

Final Outcome: To create a personalised leaflet highlighting key strategies or affirmations each child can use when things go wrong or they make mistakes.

Component 6: Making amends

What we will know after this sequence:

- How it feels to make a mistake and describe ways to make amends.
- Why and how they might make mistakes within their work and how they can cope with the negative feelings that may occur.

Vocabulary:

Amends, mistakes, friends, responsibility, negativity, overcome, hurdle, barrier, challenge,

How will this feed into my next learning: Children will use all that they have learnt to create a detailed fact file.

SEN: Zones of regulation, emotions cards, social stories. Awareness of their own feelings can be challenging so pupils may be given specific scenarios or pictorial representations to talk about and discuss instead.



Component 4: How to be confident in the choices we make

What we will know after this sequence:

- Understand the 'fight or flight' response to stress.
- Understand why we sometimes feel shy or nervous and find ways to deal with these feelings.
- How to think about ways to make sensible choices.

Vocabulary:

Stress response, fight or flight, feelings, emotions, nervous, shy

How will this feed into my next learning:

Pupils will learn how to make sensible choices in order to do the right thing.

SEN: Zones of regulation, emotions cards, social stories.

Awareness of their own feelings can be challenging so pupils may be given specific scenarios or pictorial representations to talk about and discuss instead.



Component 5: Doing the right thing

What we will know after this sequence:

- That everybody is different and responds to different stressors in different ways.
- What is 'right' for one person, may not be right for others.
- They will begin to realise that there are things that society deems as right or wrong and we must adhere to these rules/laws.
- Peer pressure and how to say no to activities that they do not feel comfortable with in order to do the right thing.

Vocabulary:

Choices, feelings, nervous, confident, responsibility

How will this feed into my next learning:

Children will be able to reflect on when their opinions may differ from others' and be able to make amends with friends

SEN: Zones of regulation, emotions cards, social stories. Awareness of their own feelings can be challenging so pupils may be given specific scenarios or pictorial representations to talk about and discuss instead.



Component 3: Uncomfortable Feelings

What we will know after this sequence:

- The understanding of good and bad feelings and extend vocabulary to explain the range and intensity of their feelings.
- They will look at change, including transitions, such as loss, separation, divorce and bereavement.

Vocabulary:

Bereavement, intense, intensity, divorce, emotions

How will this feed into my next learning:

Pupils will use this to think about how these feelings may cause us to do the wrong thing

SEN: Zones of regulation, emotions cards, social stories.

Awareness of their own feelings can be challenging so pupils may be given specific scenarios or pictorial representations to talk about and discuss instead.



Component 2: Letting Out Emotions

What we will know after this sequence:

- What constitutes a positive, happy, healthy relationship.
- How to develop skills in order to maintain these positive relationships.
- How they can articulate how they are feeling and begin to find ways to overcome them.

Vocabulary:

Relationship, positive, healthy, emotions

How will this feed into my next learning:

Pupils will look more closely at understanding uncomfortable feelings

SEN: Zones of regulation, emotions cards, social stories. Awareness of their own feelings can be challenging so pupils may be given specific scenarios or pictorial representations to talk about and discuss instead.



Component 1: Being Unique

What we will know after this sequence:

- How to reflect and celebrate their achievements, identifying strengths and areas for improvement.
- How to set high aspirations and goals for themselves.
- How to explain that they may experience conflicting emotions, understanding when it is suitable to listen to those emotions, or overcome them.

Vocabulary: emotions, feelings, conflicting, achievements, aspirations

How will this feed into my next learning:

Pupils will use their understanding of good and negative feelings in order to find ways to overcome them.

SEN: Zones of regulation, emotions cards, social stories. Awareness of their own feelings can be challenging so pupils may be given specific scenarios or pictorial representations to talk about and discuss instead.

