



Mandale Mill Primary School – Threads coverage linked to Core Skills at the heart of SEL (EEF)

The 5 core competencies identified by the EEF as the Core Skills at the heart of SEL are:

- Self-awareness (identifying emotions, accurate self-perception, recognising strengths, self-confidence, self-efficacy)
- Self-management (impulse control, stress management, self-discipline, self-motivation, goal setting, organisational skills)
- Social awareness (understanding emotions, empathy/sympathy, appreciating diversity, respect for others)
- Relationship skills (communication, social engagement, relationship building, teamwork)
- Responsible decision making (identifying problems, analysing solutions, solving problems, evaluating, reflecting, ethical responsibility)

Mental health & wellbeing

Mental Health	To know they can feel different emotions.	To recognise different emotions.	To recognise what factors affect their mood and why they are in a good or bad mood.	Recognise how their mood can affect other people. Manage excitable and bad moods. To discuss fears and phobias and managing fear.	Importance of sleep in mental health. Understand how a lack of sleep can affect moods. Understand ways to improve sleep routines.	Recognise things that may cause anxiety and ways to deal with these situations. Identify the difference between everyday worries and a build-up of worries that may overwhelm.	To discuss the balance between work and social time. Understand the importance of exercise and fresh air on well-being.	To be aware of self-image and the image we portray to others. To be aware of social media sites and how to stay safe.
Emotional Wellbeing (PSHE)	Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when	Understands that own actions affect other people, for example becomes upset or tries to comfort another	Describe things that make them feel happy and things that make them feel sad.	Manage feelings in a positive and effective way. Learn about loss, change and the feelings	Describe how 'family' can mean different things to different people.	Describe why someone might start a relationship with another person	Describe different types of care and love extending their vocabulary and understanding of different emotions.	Explain how a variety of social and personal relationships might change over time, including transition, loss,

	upset, e.g. by engaging in a new play activity.	child when they realise they have upset them. Awareness of boundaries set, and of behavioural expectations in the setting. Begin to negotiate and solve problems without aggression.		involved in those situations.				divorce, separation and bereavement.
Relationships and Feelings (PSHE)	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Children play cooperatively, taking turns with others.	Use facial expressions to demonstrate some named feelings and describe some of their + or - qualities	Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.	Describe how 'family' can mean different things to different people.	Describe why someone might start a relationship with another person.	Describe different types of care and love extending their vocabulary and understanding of different emotions.	Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.

Life skills

Responsible citizens (Computing)	Know who to tell if something concerns them online	Begin to understand rules around e-safety and know who to tell if something concerns them online	Understand rules around e-safety and know who to tell if something concerns them online Understand where to go for	Communicate safely, respecting and considering other people's feelings online. Use technology safely and keep personal	Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property. Use technology safely and recognise	Know who to tell if anything worries them online. Identify potential risks when presented with scenarios, including social networking profiles. Use ICT	Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find and cite web address for any information or	Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger
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			help and support when he/she has concerns about the content or contact on the internet or other online technologies.	information private.	acceptable and unacceptable behaviour.	responsibly, securely and safely. Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	resource found online. Use technology respectfully and responsibly (Band 6)	children. Use technology respectfully and responsibly
Confidence and responsibility (PSHE)	Expresses own preferences and interests. Can select and use activities and resources with help.	Welcomes and values praise for what they have done. Children are confident to try new activities, and say why they like some activities more than others.	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Take part in group play or conversations, recognising what they like/dislike.	Recognise what is fair/unfair, right/wrong, kind /unkind and utilise this in planning and deciding. Know that all living things have needs and we share a responsibility to meet them.	Make positive comments about themselves and others. Listen actively and show empathy.	Identify positive ways to face new challenges, applying knowledge creatively. Show responsibility in managing daily tasks and learning, individually and in a team.	Review their progress against objectives and when making decisions. Take responsibility for a range of tasks, in a range of scenarios, with growing independence.	Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth.

			Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.					
Views and Opinions (PSHE)	Confident to talk to other children when playing, and will communicate freely about own home and community.	Confident to speak to others about own needs, wants, interests and opinions.	Begin to give simple reasons for their own views/opinions.	Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.	Present their views and opinions with some explanation, beginning to formulate questions.	Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.	Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints.	Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.
Goals (PSHE)	Confident to speak to others about own needs, wants, interests and opinions.	Confident to speak to others about own needs, wants, interests and opinions.	Talk about their gifts and talents. Identify a simple goal for themselves.	Talk about things they are good at and things that they find difficult. Identify a simple goal and talk about	Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others.	Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others..	Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working	Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals.

				how they could achieve it. Support others, giving constructive feedback.			towards their goals.	Develop self-organising and time management skills.
Relationships and Respect (PSHE)	Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.	Identify who to go to if they are worried and how to attract their attention. Explain how their actions have consequences for themselves and others. Identify people who look after them.	Judge what kind of contact is acceptable and how to respond. Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring).	Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.	Demonstrate respect and tolerance towards people different from themselves. Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on people's feelings.	Explore how information is presented differently in the media and online. Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves.
Relationships and Feelings (PSHE)	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Children play cooperatively, taking turns with others.	Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.	Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.	Describe how 'family' can mean different things to different people.	Describe why someone might start a relationship with another person.	Describe different types of care and love extending their vocabulary and understanding of different emotions.	Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.

Collaboration (PSHE)	Confident to talk to other children when playing, and will communicate freely about own home and community.	Confident to speak to others about own needs, wants, interests and opinions.	Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt. Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.	Play and learn co-operatively, developing strategies to solve simple arguments through negotiation. Explain what it means to be a good friend.	Work collaboratively towards shared goals. Describe what bullying is and what to do if they are feeling bullied.	List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.	Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation	Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. Consider reasons why someone may want to bully another person and suggest ways to support them.
Diversity (PSHE)			Show an awareness of how needs change as they grow from young to old. Describe how they are the same as, or different to, a friend or family member.	Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.	Demonstrate sensitivity and understanding of people with different values, customs and cultures.	Explain the words 'discrimination' and 'stereotype' and give examples of both.	Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.	Describe how different types of rights need to be protected, supported and balanced.

Healthy lifestyles

Health and Hygiene (PSHE)	Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.	Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth). Explain why exercise and rest contribute to a healthy lifestyle.	Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.	Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).	Make informed choices to maintain their health and well-being, and explain reasons for these choices	Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle.
Physical activity	Recognise the importance of daily physical activity.							
Safety								
Personal Safety (PSHE)	Follow simple rules and instructions.	Follow rules in and around school.	Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.	Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous	Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support. Describe ways of resisting negative peer pressure around issues, such as bullying, which	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous.	Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel	Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs),

			Identify some hazards in the home, such as cleaning products and medicines.	situations and be aware that they should not keep adults' secrets.	affect their health and well-being.	Develop their understanding of online safety, including the protection of personal details.	uncomfortable about or that they know is wrong.	understanding there are different levels of risk, including when a 'secret' should be shared.
E-Safety – personal knowledge and understanding (Computing)			Identify different devices that can go online, and separate those that do not.	Identify obviously false information in a variety of contexts. Identify personal information that should be kept private. Use technology safely and keep personal information private.	Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting. Use technology safely and respectfully, keeping personal information private.	Recognise social networking sites and social networking features, built into other things, such as online games and handheld games consoles. Make judgements in order to stay safe whilst communicating with others online. Use technology responsibly and understand that communication online may be seen by others.	Judge what sort of private settings might be relevant for reducing risks. Judge when to answer a question online and when not to. Understand the need to only select age appropriate content.	Find, report and flag buttons in commonly used sites and name sources of help (e.g. Childline and Cybermentors). Find a Click-CEOP button and explain to parents what it is for. Identify a range of ways to report concerns about content and contact in and out of school.
Safety – responsibilities (Computing)			Understand rules around e-safety and know who to tell if	Communicate safely, respecting and considering	Recognise online behaviours that would be unfair. Show respect for individuals and	Know who to tell if anything worries them online. Identify potential risks	Be a good online citizen and friend. Articulate what constitutes	Discuss scenarios involving online risk. State the source of

			something concerns them online Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	other people's feelings online. Use technology safely and keep personal information private.	intellectual property. Use technology safely and recognise acceptable and unacceptable behaviour.	when presented with scenarios, including social networking profiles. Use ICT responsibly, securely and safely. Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	good behaviour online. Find and cite web address for any information or resource found online. Use technology respectfully and responsibly	information found online. Act as a role model for younger children. Use technology respectfully and responsibly
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Eco awareness

Environmental change	Discuss changes to environment due to worldwide pandemic and lockdown. Future effects once lockdown ends?							
Environmental (Geography)	Shows care and concern for living things and their environment	Talks about features of their own environment and how environments might vary from one to another	Describe how pollution effects the local environment Explain changes that are happening in the local environment (i.e. school)	Suggest ways of improving the local environment Discuss ideas for how the school environment can be changed.	Identify how people both damage and improve the environment Describe how people have been affected by changes in the environment	Explain how people try and sustain environments Understand why people seek to manage and sustain their environments	Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. Understand how humans affect the	Evaluate the effectiveness and impact of environmental schemes in order to sustain or improve the environment Describe changes to the world environments over time.

							environment over time	
Changes over time (Geography)	Develop and understanding of growth, decay and changes over time	Look closely at changes in their environment	Explain what changes are taking part in the local environment Identify what present changes are taking place in the local environment (i.e at school)	Explain how a place has changed over time Use basic geographical vocabulary to refer to human and physical features of a place	Identify changes in the local and global environment Explain the physical and human features of my locality	Describe how changes in the features of a place can affect the lives of the people living there Understand the effect of landscape features on the development of a locality Explain how people have been affected by changes to their environment	Explain how things change by referring to human and physical features of the landscape Know how rivers erode, transport and deposit materials Know about the physical features of coasts and begin to understand erosion and deposition	Explain how physical and human processes lead to diversity and change in places Understand how human and physical processes interact to influence and change landscapes, environments and climate Explain how human activity relies on effective functioning of natural systems