



St Augustine's Catholic Academy

PSHE Intent Lent I



Year 1/2 Cycle B	Lent I
Topic	Module 1: Created and loved by God Unit 3: Emotional wellbeing
National Curriculum	<p>H11. About different feelings that humans can experience. H12. How to recognise and name different feelings. H13. How feelings can affect people's bodies and how they behave. H14. How to recognise what others might be feeling. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. H24. How to manage when finding things difficult. R10. That bodies and feelings can be hurt by words and actions. R11. About how people may feel if they experience hurtful behaviour or bullying.</p>
Core Knowledge	<ol style="list-style-type: none"> 1. Know that we all have different likes and dislikes. Know that we all have different 'tastes' but also similar needs. 2. Know we can use language to describe our feelings. Know that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. 3. Know ways for managing feelings and behaviour. Know and describe strategies for managing feelings and behaviour. 4. Know and understand that choices have consequences. Know that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes.
Wider Knowledge	<ul style="list-style-type: none"> • Develop an understanding of their own feelings, likes and dislikes. • Know and understand that choices have consequences. • Know and demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.
Skills	<ul style="list-style-type: none"> • Show respect for the likes/dislikes of others, and understand that people might experience feelings differently. • Demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others. • Reflect on and articulate their own feelings about given scenarios and their own experiences.
Diversity Links	<ul style="list-style-type: none"> • Opportunities - Lent an opportunity to start anew in order to celebrate Jesus' new life Pentecost • Rules – Actions and behaviours and the consequences of wrong choices
Vocabulary	Feelings, likes, dislikes, differences choices, consequences, forgiveness, mistakes, managing, emotions, well-being.



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Year 3/4 Cycle B	Lent I
Topic	Module 1: Created and loved by God Unit 3: Emotional wellbeing
National Curriculum	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H17. to recognise that feelings can change over time and range in intensity.</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change,</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty.</p>
Core Knowledge	<ol style="list-style-type: none"> 1. Know emotions change as they grow up. Know why emotions change and understand emotional well-being. 2. Know positive actions help emotional well-being. Know why talking to trusted people help emotional well-being. 3. Know and recognise that images in the media do not always reflect reality. Know that images in the media do not always reflect reality and can affect how people feel about themselves. 4. Know some behaviour is wrong, unacceptable, unhealthy and risky. Know thankfulness builds resilience against feelings of envy, inadequacy and insecurity.
Wider Knowledge	<ul style="list-style-type: none"> • Know and understand the range and intensity of their feelings; that 'feelings' are not good guides for action. • Know feelings are neither good nor bad, but information about what we are experiencing that help us consider how to act. • Know what is meant by 'the media'. • Know we are made and loved by God and he can help us withstand this pressure of media.
Skills	<ul style="list-style-type: none"> • Participate in activities and discussions to consider how different people feel in various situations. • Reflect on positive actions to enhance emotional well-being. • Identify things they are thankful for.
Diversity Links	<ul style="list-style-type: none"> • Acts of Worship: Statements to live by liturgies. • Know that God has made us different from one another. • Know that God loves us with our differences.
Vocabulary	Emotions, well-being, trusted adults, media, unacceptable, unhealthy, risky, thankfulness, resilience.



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Year 5/6 Cycle B	Lent I
Topic	Module 1: Created to love others Unit 3: Emotional Wellbeing
PSHE Objectives	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty.</p> <p>R13. the importance of seeking support if feeling lonely or excluded.</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>
Core Knowledge	<ol style="list-style-type: none"> 1. Know that the media does not always reflect reality and can affect how people feel about themselves. Know thankfulness builds resilience against feelings and against pressure from peers or the media. 2. Know openness with trusted adults, when worried, helps with healthy emotional well-being. Know and describe a variety of techniques to help them manage and look after their emotional well-being. 3. Know the difference between harmful and harmless videos and images. Know the impact that harmful videos and images can have on young minds. 4. Know ways to combat and deal with viewing harmful videos and images. Know how to avoid harmful content, and how to counter negative thoughts.
Wider Knowledge	<ul style="list-style-type: none"> • Know and understand that the pressures we face from the media, can affect how people feel about themselves. • Know and understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves. • Know God made us with love and wants us to respect ourselves and others. • Link to computing – E-Safety objectives.
Skills	<ul style="list-style-type: none"> • Engage with the film and discussion questions. • Demonstrate a deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these.



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Diversity Links	Similarities and differences between people, both seen and unseen. Then progress learning into a real-world context by inviting children to begin thinking about what makes them/each other special and unique.
Vocabulary	Pressures, media, peers, harmful, harmless, negative, content, emotional well-being, reflect, resilience.

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