










## MINDMATE PROGRESSION IN SKILLS Y4 REQUIREMENTS



MindMate Lessons teaching resource is a Spiral SEMH curriculum from KS1 to KS4 to fit into the Personal, Social, Health and Economic (PSHE) curriculum

AUTUMN 1	SPRING 1	SUMMER 1
<p><b>FEELING GOOD &amp; BEING ME:</b>  <b>Feelings - intensity:</b> I can use a range a words to describe my feelings</p> <p><b>Learning outcomes: knowledge</b>  Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li> recognise and respond appropriately to a wider range of feelings in others</li> <li> extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> </ul> <p><b>Learning outcomes: skills</b></p> <ul style="list-style-type: none"> <li> Children can talk about an event that made them have strong feelings.</li> <li> Children can listen to someone else talking about a similar event.</li> </ul>	<p><b>LIFE CHANGES:</b>  <b>Positive and negative effects on emotional wellbeing and mental health:</b> I am learning to accept that I will feel a wide range of emotions depending on the situation</p> <p><b>Learning outcomes: knowledge</b></p> <ul style="list-style-type: none"> <li> I can name some things, including changes, that can affect people's emotional wellbeing</li> <li> I understand that feeling different emotions is a part of life</li> <li> I understand that everyone's state of mental health can change frequently and that any one state is not necessarily permanent</li> </ul> <p><b>Learning outcomes: skills</b></p> <ul style="list-style-type: none"> <li> I can use 'I' messages (<i>see Learning Experience 3</i>) especially if experiencing difficult emotions.</li> <li> I can listen to others 'I' messages.</li> </ul>	<p><b>BEING THE SAME AND BEING DIFFERENT:</b>  <b>Know actions affect themselves and others:</b> I know that discrimination can hurt people's feelings</p> <p><b>Learning outcomes: knowledge</b></p> <ul style="list-style-type: none"> <li> I understand what discrimination is.</li> <li> I know about stereotypes.</li> <li> I know the connection between discrimination and uncomfortable feelings.</li> </ul> <p><b>Learning outcomes: skills</b></p> <ul style="list-style-type: none"> <li> I recognise different forms of discrimination.</li> <li> I have some helpful strategies to use if someone is being discriminated against.</li> </ul>
AUTUMN 2	SPRING 2 (includes HEALTHY WEEK)	SUMMER 2
<p><b>FRIENDS AND FAMILY:</b>  <b>Skills to maintain and keep positive relationships:</b> I can describe a healthy relationship</p> <p><b>Learning outcomes: knowledge</b></p> <ul style="list-style-type: none"> <li> I can recognise what makes a positive, healthy relationship.</li> <li> I can develop the skills to form and maintain positive and healthy relationships.</li> </ul>	<p><b>STRONG EMOTIONS:</b>  <b>Resisting pressure:</b> I can stand up for myself without hurting others</p> <p><b>Learning outcomes: knowledge</b></p> <ul style="list-style-type: none"> <li> I know that people can experience conflicting emotions at different times, such as times of loss and change, stress and anxiety</li> <li> I can recognise when and how to ask for help</li> </ul>	<p><b>SOLVING PROBLEMS (AND MAKING IT BETTER):</b>  <b>Coping with difficult situations:</b> I can cope in difficult situations</p> <p><b>Learning outcomes: knowledge</b></p> <ul style="list-style-type: none"> <li> I recognise that, at times, I may experience conflicting emotions</li> <li> I know when I might need to listen to my emotions or overcome them</li> </ul>

<p><b>Learning outcomes: skills</b></p> <p> I can name a wide range of attributes that contribute to a healthy relationship.</p> <p> I can identify some of these attributes in myself.</p> <p> I can recognise that we don't all like the same things and show that this is ok.</p>	<p> I can use basic techniques for resisting pressure to do something dangerous or unhealthy, something that makes me uncomfortable, anxious or that I believe to be wrong</p> <p><b>Learning outcomes: skills</b></p> <p> I can complete the sentence 'I feel stressed/anxious when ...and my body feels...' When I feel stressed or anxious I can ask for help by ...</p>	<p><b>Learning outcomes: skills</b></p> <p> I can develop a coping strategy that will work for me</p> <p> I can explain the steps involved</p>
--	---	--