

Year 2 Term 4

## How do you know something is good?

PSHE



How to recognise when they might need help with feelings and how to ask for help when they need it.

### Long-term Memory Knowledge:

Name and describe a range of feelings and know what makes them feel good.

Know that different feelings can arise from situations such as change, e.g. between year groups/classes and bereavement.

Know that our feelings affect our body and our behaviour and suggest some examples.

Talk about ways to manage big feelings to try to prevent them becoming unmanageable.

Recognise and know how to ask for help.

### Key Vocabulary:

<b>emotions</b>	Feelings we have inside of us.
<b>change</b>	When something becomes different.
<b>loss</b>	When something or someone important is gone.
<b>trusted adult</b>	A grown-up who keeps you safe and helps you.
<b>take a break</b>	Step away to help yourself feel better.
<b>Zones of Regulation</b>	A picture tool to show different emotions.

### Progression in Resources:

Circle time discussions, Zones of Regulation.

### National Curriculum Links:

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

### Essential Prior Learning:

Children can express their feelings and consider the feelings of others. They show resilience when faced with challenges and change their feelings socially.

### Progression in Skill:

How to recognise, name and describe a range of feelings what helps them feel 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.

### Relevance:

<b>Now</b>	Children gain an understanding of their own feelings and behaviours and recognise how their choices affect themselves and others. They begin to identify safe and unsafe situations and understand simple strategies to keep themselves healthy, safe and emotionally regulated.
<b>Future</b>	Children can apply what they have learned to manage friendships, resolve simple conflicts and make more informed, responsible decisions. They develop increasing awareness of their personal rights, boundaries and responsibilities within school and the wider community.
<b>Aspiration</b>	Children are able to make independent, confident choices that support their physical and emotional wellbeing. They understand how to seek help, how to behave safely in different contexts, and how to build positive relationships that support success in later life.