

Happy Centred Schools Overview

Autumn 1 - Philosophy for Children approach revisited.

Autumn 2 - Self Confidence

	L1	L2	L3	L4	L5	L6
FS	Recognising what confidence looks like – facial expressions	Understanding how we can become more confident -through trying	Knowing what we can do when we want to give up – keep going	Knowing what we can do when we find things tricky – ask others, use technology, look around the room	Recognising confidence in others – facial expressions, body language	Assessment: Explaining how personal confidence has grown at home and school
Year 1	Identifying activities in which we have low, medium or high levels of confidence	Identifying who can support us to have a 'can-do' attitude	Understanding why it's important to become more independent	Understanding the role we can play in completing a team challenge	Completing tasks without the help of a grown-up – 4Bs	Assessment: Identifying how we have become more independent
Year 2	Understanding how others see us	Understanding how we can help others to become more confident and happier	Identifying a previous problem and how it could have been solved	Understanding the benefits of working in a team/ on our own when faced with a challenge	Setting personal targets to complete a challenge	Assessment: Assessing personal progress on a learning journey –including levels of confidence and independence
Year 3	Identifying what confidence means to us	Knowing how our body language can show that we are confident	Recognising a 'can-do' attitude in others – how people overcome setbacks	Having a 'can-do' attitude and pushing ourselves to complete a challenge	Becoming increasingly independent – using dictionaries, electronic devices and reference books	Assessment: Identifying words and phrases that now apply to us that show we have become more confident
Year 4	Explaining why we are awesome – using the '5 whys' to encourage deeper thinking	Using our body language to show that we are confident	Understanding how others develop a 'can-do' attitude through planning	Setting personal targets and pushing ourselves to complete a challenge	Setting others challenges to complete independently	Assessment: Creating a chant, to show how we have become more independent
Year 5	Understanding what confidence means to us – using the confidence meter and confidence wheel	Identifying what we need to be doing now, to become more confident in the future	Understanding how confident body language can help us to be successful- overcoming negative mind chatter and limiting beliefs	Developing positive mind chatter and self-talk to rise to a challenge	Recognising that confidence comes from becoming increasingly independent, being a self-starter, thinking creatively, analysing situations and using self-help techniques	Assessment: Showing that I understand the effect of mind chatter, self-talk and limiting beliefs on my achievements
Year 6	Thinking of ways in which we can be confident in the future – using the '5 hows' to encourage deeper thinking	Creating pep talks – to encourage us to be confident and awesome in the future	Further understanding how self-talk, positive mind chatter and team togetherness can help to overcome a challenge	Considering our personal best when completing a challenge and understanding the importance of intrinsic rewards	Recognising that confidence comes from becoming increasingly independent, being a self-starter, thinking creatively, analysing situations and using self-help techniques. Also understanding that there are times when an adult must be involved if someone's safety is at risk	Assessment: Creating Top Tips to be used in the future at times when we need to be self-confident

Spring 1 – Positive Relationships

	L1	L2	L3	L4	L5	L6
FS	Understanding how we belong to the school family	Knowing ways in which we can understand how others are feeling and why this is important	Knowing why it is important to have fun and laugh together	Understanding why it can be good to play with people that we don't usually play with	Understanding how others feel when we say thank you, give them a present. Also, how we feel when we do that	Assessment: Explaining what we have done at home to have even better relationships with our family
Year 1	Reflecting on how others see us and the reasons why we think this	Thinking of ways in which we would help someone who was upset	Thinking about our roles in relationships and how we can resolve conflict	Identifying conflict in a story and the thoughts and feelings that this brings about	Understanding why it is important to recognise what others do for us	Assessment: Identifying ways in which a friend adds to the positive relationships within the class
Year 2	Thinking about others' feelings and thoughts when they are left out and what we can do to help	Devising a plan to welcome a new person to the class and make them feel comfortable	Thinking about our own and others' strengths and why these are important to help the whole class have a sense of belonging	Identifying potential reasons for conflict and ways in which these could be resolved	Identifying our most positive relationships and what makes these so	Assessment: Identifying ways in which a classmate adds to the positive relationships within the school
Year 3	Reflecting on the things that make a relationship positive – having fun, giving each other positive, supportive feedback	Thinking about our role in creating positive relationships in school – what makes people friendly or not	Making plans to problem solve and resolve conflict, to create more positive relationships	Further understanding why everyone needs to have positive relationships	Thinking about ways in which we feel we belong, in different areas of our lives	Assessment: Identifying ways in which a member of our family adds to the positive relationships at home
Year 4	Understanding the importance of fun and laughter in positive relationships – both physically and emotionally	Identifying different activities that require us to work as a team and attributes that help us to do this successfully	Thinking about how we form positive relationships, when we're not sure what the other person or activity needs	Thinking about our role in forming and maintaining positive relationships – what can we do and say to be a good friend	Becoming better at noticing when others may need help, and paying attention to other people's needs	Assessment: Identifying ways in which different adults add to the positive relationships at school
Year 5	Understanding the importance of having fun and laughter with teammates – how we release chemicals, which make us feel more positive	Considering why positive relationships are so important in the workplace	Debating whether happiness and love are more or less important than material possessions	Thinking about the role that trust and mutual respect play in positive relationships	Assessing the attributes that we have against specific job roles to see how well we are suited to them	Assessment: Identifying ways in which an adult in the community adds to the positive feeling of our local area
Year 6	Better understanding the importance of having fun and laughter with teammates – how we release chemicals, which make us feel more positive, boost our immune system, relax the whole body, reduce stress	Considering how we would feel if we kept helping people and being kind, but did not receive any gratitude	Thinking about a job that we would like to have when we grow up, how well suited we are to it and areas we can work on to become even better suited	Looking forward to the future and writing a job application that reflects the type of person we have become and our positive attributes	Reflecting on the positive attributes of others – what kind of a person do you need to be to make a difference in a school	Assessment: Understanding the importance of showing gratitude and ways in which we can do this

	L7	L8	L9	L10	L11	L12
FS	Understanding what is and isn't friendly behaviour	Thinking about how well we know different people and how we might react if we don't know people that well	Thinking about when we win and lose games –in the playground and online	Understanding what to do if we see something that doesn't look right on our electronic device	Understanding that all families are similar in some ways and different in others	Thinking about how we choose our friends and how we grow our friendship circle
Year 1	Understanding ways in which we can ask for help and then act on the advice that we're given	Understanding what secrets are and when it is okay to keep a secret	Thinking about who can help us, if we see something on our electronic device that doesn't look right	Understanding which information we should and shouldn't share online and how to spot a stranger	Considering what is special about each of our families	Understanding that people might make mistakes about us, if they don't know us
Year 2	Knowing which parts of our bodies are private – the underwear rule	Understanding what secrets are and when it's not okay to keep them	Understanding that not everything on the internet is true and some of the ways that we can tell	Understanding how easy it is to spread fake news	Researching what families around the world look like	Understanding that we might make mistakes about other people, if we don't know them or ask questions
Year 3	Understanding what privacy is for children and adults, and why it is important	Understanding how we can respond safely to adults that we don't know	Identifying the risks of online activity and how we can keep ourselves safe	Thinking about the information and data about us, that is online	Understanding that every family is unique and special and that we should respect other people's families	Understanding what stereotypes are, and how we can challenge these
Year 4	Understanding that there are boundaries within friendships	Understanding ways in which we can and should show respect for people online, including when we're anonymous	Thinking about ways in which people might behave differently online and what we should do if we have concerns	Thinking about ways in which families may be different – including civil partnerships, step parents, single parent families	Understanding what appropriate physical contact between people is	Understanding how being stereotyped might make people feel
Year 5	Understanding what appropriate contact is, and what to do if we think something is inappropriate or unsafe	Recognising if a friend is unsafe and what we can do to help them	Knowing which kinds of things are and are not appropriate to say online	Better understanding how we can build positive online relationships	Understanding ways in which we can show respect for families that are different to our own	Understanding what unconscious bias is
Year 6	Understanding the boundaries that we can put in place ourselves, to keep us safe	Knowing who we can get advice from, if we feel that we/ our friends are unsafe	Understanding the impact that online behaviours can have on our wellbeing	Understanding how information and data can be shared online, and the difference between this and sharing in person	Understanding what language is and isn't appropriate when describing our own and other people's families	Better understanding how to be aware of our own unconscious biases and how to challenge these

Spring 2 – Support

	L1	L2	L3	L4	L5	L6
FS	Thinking about the help and support we need and why we need it.	Practising listening and being heard	Understanding why it is important to listen carefully to others and the things that might distract us	Thinking about people who support us at home and in the community	Understanding that we all matter and make a difference	Assessment: Explaining what we have done to improve our listening at home
Year 1	Understanding the different types of support and why these are important	Understanding what makes a good discussion, in which everyone is able to speak and be heard	Identifying people who support us and how they do this	Understanding different emotions in others and ways in which we can give appropriate support, through our reactions	Practising asking for help/support and being supportive	Assessment: Identifying ways in which we can listen with our whole body
Year 2	Understanding different types of support and the difference between getting support and not, when you need it	Using the TALK model to identify whether or not we need help, and applying it to get support from an appropriate person	Practising listening to other people's opinions, giving our own thoughts and managing disagreements	Identifying the different types of support that we get and give	Understanding that it can be difficult to ask for help and what we can do to support people who find this tricky	Assessment: Reflecting on how we have used the TALK model to gain support recently
Year 3	Understanding how we feel when we are working in a team and either are or aren't being supportive	Recognising times and situations when we need support - when we're feeling lonely, or angry, or upset	Reflecting on the current support that we get and give at school - people's words and actions e.g. being a play leader, listening to a younger child read	Understanding that different people can offer different types of support, depending on the situation or problem - being more selective in who we might approach	Evaluating how successfully we can work in a team and how supportive we are of other people	Assessment: Evaluating whether or not we have been better at approaching the right people to ask for support recently
Year 4	Thinking about the different types of support - including physical, emotional, social	Creating a toolkit of things that we might need, when asking someone for support - brain to think the problem through, paper to write the problem on	Thinking about how we can get our opinion across to gain support, and how we can be influenced by what others say to give support	Reflecting on the current support that we get from and give to our family - people's words and actions, e.g. helping a sibling with their homework, clearing the table	Comparing good support and bad support - what can we do to make others feel better, and what are the things that we might do to make them feel worse	Assessment: Reflecting on the tools that we have developed and need to develop further, at home and at school, to give and gain great support
Year 5	Understanding how people in the school community give and gain support	Understanding how we can give feedback in a supportive manner and receive feedback graciously	Thinking about how we can develop our speaking and listening skills to become more supportive - making eye contact, nodding along, showing empathy	Understanding our wider support network - including people that we may not know or deal with directly	Thinking beyond our own lives, about how people across the country and world support each other	Assessment: Identifying ways in which we have become more supportive recently - particularly through our communication skills
Year 6	Understanding how people in the wider community give and gain support	Thinking about how we can give support to people who may be shy or embarrassed to ask	Making a personal plan to volunteer in the local community - thinking about how we will keep ourselves safe while doing this	Thinking about whether or not we could/ should support others, even if we disagree with them	Better understanding the foundations of how to become a more supportive person - giving thoughtful feedback, being happy for others and a good loser	Assessment: Evaluating how we have done against our personal targets to give support to the local community

Summer 1 - Achievement and Success

	L1	L2	L3	L4	L5	L6
F5	Reflecting on previous achievements and things that we can't do yet	Understanding that some goals can be achieved quickly/ when we are young and others take longer	Working as a team to achieve a class goal	Working as a group to achieve a goal - turn taking, helping each other	Talking through personal goals with older mentors/ acting on advice	Assessment: Reflecting on whether or not we have achieved our home goal
Year 1	Creating a timeline to show achievements in our lives so far	Thinking about ambitions for the future and how these might be achieved	Understanding the importance of speaking positively about challenges	Understanding why we shouldn't always settle for our first attempt	Working as a team to set and achieve a class goal	Assessment: Identifying the thoughts and words that we use when we are working to achieve a goal
Year 2	Identifying our latest achievement and how we ensured that we were successful	Identifying step-by-step actions to achieve a personal goal	Thinking about famous failures and the potential consequences of giving up	Identifying the mutual benefits of helping others to succeed/ seeking the support of others to help us	Comparing the success rates of one person individually, and a team, doing the same task	Assessment: Explaining to other people how to be successful
Year 3	Understanding what achievement and success are	Understanding the role that we can play in helping others to achieve success - being encouraging, giving advice, praising and celebrating	Understanding how Paralympians can be supported to achieve great things, e.g. through specialist equipment, through the help of others	Identifying some of the barriers to being successful and ways to overcome them	Understanding some of the ways in which we can succeed as a team - letting others speak, taking turns, being an effective communicator	Assessment: Creating a piece of drama that shows how we can achieve and succeed
Year 4	Using an achievement graph to identify recent class and personal achievements	Developing a plan to achieve future success	Understanding the importance of being resilient, not giving up and overcoming difficulties	Understanding why it is important to fail, in order to be successful	Understanding some of the ways in which we can succeed as a team - making good personal contributions, letting everyone have a go, distributing tasks fairly	Assessment: Creating a song which explains to others how to be successful
Year 5	Understanding that goals can be set in order to achieve success - using the SMART model	Setting individual SMART targets with steps to success and milestones	Understanding that we can use the success of others to think more creatively, and achieve more, ourselves	Understanding that, in order to achieve success as a team, we may have to overcome a range of emotions - frustration, pressured by lack of time, left out	Recognising ways in which we can build personal resilience - having a fierce work ethic, knowing that we need to practise, wanting to make a difference	Assessment: Creating a script which explains to others how to be successful
Year 6	Understanding that success isn't just about sporting or academic achievement. We can also become more successful personally, socially and emotionally	Setting individual personal, social and emotional SMART targets	Understanding that we can learn from others' success when developing a business plan	Putting the previous session's plans into practice and recognising how we can learn from and overcome failure	Understanding the importance of not settling for our first attempt, if we want to be the most successful that we can be	Assessment: Giving a speech to motivate and inspire others to be successful

Summer 2 – Coping

	L1	L2	L3	L4	L5	L6
PS	Identifying great and not-so-great feelings and who we would go to for help with our feelings	Understanding that, by doing something different with our bodies, we can improve how we feel	Understanding that, by changing what we say and how we say it, we can cope better when we can't do something	Reflecting on places that make us worry and what we can do to cope the next time that we're there, e.g. when crossing the road	Making a collage of happy things and practising visualising this if we don't feel calm or relaxed	Assessment: Thinking of the coping skills we have used to move nearer to achieving a personal goal
Year 1	Identifying different feelings, whether they are big or little and whether or not we might need help with them	Understanding how we can identify our own feelings and that, even pretending to be in a positive mood, can help us to feel better	Identifying parts of the school day when we don't feel as positive, and what we can do to feel better	Identifying things that make us laugh or smile and practising recalling these to help us cope in tricky situations	Understanding that we all worry, but that there are lots of solutions to different worries	Assessment: Identifying the different tricky situations that we might be in and the best people to help us in each one
Year 2	Understanding what makes some situations trickier than others	Listing a range of coping techniques that we can use, and understanding why, in certain situations, some are better than others	Understanding why it is important to have good coping skills and what a Superhero would say to help them cope	Understanding the attributes of someone who copes well and helps others to cope	Practising coping strategies when someone is giving you constructive criticism/feedback - understanding that this should be viewed as helpful	Assessment: Identifying the coping strategies that we can use and what we would look like, be saying
Year 3	Considering how learning to cope will help us with our bounce-back-ability	Creating coping cubes as a strategy to motivate us when we are struggling	Understanding how personal mantras can help people to cope	Identifying times when we cope less well and thinking of a personal mantra to overcome this	Thinking of ways in which we can help others cope better, by suggesting changes they can make to their behaviours, actions and body language	Assessment: Thinking about the advice we can give to others when it seems that they aren't coping
Year 4	Identifying how we feel when we are coping well	Understanding how physical exercises can help us to cope - breathing in a calm way, power posing	Practising mindfulness as a strategy to help us cope	Better understanding the physical signs that we display when we are not coping well	Thinking of ways in which we can help others cope better, by accepting someone else's decision, by walking away from potential conflict, by showing patience	Assessment: Putting strategies into place when we are working under pressure
Year 5	Understanding how to put things into perspective	Creating our own mindfulness scripts and techniques to help us cope	Understanding how developing a growth mindset approach will help us to cope better	Understanding the brain and its impact on how we cope	Practising using positive visualisation as a strategy to help us cope with challenging situations	Assessment: Devising our personal coping plans
Year 6	Understanding frustration, and the behaviours associated with it	Better understanding the brain and its impact on how we cope and manage challenging situations	Understanding how we can help others to cope, by sharing what we know about the brain	Thinking about secondary transition - our worries and potential solutions	Further understanding how our imaginations do or don't help us to cope, and how positive visualisation can be used successfully	Assessment: Thinking about the advice we will give to our future selves, about coping