

Farsley Westroyd Primary School

Social, Emotional & Mental Health (SEMH) — Whole-School Curriculum Overview



This document maps all SEMH provision across Nursery–Year 6, drawing on the Farsley Westroyd MindMate Progression Map, Kapow RSE & PSHE Progression of Skills & Knowledge, the Westroyd PSHE Curriculum 25–26, and the Farsley Westroyd Online Safety Progression Map. Kapow content is now broken down by unit: Health & Wellbeing (Mental Wellbeing focus), Families & Relationships (including Change & Loss), and Transition / Identity. Whole-school pastoral and targeted provision is summarised in Section 2.

● MindMate Modules	● Kapow: Health & Wellbeing (Mental Wellbeing)	● Kapow: Families & Relationships	● Kapow: Transition / Identity	♥ Online Safety Lessons	● Whole-school SEMH Provision
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Section 1: SEMH Content in Detail — Year by Year

Nursery

Nursery SEMH provision is delivered through carefully chosen picture books and Pol-Ed units (West Yorkshire Police) rather than the MindMate or Kapow programmes used in Reception–Year 6. The Pol-Ed Passport focuses on developing empathy, respect, self-worth, resilience and risk awareness, with emotional regulation as a key thread throughout.

Term	Book / Pol-Ed Unit	SEMH Focus	Key SEMH Skills	Key SEMH Knowledge
Story-Based PSHE				
Autumn 1	Which Food Will You Choose?	Healthy choices; understanding how food affects our bodies; beginning to make positive decisions	<ul style="list-style-type: none"> • Begin to recognise and name feelings (happiness, sadness, anger) • Explore right and wrong through stories • Develop basic self-care and hygiene skills • Begin to play cooperatively; share and take turns • Show empathy — help others when they are upset • Recognise similarities and differences between people • Begin to manage feelings in new situations • Seek help from a trusted adult 	<ul style="list-style-type: none"> • To know some different feelings and that these are normal • To know that our actions affect other people • To know some rules help keep us safe • To begin to understand that people are all different and this is a good thing • To understand basic hygiene and self-care • To know who the safe adults are in our setting • To know that happiness can come from people and experiences around us
Autumn 2	Fairytales Gone Wrong: Who's Bad and Who's Good?	Exploring right and wrong through familiar stories; understanding consequences of behaviour; recognising kind and unkind actions		
Spring 1	Blow Your Nose Big Bad Wolf	Self-care and hygiene; looking after ourselves and others; developing independence in personal care		
Spring 2	The Jar of Happiness	Understanding emotions — especially happiness and sadness; coping when things go wrong; empathy and helping others feel better; learning happiness comes from people and experiences, not just things		
Summer 1	It's Only One!	Understanding consequences of our actions on others and the environment; developing responsibility and caring for shared spaces		
Summer 2	Alex & Alex	Similarities and differences between people; understanding identity; celebrating what makes us unique; respecting others		
Pol-Ed (West Yorkshire Police)				
Autumn	Pol-Ed: Relationships	Knowing how to seek and receive help from adults in their setting; sharing their learning space and playing well with other children; understanding how to cooperate and take turns		
Spring	Pol-Ed: Keeping Safe	Staying safe in different settings — playtime, wider school and home; recognising safe and unsafe situations; knowing who to ask for help		
Summer	Pol-Ed: Understanding the Law	Beginning to understand why rules exist; exploring fair and unfair, what is right and wrong; understanding that rules keep everyone safe		
Ongoing	Pol-Ed Passport	Exploring empathy, respect, self-worth, resilience and risk; understanding what emotions are and the role they play; emotional regulation — managing feelings in new situations		

Reception – Year 6

MindMate SEMH focus (all six strands), Kapow unit-specific content, key skills and knowledge, and Online Safety learning objectives mapped year by year across Reception–Year 6.

Year Group	MindMate SEMH Focus	Kapow: Health & Wellbeing (Mental Wellbeing)	Kapow: Families & Relationships	Kapow: Transition / Identity	Key SEMH Skills	Key SEMH Knowledge	Online Safety SEMH Learning Objectives
EYFS							
EYFS / Reception	<p>Reception is delivered through the EYFS Framework (Self-Regulation, Managing Self, Building Relationships):</p> <ul style="list-style-type: none"> Recognise & name different feelings Explore how others show feelings and respond Communicate feelings about new experiences Recognise fair/unfair; right/wrong Begin empathy — everyone is different Learn to work cooperatively 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Identify and express own feelings using varied vocabulary Explore coping strategies to regulate emotions Explore different facial expressions & feelings Know some strategies to calm down Know I am a valuable individual 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Learn how to talk about our families; discuss why we love them Develop strategies to help when sharing with others Explore what makes a good friend Think about what it means to be a valued person Consider the perspectives and feelings of others Develop listening skills; learn to work as a team 	N/A at EYFS	<ul style="list-style-type: none"> Identify and express feelings Use strategies to calm down Work cooperatively with others Recognise feelings in others from facial expressions Develop sharing and listening skills 	<ul style="list-style-type: none"> To name some different feelings and emotions To know facial expressions give clues about how someone is feeling To know some strategies to calm down To know I am a valuable individual To know I can learn from my mistakes To know that all people are valuable 	<ul style="list-style-type: none"> Say yes or no; show acceptance or refusal; ask and check for permission; talk with a key person about their own lives; demonstrate self-care and cooperative play understand what being online may look like; different feelings we can experience online; identify adults who can help
Key Stage 1							
Year 1	<ul style="list-style-type: none"> Recognise feelings — develop vocabulary to describe feelings Recognise how others show feelings & know how to respond New school/class, making new friends — communicating feelings about new experiences Recognise what is fair/unfair, right/wrong; what to do when someone is unkind Recognise everyone is different; begin to learn about empathy Setting goals and targets; learn to play & work cooperatively 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Identify personal strengths and qualities Identify different ways to manage feelings Explore positive sleep habits & two relaxation methods (progressive muscle relaxation and laughter) Recognise how others show feelings and know how to respond <p>Physical Health & Wellbeing</p> <ul style="list-style-type: none"> Explore positive sleep habits Explore health-related jobs and people who help look after our health 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Explore how families are different; know families look after us Explore friendship problems and how they can be overcome Recognise how other people show their feelings; identify ways to care for others when sad Know it is called stereotyping when things are seen as 'for boys' or 'for girls' only 	<p>Transition</p> <ul style="list-style-type: none"> Recognise our own strengths Understand changes can be both positive and negative Identify people who can help when worried about changes 	<ul style="list-style-type: none"> Talk about feelings; identify personal strengths Use simple strategies to manage feelings (incl. progressive muscle relaxation) Recognise feelings in others and respond Understand changes can be positive and negative Work and play cooperatively; set simple goals 	<ul style="list-style-type: none"> To know that strengths are things we are good at To know words to describe positive and negative emotions To know sleep helps my body repair itself and restores energy To understand changes can be both positive and negative To know that it is important to listen and support others 	<ul style="list-style-type: none"> recognise and repeat Talk PANTS rules; talk about rules that keep children safe; demonstrate strategies for seeking support; apply PANTS rules to real-life scenarios photos can be shared online; seek permission before sharing; identify and approach adults who can help what 'online' means; why it's important to keep safe; examples of safe online activity; understanding risk
Year 2	<ul style="list-style-type: none"> Celebrate strengths; learn from experiences; set simple goals Impact of behaviour on others; recognise how behaviour affects other people Loss — losing loved object/pet/person; describe how it feels; share feelings Comfortable & uncomfortable feelings; express and share feelings of unhappiness Beginning to understand empathy; empathise with how others may be feeling 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Explore strategies to manage different emotions Develop empathy Identify personal goals and how to work towards them Develop a growth mindset — positive about challenges Explore breathing techniques for relaxation Develop self-respect 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Understand families can be made up of different people; families may be different to mine Understand difficulties in friendships and discuss actions that can be taken Learn how other people show their feelings and how to respond Explore the conventions of manners in different situations 	<p>Transition</p> <ul style="list-style-type: none"> Understand that change is part of life Identify people who can help us when worried about changes 	<ul style="list-style-type: none"> Explore strategies to manage different emotions Develop empathy Set and work towards personal goals Develop growth mindset and self-respect Understand that change and loss are part of life Persevere and reflect on achievements 	<ul style="list-style-type: none"> To know we can feel more than one emotion at a time To know a growth mindset means being positive about challenges To understand change is part of life To know there are ways we can remember people or events after loss To understand what good manners are 	<ul style="list-style-type: none"> recognise adults care for and help children stay safe; identify safe adults; recognise private parts of the body; rehearse the PANTS rule people online may try to manipulate others; how this can make someone feel; identify and approach adults who can help how to stay safe when using the internet; importance of being kind online; what to do if something online makes me feel upset or uncomfortable

Year Group	MindMate SEMH Focus	Kapow: Health & Wellbeing (Mental Wellbeing)	Kapow: Families & Relationships	Kapow: Transition / Identity	Key SEMH Skills	Key SEMH Knowledge	Online Safety SEMH Learning Objectives
	<ul style="list-style-type: none"> Not giving up/perseverance; reflect on & celebrate achievements 		<ul style="list-style-type: none"> Understand some stereotypes related to jobs <p>Change & Loss</p> <ul style="list-style-type: none"> Explore how loss and change can affect us Know there are ways we can remember people or events 				
Lower Key Stage 2							
Year 3	<ul style="list-style-type: none"> Goals & aspirations; reflect & celebrate achievements; identify strengths; set high aspirations Unkind behaviours; recognise what is fair/unfair; learn what to do when someone is unkind Life in KS2; new faces/new routines; understand change happens & adapting to change is key to emotional wellbeing Introducing strong emotions including anger; learn there are ways to cope Differing opinions; learn to work cooperatively; share opinions on things that matter Dealing with difficult situations; begin to understand empathy & why people can be different 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Explore own identity through groups I belong to Identify strengths and how to use them to help others Break a problem down into smaller parts to overcome it Learn stretches for relaxation Understand what loneliness means (not the same as being alone) 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Learn that problems can occur in families and help is available (incl. Childline) Explore ways to resolve friendship problems Understand the impact of bullying — physical or verbal, repeated not one-off Identify who I can trust; learn effects of non-verbal communication Explore negative impact of stereotyping (incl. age) Know trust is an important part of relationships 	<p>Transition</p> <ul style="list-style-type: none"> Learn strategies to deal with change Understand change brings more opportunities and responsibilities 	<ul style="list-style-type: none"> Explore own identity and sense of belonging Identify and use strengths to help others Break problems into smaller parts Understand strong emotions (e.g. anger) are normal Adapt to change — key to emotional wellbeing Know what trust means and why it matters in relationships 	<ul style="list-style-type: none"> To understand the importance of belonging To understand what being lonely means — not the same as being alone To understand what a problem or barrier is and that these can be overcome To recognise that strong emotions such as anger are normal and there are ways to cope To know bullying is repeated and can be physical or verbal To understand change happens and can be challenging 	<ul style="list-style-type: none"> Identify types of touch and how touch makes people feel; body belongs to them — can say 'no'; differences between happy surprises and secrets; how to talk to someone when secrets are upsetting; explain PANTS rules Make strong passwords; know ways to be kind to others online Identify harassment or bullying online; evaluate being a bystander or helper; respond to bullying when you see it; how to behave if you experience harassment
Year 4	<ul style="list-style-type: none"> Feelings — Intensity; extend vocabulary for range & intensity of feelings; recognise & respond to feelings in others Skills to maintain & keep positive relationships; recognise what constitutes a positive, healthy relationship Positive & negative effects on emotional wellbeing & mental health; name factors including changes that can affect wellbeing Resisting pressure; know people can experience conflicting emotions; use techniques to resist pressure Know actions affect themselves & others; learn connection between discrimination & uncomfortable feelings Coping with difficult situations; recognise conflicting emotions; understand more about managing emotions 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Explore ways to make myself feel happy or happier Develop ability to appreciate emotions of others Learn to take responsibility for emotions — control some things but not others Develop growth mindset — mistakes help us learn Know who can help if worried about mental health Learn visualisation as a tool for relaxation 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Use respectful language to discuss different families (varied in UK and across the world) Explore physical and emotional boundaries in friendships Understand different roles related to bullying: victim, bully, bystander Everyone has the right to decide what happens to their body Explore how actions and behaviour affect other people Understand some stereotypes related to disability <p>Change & Loss</p> <ul style="list-style-type: none"> Discuss how to help someone who has experienced a bereavement Know bereavement describes the feeling after someone dies or another big change 	<p>Transition</p> <ul style="list-style-type: none"> Recognise our own achievements Be able to set goals Know that setting goals can help us achieve what we want 	<ul style="list-style-type: none"> Appreciate and respond to emotions of others Take responsibility for own emotions Resist pressure to do something dangerous or unhealthy Know mental health refers to emotional wellbeing Know who can help with mental health concerns Understand bereavement and how to support others Recognise and set goals 	<ul style="list-style-type: none"> To know it is normal to experience a range of emotions To know mental health refers to our emotional wellbeing, rather than physical To know mistakes can help us to learn To know who can help if worried about own or others' mental health To know visualisation means creating an image in our heads To know bereavement describes feelings after someone dies or a big change To know setting goals can help us achieve what we want 	<ul style="list-style-type: none"> Protect their online reputation; work out whether information online is true and reliable; how online content can be interpreted differently by different people; choose the best source of information online Create stronger passwords; identify who can help with something online; make good decisions about how and what to communicate; identify when it's better to communicate face-to-face than text Recognise that seeking help is a sign of strength; 'think out loud' about situations where talking it out can help; apps' and services' community standards / terms of service; online tools for reporting abuse
Upper Key Stage 2							

Year Group	MindMate SEMH Focus	Kapow: Health & Wellbeing (Mental Wellbeing)	Kapow: Families & Relationships	Kapow: Transition / Identity	Key SEMH Skills	Key SEMH Knowledge	Online Safety SEMH Learning Objectives
Year 5	<ul style="list-style-type: none"> Self-Belief; develop self-awareness; understand actions affect themselves & others Unhealthy friendships & relationships; recognise ways a relationship can be unhealthy & who to talk to Aspirations to manage change positively; learn people respond differently to change; find things to help cope Strong emotions & mental health; define mental health; recognise link between strong emotions & poor mental health; develop protective strategies Stigma; learn about stereotyping including gender stereotyping Talking it through restorative justice; develop awareness of the role peers can play in supporting one another 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Take responsibility for my own feelings Understand what can cause stress Understand that failure is an important part of success Know relaxation stretches can help with stress Know the relationship between stress and relaxation Know that sleep quality is affected by what we do before bed 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Identify ways families might make children feel unhappy or unsafe Know that marriage is a legal commitment and a choice Know ChildLine number: 0800 1111 Explore the impact that bullying might have; what might lead to someone bullying others Know what action a bystander can take when they see bullying Explore and question assumptions based on how people look (self-respect) Know that stereotypes can be unfair, negative and destructive Know that discrimination is unfair treatment of different groups 	<p>Transition</p> <ul style="list-style-type: none"> Recognise own skills and how these can be developed Understand the skills needed for roles in school 	<ul style="list-style-type: none"> Take responsibility for own feelings Recognise link between strong emotions and poor mental health Develop protective strategies for mental health Identify appropriate language to describe mental health Know where to get help for mental health concerns Challenge stereotypes and stigma around mental health Develop awareness of restorative approaches and peer support 	<ul style="list-style-type: none"> To understand what can cause stress To understand that failure is an important part of success To define what is meant by 'mental health' and identify what it looks like To recognise the link between strong emotions and poor mental health To know that anyone can be affected by poor mental health To know the appropriate language to use to describe mental health To know where to get help for mental health To know sleep quality is affected by what we do before bed 	<ul style="list-style-type: none"> What having a positive digital footprint means; ways to start building a positive digital footprint Develop safer habits online including protecting personal information; respect online privacy boundaries for themselves and others; ways to seek and ask for help if they or others feel unsafe online Respond to bullying when you see it; how to behave if you experience harassment; step in and be a helper in a specific situation; recognise upsetting content and strategies for refusing it; report upsetting content to an adult
Year 6	<ul style="list-style-type: none"> Self-integrity; stay true to myself despite external pressures; know what positively & negatively affects health including media Celebrating friendship; recognise what constitutes a positive, healthy relationship; develop skills to form & maintain them Moving on; learn major life changes can be fun & exciting as well as daunting; talk about moving to secondary school Happiness; deepen understanding of comfortable feelings; know when to listen to emotions in order to move on Body image/social media; recognise how images & campaigns in media do not always reflect reality Winning — What does it take?; identify ways to look after mental health — physical, emotional and mental 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Explore personal qualities and how to build on them Develop strategies for being resilient in challenging situations Understand a number of factors contribute to mental health (diet, exercise, rest, technology) Know the effects technology can have on mental health Set achievable goals for a healthy lifestyle Identify a range of relaxation strategies and when to use them 	<p>Families & Relationships</p> <ul style="list-style-type: none"> Identify ways to resolve conflict through negotiation and compromise Know that a conflict is a disagreement and can occur in friendships Discuss how and why respect is an important part of relationships Identify ways to challenge stereotypes Understand that stereotypes can lead to bullying and discrimination <p>Change & Loss</p> <ul style="list-style-type: none"> Explore the process of grief and understand it is different for different people Know that grief is the process people go through when someone close to them dies Understand that loss and change can cause a range of emotions 	<p>Identity (Y6 only)</p> <ul style="list-style-type: none"> Discuss the factors that make our 'identity' Recognise the difference between how we see ourselves and how others see us Explore how the media might influence our identity <p>Transition</p> <ul style="list-style-type: none"> Explore a greater range of strategies to deal with feelings associated with change Know that a big change can bring opportunities but also worries 	<ul style="list-style-type: none"> Explore personal qualities and build on them Develop resilience strategies Understand what positively and negatively affects physical, mental and emotional health Recognise how media/social media affect feelings about self — body image, eating issues Understand identity — how we see ourselves vs how others see us Look after mental health: physical, emotional and mental dimensions Resolve conflict through negotiation and compromise Understand grief as a process that is different for everyone 	<ul style="list-style-type: none"> To understand a number of factors contribute to mental health (diet, exercise, rest, technology) To know the effects technology can have on mental health To know what positively and negatively affects physical, mental and emotional health including the media To know that a habit is a behaviour we often do without thinking — good and bad habits To know that a big change can bring opportunities but also worries To understand identity is the way we see ourselves and how others see us To know that grief is the process people go through when someone close to them dies To understand that loss and change can cause a range of emotions 	<ul style="list-style-type: none"> How to be a critical consumer while online; different online scams including what 'phishing' means Develop respectful, empathetic and healthy online relationships; manage and respond in a healthy and safe way to hurtful online behaviour How mean behaviour online can lead to school conflicts; avoid escalating conflicts online; seeking help for oneself or others is a sign of strength; apps' community standards / terms of service; online tools for reporting abuse; when to use them and why/when to report

Section 2: Whole-School SEMH Provision

SEMH support at Farsley Westroyd extends beyond the curriculum. The following provision supports pupils’ social, emotional and mental health across the school day and year.

Category	Provision
Pastoral & Daily Support	<ul style="list-style-type: none"> • Regular check-in / check-out opportunities with class teachers and TAs • Worry / concern boxes in classrooms — pupils can raise concerns anonymously • Open-door approach — pupils encouraged to speak to any trusted adult • Restorative approaches used consistently across the school • Breakfast Club (7:30am): nurturing, calm start to the day with food and social interaction • After School Club: further pastoral support and light tea provision
Pupil Voice & Leadership	<ul style="list-style-type: none"> • School Council meets regularly and reviews wellbeing and pastoral matters each term • Food Ambassadors from every year group: promote wellbeing, healthy habits, and pupil voice around provision • Years 5 & 6 pupils complete the My Health My School Survey annually — results used to inform SEMH provision • Pupils contribute to reviewing school rules, expectations and anti-bullying approaches (Citizenship curriculum) • Student-led assemblies and celebration of achievements support self-esteem and positive identity • ‘Thank Ewe’ postcards distributed by Food Ambassadors — celebrate positive choices and behaviours
Staff & Family Support	<ul style="list-style-type: none"> • SEMH Lead / SENCO oversees individual and small-group support programmes • Staff trained in recognising SEMH needs and making referrals • Parent and carer communications about wellbeing resources — newsletter, school website • PSHE / SEMH curriculum shared with parents via school website • External referral pathways: CAMHS, school counselling service, Early Help, educational psychologist, school nurse • Open evenings include PSHE and SEMH updates
Targeted Intervention	<ul style="list-style-type: none"> • Small-group social skills / friendship groups delivered by trained TAs • 1:1 pastoral support for identified vulnerable pupils • Emotional literacy support programmes (ELSA) where available • Nurture provision for pupils with significant SEMH needs • Individual support plans for pupils with identified SEMH needs — reviewed termly • Links to external agencies: educational psychologist, school nurse, CAMHS, Early Help
Environment & Ethos	<ul style="list-style-type: none"> • Calm, welcoming learning environments — displays celebrate diversity and achievement • SEMH-friendly classroom strategies: movement breaks, brain breaks, co-regulation • Emotion coaching language used consistently by all staff • Inclusive, anti-bullying ethos — bullying policy reviewed annually • Regular PSHE / wellbeing assemblies themed around MindMate strands • Mental Health Awareness Week and Anti-Bullying Week celebrated annually • Nut-free, allergy-aware school — supports physical and emotional safety for all pupils