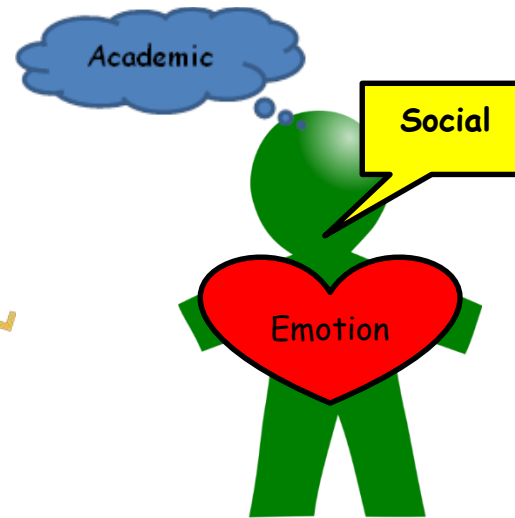
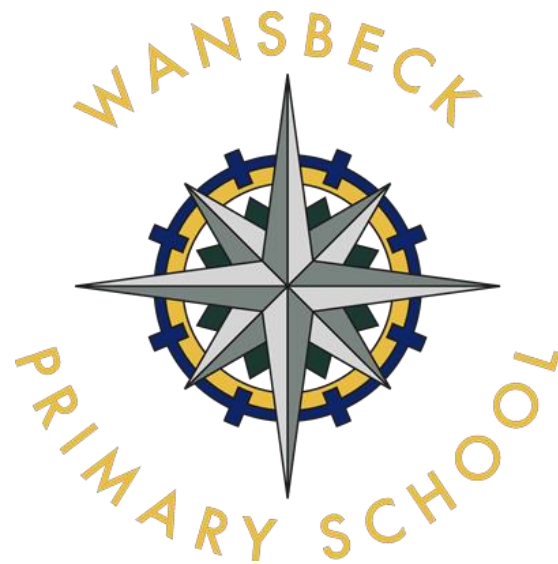


# Wansbeck Primary School

## SEMH Curriculum



## Emotional Selves

### Development of Emotional Understanding

Express a range of emotions	Express a range of emotions with little understanding of what emotion it is	Express and emotion and start to identify which emotion it is	Consistently express an emotion and identify the emotion it is.
Identify our actions are often linked to our emotions	Limited understanding of the link between our actions and our emotions	Identify the emotion of anger and happiness and link these to our actions	Identify a range of emotions and link this to our actions e.g. frustration, sadness, excitement
Knows and uses strategies to help manage own emotions	Unable to manage own emotions even with adult support.	Uses adult support to help to manage emotions Recognise when adults can help to manage my emotions	Uses independent strategies to help manage emotions
Understands others emotions / intentions	Unable to recognise emotions in others	Recognises and responds to emotions in others	Identify causes of emotions in others and respond with empathy
Use correct words to label an emotion	Limited vocabulary to express an emotion e.g. happy / sad	Developing specific words to express how I feel	Able to share how I feel and know it might help others understand why I behave in a particular way

#### Strategies to support the Development of Emotional Understanding

- 5-point scale work
- PSHE - links with Jigsaw
- Explicit teaching and modelling of emotions
- Widgets
- Real life photographs of emotions
- Social stories
- Scripts

## Developing Self Esteem

Understanding that sometimes we get things wrong	Becomes dysregulated when a mistake is made	Accept that a mistake can be made and with adult support manage emotions	Make a mistake and know that it is ok to get things wrong. Know that if things are practised you get better at them
Understanding the feeling of being proud and pride in ourselves	Difficulties in accepting praise - may become dysregulated when praise is given	Able to feel proud on a 1:1 basis talking to a known adult. Acknowledge that they have done something good.	Able to feel proud when there is an achievement or someone has been helped Accepting public praise
Able to say nice things about themselves	Unable to articulate positive words or phrases about themselves	Uses vocabulary to articulate positive things about themselves	Accepting someone else saying something positive about them
Able to say nice things about others	Unable to articulate positive words or phrases about others	Use vocabulary to compliment a peer or trusted adult	We can make other people feel valued by saying nice things about them.
Know we all have strengths	Unable to articulate any strengths they may have	Supported by an adult, begin to talk about the strengths I have	Understand that everyone has strengths and they should be celebrated.
Know that we are valued and cared for by a range of people	Have difficulties articulating the people who care for them.	Be able to identify the people in our lives that care for us	Adults who care about us want us to do well but still care for us when things don't go to plan

### Strategies used to support the development of self esteem

Affective statements sentence stems  
 Circles  
 Assembly's  
 Adult support when mistakes are made  
 Social stories  
 1:1 support work  
 Friendship groups

## Developing Social Selves

### Developing communication and interaction

Able to engage in social interaction with adults	Responds positively only to a familiar adult Seeks attention from a familiar adult	Accept that key adults time needs to be shared Engages in an interactive exchange with an adult - led by the adult	Engages in an interactive exchange and takes some lead
Able to engage in social interaction with peers	Unable to respond positively to interactions with peers Does not seek social interaction with peers Needs to control a social interaction with peers	Seeks social interaction with peers with support from an adult	Shows genuine interest in interactions with another child
Able to communicate information to others	Communication can be through heightened behaviour Communication is mainly towards a trusted adult	Communicates information about themselves Communicates wants and needs to a range of adults Able to ask questions	Communicates their own opinions, thoughts and feelings Can give explanations and instructions
Able to listen and understand	Shows basic listening skills, responding to sound and simple statements	Listens to and understands questions and simple statements Can take turns in question and answer sessions Can ask a question and wait for the answer	Shows listening skills engaging in longer conversations and patience waiting for a response Understands humour from adults and peers
Able to have a conversation	Gains another attention Can use another's name	Takes the lead in a conversation Shows some evidence of active listening	Responds to conversation from another person Understands nonverbal communication
Able to show empathy to others	Unable to show any empathy	Able to show some empathy when supported and structured by an adult	Shows empathy towards others

Strategies used to support the development of self esteem

Affective statements sentence stems

Circles

Assembly's

Adult support when mistakes are made

Social stories

1:1 support work

Friendship groups

## Developing Social Understanding and Relationships

Working with peers in a classroom setting	Accepts the presence of others in a familiar environment	Engages calmly in shared activity with an adult	Engages calmly in a shared activity independently with peers
Able to engage in group activities	Participates in some group activities	Understands and conforms to expectations of working in a group	Able to take part in a group discussion listening to others within the group Can accommodate others who want to join the activity
Being with others in an unstructured environment	Accepts the presence of others in a familiar environment	Engages calmly in shared activity with an adult in a unstructured environment	Engages calmly in a shared activity independently unstructured environment
Able to engage in play with peers	Plays with adults on a one to one basis calmly and positively	Engage and plays with known peers calmly and positively	Engages in play with a range of peers calmly and positively
Able to engage in play where there is a winner or loser	Unable to accept losing in a game with peers or adults	Calm when losing in a game when playing with adults	Calm when losing in a game with peers
Able to take turns in a game	Unable to let others have a turn or wants to control the game	Takes turns in a game that is led by an adult and supported	Takes turns in a game independently with a small number of peers
Able to engage and form positive relationships with adults	Unable to engage positively with adults within the school environment	Engages positively with known adults and can accept help from a known adult	Engages with more unfamiliar adults accepting help and direction.
Able to form positive relationships with peers	Interaction with peers ends in conflict	Engages positively and calmly with peers well know to them	Engages positively and calmly with peers and sustains friendships

Strategies to support the Development of social understanding and relationships

5 point scale]

Circles

Restorative scripts

Affective statements

Friendship groups

## Learning Behaviours to be developed through support

Able to arrive in class and settle down appropriately

Able to stay within the classroom environment.

Accept and follow adult instructions.

Use items or objects appropriately.

Aware of normal sound levels and can be reminded of them and respond appropriately.

Accept changes to routines.

Show appropriate behaviour when transitioning from playtime to class.

Stay within designated areas of the school eg. Playground/hall.

Seek confrontation during unstructured times eg. Breaks.

Follow rules of an organised game.

Engage in PE without difficulties

Ignore others

Show self-discipline when provoked by others

Maintain appropriate levels of behaviour when the classroom routine is disrupted

Respond appropriately to a request from staff

Listen to explanations and attempt to act on them.

Work alone for a brief period of time

Work alongside another pupil without disrupting

Share equipment with others

Understand the consequences of my actions if I break a rule.

Will wear a school uniform to school.

Use appropriate language and gestures.

Show an interest in lessons.