

Curriculum Skills and Progression Mental Health



Nebula
where stars are born



The Nebula Federation

Hainford Primary School

Skills Map – Mental Health			
EYFS	KS1	KS2	Upper KS2
<ul style="list-style-type: none"> • Can they demonstrate a commitment to their own personal growth? (e.g. use positive, ‘can do’ language) • Can they effectively identify and label a range of emotions? • Can they talk about how they and others show feelings? • Can they talk about their own and others’ behaviour and consequences? • Can they talk about the impact that external factors have on their emotions? • Are they able to negotiate and solve problems without aggression? (e.g. talk to an adult, finding a compromise) 	<ul style="list-style-type: none"> • Can they recognise and celebrate their own strengths? • Can they set simple but challenging goals? • Can they use vocabulary to describe good and not so good feelings? • Can they use simple strategies to manage feelings? • Can they discuss change and loss and the associated feelings? (e.g. moving home, losing toys, pets or friends) • Are they aware of rules for and ways of keeping physically and emotionally safe? (including online safety) • Can they explain why teasing and bullying is wrong and how to get help? • Can they recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say? 	<ul style="list-style-type: none"> • Can they aware of what positively and negatively affects their physical and their emotional health? (how they are feeling) • Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • Can they set high aspirations and goals? • Can they deepen their understanding of good and not so good feelings using appropriate vocabulary? • Can they discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement? • Can they recognise when and how to ask for help? • Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong? • Are they aware of how their 	<ul style="list-style-type: none"> • Can they aware of what positively and negatively affects their physical, mental and emotional health? (including the media) • Can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves? • Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • Can they set high aspirations and goals? • Can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others? • Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them?

	<ul style="list-style-type: none">• Can they explain the difference between secrets and surprises?	<p>actions affect themselves and others?</p> <ul style="list-style-type: none">• Are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a confidence' or 'share a secret'?	<ul style="list-style-type: none">• Are they aware of the people who are responsible for helping them stay healthy and safe and ways that they can help these people? Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong?• Can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying?
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