

# Farsley Westroyd: MindMate Progression Map



Feeling good & being me					
Year 1 Recognise feelings	Year 2 Celebrate strengths	Year 3 Goals & aspirations	Year 4 Feelings - Intensity	Year 5 Self-Belief	Year 6 Self-integrity
<p><b>I can talk about how I am feeling</b></p> <p>Pupils should have the opportunity to... think about themselves &amp; the different feelings they have develop a vocabulary to describe their feelings to others &amp; simple strategies for managing feelings</p>	<p><b>I'm good at... &amp; I am going to try &amp; be better at...</b></p> <p>Pupils should have the opportunity to... learn from their experiences recognise &amp; celebrate their strengths set simple but challenging goals</p>	<p><b>I'm good at... &amp; I am going to try &amp; be better at... by setting myself a simple target</b></p> <p>Pupils should have the opportunity to reflect on &amp; celebrate their achievements &amp; identify their strengths identify areas for improvement &amp; set high aspirations &amp; goals</p>	<p><b>I can use a range of words to describe my feelings</b></p> <p>Pupils should have the opportunity to extend their vocabulary to enable them to explain both the range &amp; intensity of their feelings to others recognise &amp; respond appropriately to a wider range of feelings in others</p>	<p><b>I can do...</b></p> <p>Pupils should have the opportunity to develop self-awareness, doing the right thing understanding that their actions affect themselves &amp; others</p>	<p><b>I can stay true to myself despite external pressures</b></p> <p>Pupils should have the opportunity to know what positively &amp; negatively affects their physical, mental &amp; emotional health, including the media</p>
Friends & Family					
Year 1 Recognise how others show feelings & know how to respond	Year 2 Impact of behaviour on others	Year 3 Unkind behaviours	Year 4 Skills to maintain & keep positive relationships	Year 5 Unhealthy friendships & relationships	Year 6 Celebrating friendship
<p><b>I know when my friends are feeling happy.</b></p> <p>Pupils should have the opportunity to... identify &amp; talk about times when people feel happy learn to communicate their feelings to others recognise how others show feelings &amp; know how to respond</p>	<p><b>I know that what I say &amp; do can affect my friends</b></p> <p>Pupils should have the opportunity to... recognise how their behaviour affects other people understand the importance of being co-operative with others</p>	<p><b>I understand that when I am unkind it impacts on others</b></p> <p>Pupils should have the opportunity to recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong recognise when people are being unkind either to them or others, learn what to do when someone is unfair or unkind</p>	<p><b>I can describe a healthy relationship</b></p> <p>Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship develop the skills to form &amp; maintain positive &amp; healthy relationships</p>	<p><b>I can describe an unhealthy relationship</b></p> <p>Pupils should have the opportunity to recognise ways in which a relationship can be unhealthy &amp; who to talk to if they need support know what positively &amp; negatively affects their physical, mental &amp; emotional health</p>	<p><b>I can talk about how I will maintain positive relationships</b></p> <p>Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship &amp; develop the skills to form &amp; maintain positive &amp; healthy relationships</p>

# Farsley Westroyd: MindMate Progression Map



Life Changes					
Year 1 New school/class Making new friends	Year 2 Loss; Losing loved object/pet/person	Year 3 Life in KS2 New faces/new routines	Year 4 Positive & negative effects on emotional wellbeing & mental health	Year 5 Aspirations to manage change positively	Year 6 Moving on
<p><b>I understand that talking about my feelings can help</b></p> <p>Pupils should have the opportunity to... learn how to communicate their feelings about new experiences to others recognise how others show feelings &amp; know how to respond</p>	<p><b>I can talk about feeling sad when I have lost something</b></p> <p>Pupils should have the opportunity to... learn about change &amp; loss &amp; the associated feelings (including moving home, losing toys, pets or friends) understand how it feels to lose something special describe times when people might feel loss</p>	<p><b>I am learning to handle change</b></p> <p>Pupils should have the opportunity to understand the importance of being co-operative with others understand that change happens &amp; can be challenging understand that adapting to change is key to developing emotional wellbeing</p>	<p><b>I am learning to accept that I will feel a wide range of emotions dependings on the situation</b></p> <p>Pupils should have the opportunity to name some factors, including changes, that can affect people's emotional wellbeing &amp; that feeling different emotions is a part of life understand that everyone's mental health &amp; change can change over time</p>	<p><b>I am seeing changes in a more positive light</b></p> <p>Pupils should have the opportunity to learn that different people respond differently to different changes learn that some people find change easier than others find out that there are things they can do that help them cope with or accept change</p>	<p><b>I can talk about changes I am looking forward to</b></p> <p>Pupils should have the opportunity to learn that major life changes can be fun &amp; exciting, at the same time as being daunting for some talk about moving on to secondary school recognise &amp; respond appropriately to a wider range of feelings in others</p>
Strong Emotions					
Year 1 Recognise what is fair/unfair right/wrong	Year 2 Comfortable & Uncomfortable feelings	Year 3 Introducing strong emotions, including anger	Year 4 Resisting pressure	Year 5 Strong emotions & mental health	Year 6 Happiness
<p><b>I know when someone is being unkind, including myself</b></p> <p>Pupils should have the opportunity to... recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong, learn what to do when someone is unfair or unkind</p>	<p><b>I can talk about what makes me feel</b></p> <p>Pupils should have the opportunity to... describe how it feels to be sad/unhappy express &amp; share feelings of unhappiness</p>	<p><b>I know it's ok to feel strong emotions sometimes</b></p> <p>Pupils should have the opportunity to recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions</p>	<p><b>I can stand up for myself without hurting others</b></p> <p>Pupils should have the opportunity to know that people can experience conflicting emotions at different times, such as times of loss &amp; change, stress, anxiety &amp; recognise when &amp; how to ask for help use basic techniques for resisting pressure to do something dangerous, unhealthy and so on</p>	<p><b>I know what mental health is</b></p> <p>Pupils should have the opportunity to define what is meant by 'mental health' &amp; can identify what mental health looks like recognise the link between strong emotions &amp; poor mental health &amp; develop protective strategies recognise that anyone can be affected by poor mental health identify the appropriate language to use to describe mental health know what people can do to support their mental health &amp; where people can get help</p>	<p><b>I have a good understanding of emotional wellbeing</b></p> <p>Pupils should have the opportunity to deepen their understanding of comfortable feelings &amp; extend their vocabulary to enable them to explain both the range &amp; intensity of their feelings to others recognise &amp; respond appropriately to a wider range of feelings in others know when they might need to listen to their emotions in order to move on</p>

# Farsley Westroyd: MindMate Progression Map



Being the same, being different					
Year 1 Celebrating differences	Year 2 Beginnings to understand empathy	Year 3 Differing opinions	Year 4 Know actions affect themselves & others	Year 5 Stigma	Year 6 Body image/social media
<p><b>I know the people in my class are all different</b></p> <p>Pupils should have the opportunity to... recognise that everyone is different begin to learn about empathy</p>	<p><b>I understand my friend might have different feelings to me</b></p> <p>Pupils should have the opportunity to start to understand empathy start to empathise with others &amp; how they may be feeling</p>	<p><b>I accept that my friends &amp; I might have different opinions</b></p> <p>Pupils should have the opportunity to learn how to play &amp; work co-operatively with others understand that people often need to play / work together to reach a shared outcome share their opinions on things that matter to them</p>	<p><b>I know that discrimination can hurt people's feelings</b></p> <p>Pupils should have the opportunity to understand that their actions affect themselves &amp; others develop self-awareness, doing the right thing learn the connection between discrimination &amp; uncomfortable feelings</p>	<p><b>I know what stereotyping is</b></p> <p>Pupils should have the opportunity to learn about stereotyping, including gender stereotyping know that stereotypes exist for different groups &amp; can explain what is meant by the word 'stereotype'</p>	<p><b>I can talk &amp; listen in difficult discussions</b></p> <p>Pupils should have the opportunity to recognise how images &amp; campaigns in the media &amp; social media do not always reflect reality &amp; can affect how people feel about themselves e.g. body image, eating issues share their opinions on things that matter to them &amp; explain their views through discussions with one other person &amp; the whole class</p>
Solving problem/Making it better					
Year 1 Setting goals and targets	Year 2 Not giving up/ perseverance	Year 3 Dealing with difficult situations	Year 4 Coping with difficult situations	Year 5 Talking it through restorative justice	Year 6 Winning. What does it take?
<p><b>I can work &amp; play well in a small group</b></p> <p>Pupils should have the opportunity to... learn how to play &amp; work co-operatively with others understand that people often need to play / work together to reach a shared outcome</p>	<p><b>I understand it is important to keep going when something is tricky</b></p> <p>Pupils should have the opportunity to... learn how to play &amp; work co-operatively with others understand that people often need to play / work together to reach a shared outcome reflect on &amp; celebrate their achievements, identify their strengths &amp; areas for improvements</p>	<p><b>I can work with different people in my class</b></p> <p>Pupils should have the opportunity to understand that people often need to play / work together to reach a shared outcome even when they disagree begin to understand empathy &amp; why people can be different (in behaviour &amp; image)</p>	<p><b>I can cope in difficult situations</b></p> <p>Pupils should have the opportunity to recognise that, at times, they may experience conflicting emotions understand more about managing their emotions</p>	<p><b>I can support my friends when things go wrong</b></p> <p>Pupils should have the opportunity to develop an awareness &amp; understanding of the role peers can play in supporting one another including restorative approaches</p>	<p><b>I can look after my mental health</b></p> <p>Pupils should have the opportunity to identify ways that people can look after their mental health understand the importance of being healthy physically, emotionally &amp; mentally</p>