





TOPIC 1: EMOTIONAL LITERACY

Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

In this topic, students will...

 <p>PREP</p>	<ul style="list-style-type: none">• develop vocabulary to identify emotions• recognise and name some commonly experienced emotions• name emotions• recognise what sorts of sounds are associated with different emotions• recognise the kinds of experiences that may trigger different emotions
 <p>Years 1&2</p>	<ul style="list-style-type: none">• name some of the commonly experienced emotions• identify experiences that can trigger particular emotions• identify emotions in others; they empathise with others; they suggest ways to help others• identify times when they have shown an acts of kindness; they describe the emotions they felt at the time' they suggest emotions others might feel when people show kindness to them
 <p>Years 3&4</p>	<ul style="list-style-type: none">• develop their vocabulary to identify and describe their emotions; they identify ways in which emotions are shown in body language• enhance their ability to recognise emotions in others; they identify types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions• identify the positive and negative emotions that could be experiences in response to various events and circumstances• name a range of positive and negative emotions; they describe the influence that people, situations and events can have on their own and others' emotions• describe factors that contribute to positive relationships with fellow students; they identify ways that they can positively influence other emotions; they identify peer support strategies' they understand the concept of goal setting
 <p>Years 5&6</p>	<ul style="list-style-type: none">• demonstrate their understanding of emotions through a focus on the way in which they are embodied; they understand how people interpret the emotional responses of others through observation of body language• review vocabulary that can be used to describe a range of positive and negative emotions; they identify triggering events or situations that can lead to a particular emotional response; they investigate the notion of 'mixed emotions' or emotional complexity• recognise and apply the concept of emotional intensity; they further develop their emotional vocabulary• recognise that emotions can vary in intensity from mild to strong; they identify situations and events (triggers) that can lead to more intense emotions• identify events or experiences that might trigger differing emotions at differing levels of intensity.