











PSHE Emotional Curriculum Map	
<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>Emotional Curriculum vision</p> 	<p>Our Emotional Literacy Curriculum is designed to firstly, help pupils understand that all emotions are valid and should not be viewed negatively. This is done through the discreet teaching of 40 different emotions, using stories to explore each one in turn, enabling pupils to identify the root of the emotion. Following this, pupils reflect on the emotion and try to identify times where they may have experienced it and, if appropriate, identify strategies they could use to manage said emotion. This approach aligns with our Behaviour Management Policy and the use of Emotion Coaching to support the pupils in managing emotionally charged situations more effectively. Daily check-ins are used to encourage the pupils to practice being aware of and labelling their feelings on a regular basis. Twice daily mindfulness sessions are also used to develop pupils' self-awareness and provide moments of calm. In addition to this, the curriculum provides more in-depth teaching around management strategies for specific areas that our pupils (on the whole) have more difficulty with, such as anger and anxiety</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				




Curriculum 'at a glance'

	Autumn		Spring		Summer	
Year 7	Taming Your Temper	Happy Sad Bored	Afraid Brave Ashamed	Surprised Shocked Nervous	Loved Lonely Disappointed	Reflecting and Planning
Year 8	Accepted Rejected Intimidated	Generous Selfish Alienated	Shy Arrogant Bereaved	Guilty Sorry Deceitful	Loved Lonely Disappointed	Building Self-esteem
Year 9	Misunderstood Jealous Frantic	Loyal Dominated Home Sick	Impatient Inferior Possessive	Stressed Vain Confident	Exploring Anxiety	Anxiety Management Strategies
Year 10	Core Curriculum	Starving the Anger Gremlin	Core Curriculum	Mindfulness	Core Curriculum	Mindfulness
Year 11	Core Curriculum	Life Changing Relationships	Core Curriculum	Tools and techniques to improve and repair relationships	Core Curriculum	Exam Revision




Year 7

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Core Knowledge, Skills and Concepts</p>	<p>Taming your temper</p> <ol style="list-style-type: none"> 1. Explore what anger is (sheets 1-2) 2. Develop and understand appropriate anger vocabulary (sheets 3-5) 3. Understand that the term anger covers a range of feelings from mild to intense. (sheets 6-8) 		<p>To recognise and name our own emotions Develop understanding of some causes of feelings and behaviours. To begin to manage own behaviour, self-control To learn more positive feelings regarding self. To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable. Opportunities to practice skills and learn how to problem solve both on their own and with others. Develop social and emotional skills in different ways – working individually, with partners and in groups. Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils’ own experiences of the emotion.</p>		<p>Reflecting and planning</p> <p>This unit will focus on reflecting on the year looking at successes and difficult situations with a focus on what was learnt from the situations.</p> <p>It will then look at thinking about possible challenges and how planning for success can help overcome/minimise future challenges.</p>	
<p>Weekly focus</p> <div style="display: flex; flex-direction: column; gap: 10px;">    </div>	<ol style="list-style-type: none"> 4. Pupils to learn to recognise their own individual triggers. (sheets 9-11) 5. Recognise the physical sensations of anger. Identify strategies to return to a state of calm (sheets 12-14) 6. Identify signs of anger in others. Identify how you show you are sorry. (sheets 15-16) 7. Using ‘I’ statements to focus on self, not others. Recap unit (Sheets 18-19) <p>Additional resources available in booklet for extension tasks</p>		<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Happy 2. Sad 3. Bored 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Afraid 2. Brave 3. Ashamed 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Surprised 2. Shocked 3. Nervous 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Loved 2. Lonely 3. Disappointed






Year 8

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Core Knowledge, Skills and Concepts</p>	<p>To recognise and name our own emotions Develop understanding of some causes of feelings and behaviours. To begin to manage own behaviour, self-control To learn more positive feelings regarding self. To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable. Opportunities to practice skills and learn how to problem solve both on their own and with others. Develop social and emotional skills in different ways – working individually, with partners and in groups. Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils’ own experiences of the emotion.</p>					<p>Building Self-esteem This unit will look at building the self-esteem of pupils by exploring challenges faced by people and strategies about how to overcome these barriers.</p> <ol style="list-style-type: none"> 1. Appearance Ideals 2. Media Messages 3. Confront comparisons 4. Banish Body Talk 5. Be the change
  	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Accepted 2. Rejected 3. Intimidated 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Generous 2. Selfish 3. Alienated 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Shy 2. Arrogant 3. Bereaved 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Guilty 2. Sorry 3. Deceitful 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Loved 2. Lonely 3. Disappointed 	






Year 9

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Core Knowledge, Skills and Concepts</p>	<p>To recognise and name our own emotions Develop understanding of some causes of feelings and behaviours. To begin to manage own behaviour, self-control To learn more positive feelings regarding self. To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable. Opportunities to practice skills and learn how to problem solve both on their own and with others. Develop social and emotional skills in different ways – working individually, with partners and in groups. Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils' own experiences of the emotion.</p>				<p>Exploring Anxiety This unit will help pupils gain a better understanding of what anxiety is, how it manifests, how to manage/challenge it and where possible how to break the cycle.</p>	<p>Anxiety Management Strategies This unit will focus on experiencing different strategies which can be used for managing anxiety including yoga, use of music, meditation.</p>
<p>Weekly focus</p> <div style="display: flex; flex-direction: column; gap: 10px;">    </div>	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Misunderstood 2. Jealous 3. Frantic 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Loyal 2. Dominated 3. Home sick 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Impatient 2. Inferior 3. Possessive 	<p>Feelings to cover:</p> <ol style="list-style-type: none"> 1. Stressed 2. Vain 3. Confident 		

Year 10

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Core Knowledge, Skills and Concepts</p>	See Core Curriculum Map	<p>To develop cognitive behavioural therapy principles to manage anger.</p> <p>To identify negative, unhealthy and unrealistic patterns of thoughts, perspectives and beliefs.</p> <p>To identify unhealthy patterns of behaviour.</p>	See Core Curriculum Map	<p>Mindfulness may help the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour. It should not, however, be used as a disciplinary tool.</p> <p>Mindfulness helps to develop a greater awareness of relationships and how to manage them (including difficult ones at home), as well as offering a richer understanding of things like self-esteem and optimism. Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan</p> <p>As well as helping them to recognise worry, manage difficulties and cope with exams, developing a more mindful awareness also helps children and young people to appreciate what is going well and to flourish</p>		
<p>Weekly focus</p> <div style="display: flex; flex-direction: column; gap: 10px;">      </div>	See Core Curriculum Map	<p>To challenge existing patterns of thoughts and behaviours and implement alternative thoughts and behaviours that are constructive, healthy and realistic in order to address problems, manage emotions and improve wellbeing.</p> <p>Starving the Anger Gremlin</p> <ol style="list-style-type: none"> 1. Recap what anger is and identify own response to anger. (pages 16-23) 2. Explore how anger occurs (pages 26-30) 3. Controlling anger (pages 32-34) 4. Understanding the Anger Gremlin model (pages 36-39) 5. Starving the Anger Gremlin (pages 42-59) (2 weeks) 6. Anger Dos and Don'ts and exploring the effects of anger (pages 62-74) (2weeks) 	See Core Curriculum Map	<p>.b Mindfulness</p> <p>An Introduction to Mindfulness</p> <p>Lesson One – Playing Attention.</p> <p>Lesson Two – Taming the Animal Mind</p> <p>Lesson Three –Recognising Worry</p> <p>Lesson Four –Being Here Now</p> <p>Lesson Five –Moving Mindfully</p>	See Core Curriculum Map	<p>.b Mindfulness</p> <p>Lesson Six –Stepping Back</p> <p>Lesson Seven –Befriending the Difficult</p> <p>Lesson Eight –Taking in the Good</p> <p>Lesson Nine –Pulling it all Together</p>

Year 11

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><i>Core Knowledge, Skills and Concepts</i></p> <p>Weekly focus</p>     	See Core Curriculum Map	<p>Relating and reflecting on emotional pain and how to process this. It will provide ways of heightening awareness as steps towards grieving well.</p> <p>To find ways to work through the pain of losing someone. Develop language for grief, describing common and natural feelings resulting from loss. To be aware of attachment protests and to normalise these.</p> <p><u>Life Changing Relationships:</u></p> <ol style="list-style-type: none"> 1. Disappointing relationship or futile quest for perfect mate? Pages 41&42 2. People you've been flying with: Pages 47-49 3. Flying together as a group: Pages 50&51 4. Collecting moments, not things: Pages 52&53 5. Oh, how we laugh! Pages 54&55 6. Knights (posing as people) Pages 56&57 	See Core Curriculum Map	<p>Implementing key skills and resources to achieve long-term, satisfying relationships both emotionally and socially. Working in pairs will build, improve and repair relationships. These skills will become a potent resource for working in teams and individually To support strengths and consider weaknesses that they bring to relationships. To establish connections with other people. To explore positive and negatives ways of relating.</p> <p><u>Tools and Techniques to Improve and Repair Relationships:</u></p> <ol style="list-style-type: none"> 1. The art of relationship: Pages 133-135 2. The unfinished sentence exercise: Pages 138&139 3. The like/don't like it game: Pages 140&141 4. The empathy game: Pages 142 5. Our best and worst times: Pages 143&144 6. Theories of motivation: Pages 145&146 7. Paper conversations: Pages 147&148 	See Core Curriculum Map	Exam Revision