulary will children use? They will already know and use these words.</p><div><div>distraction</div><div>Pleasant/unpleasant</div><div>Helpful/unhelpful</div><div>reaction</div><div>Noice</div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |