



Federation of Grove House and King's Park PATHS Curriculum Map



PATHS in the Early Years Foundation Stage is incorporated into all aspects of the curriculum. However, it can primarily be classified as 'Personal, Social and Emotional Development'

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Reception	Unit 1 Fostering Positive Classroom Culture Lessons 1, 2, 3, 4 Rules Compliments	Unit 3 Basic Feelings Lessons 12, 13 My Feelings Mad	Unit 4 Self-control Lessons 19, review lesson 14, 15, 17 and 18 Calm/Relaxed	Unit 6 Basic Problem Solving Lesson 24, 25, 26, 27, 28 Feelings review Making choices Solving problems on own and with friends	Unit 6 Basic Problem Solving Lesson 29 Comfortable/uncomfortable	Unit 8 Advanced feelings Lessons 36, 37, 38, 39, 40 Disappointed Jealous Furious Guilty Generous
Unit of work	Unit 2 Basic Feelings Lesson 5, 6, 7, 8, 9 All have feelings Happy Sad Make friends Compliments	Unit 4 Self – control 14, 15, 16, 17, 18, 19 Twiggle learns to do turtle Learn to 'Do Turtle' Appropriate turtles for self-control	Unit 5 Sharing, Caring and Friendship Lessons 20, 21, 22, 23, Learn to 'Do Turtle' Appropriate Turtles Calm/Relaxed Special days Compliments	N - Select and use activities and resources, with help when needed. N - Find solutions to conflicts and rivalries. R - Show resilience and perseverance in the face of challenge.	Unit 7 Intermediate feelings Lessons 30, 31, 32, 33 Comfortable/Uncomfortable Different types Tired Frustrated Proud	Unit 9 Introduction Lessons 41, 42, 43, 44 Saying Goodbye Transitions and ending PATHs party
Concept	Unit 3 Basic Feelings Lessons 10, 11 Mad/Angry Scared/Afraid	N - Develop their sense of responsibility and membership of a community N - Show more confidence in new social situations. R - Identify and moderate their own feelings socially	N - Play with one or more other children, extending and elaborating play ideas R - Build constructive and respectful relationships	Unit 8 Advanced feelings Lessons 34, 35 Love Worried	Unit 8 Advanced feelings Lessons 34, 35 Love Worried	R - Show resilience and perseverance in the face of challenge.
Skills	N - Talk about their feelings using words like 'happy',				N - Find solutions to conflicts and rivalries.	



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	<p>'sad', 'angry' or 'worried'</p> <p>R - See themselves as a valuable individual.</p> <p>N -Increasingly follow rules, understanding why they are important.</p> <p>R - Know and talk about the different factors that support their overall health and wellbeing</p>	<p>and emotionally.</p> <p>R - Express their feelings</p>	<p>N - Show more confidence in new social situations.</p> <p>R - Identify and moderate their own feelings socially and emotionally.</p>		<p>R - Show resilience and perseverance in the face of challenge.</p>	
<p>Year 1</p> <p>Unit of work</p> <p>Concept</p> <p>Skills</p>	<p>Unit 1 Fostering Positive Classroom Culture Lessons 1, 2, 3, 4 Rules Compliments</p> <p>Unit 2 Basic Feelings Lesson 5, 6, 7, 8, 9 All have feelings Happy Sad Make friends Compliments</p>	<p>Unit 3 Basic Feelings Lessons 12, 13 My Feelings Mad</p> <p>Unit 4 Self – control 14, 15, 16, 17, 18, 19 Twiggle learns to do turtle Learn to 'Do Turtle' Appropriate turtles for self-control</p>	<p>Unit 4 Self-control Lessons 19, review lesson 14, 15, 17 and 18 Calm/Relaxed</p> <p>Unit 5 Sharing, Caring and Friendship Lessons 20, 21, 22, 23, Learn to 'Do Turtle' Appropriate Turtles Calm/Relaxed Special days</p>	<p>Unit 6 Basic Problem Solving Lesson 24, 25, 26, 27, 28 Feelings review Making choices Solving problems on own and with friends</p> <p>Different feelings that humans can experience</p>	<p>Unit 6 Basic Problem Solving Lesson 29 Comfortable/uncomfortable</p> <p>Unit 7 Intermediate feelings Lessons 30, 31, 32, 33 Comfortable/Uncomfortable Different types Tired Frustrated</p>	<p>Unit 8 Advanced feelings Lessons 36, 37, 38, 39, 40 Disappointed Jealous Furious Guilty Generous</p> <p>Unit 9 Introduction Lessons 41, 42, 43, 44 Saying Goodbye Transitions and ending</p>



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	<p>Unit 3 Basic Feelings Lessons 10, 11 Mad/Angry Scared/Afraid</p> <p>What rules are, why they are needed, and why different rules are needed for different situations</p>	<p>How to treat themselves and others with respect; how to be polite and courteous</p>	<p>Compliments</p> <p>How people may feel if they experience hurtful behaviour or bullying</p>	<p>How to recognise and name different feelings</p>	<p>Proud</p> <p>Unit 8 Advanced feelings Lessons 34, 35 Love Worried</p> <p>How feelings can affect people's bodies and how they behave</p>	<p>PATHS party</p> <p>Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>
<p>Year 2</p> <p>Unit of work</p> <p>Concept</p> <p>Skills</p>	<p>Unit 1 Establishing a Positive Classroom Environment Lesson 1, 2, 3 Classroom rules PATHS readiness Pupil of the day - complimenting</p> <p>Unit 2 Introduction to feelings</p> <p>Unit 3 Feelings and behaviours Lesson 4, 5, 6, 7, 8, 9, Happy, sad, private, fine, excited, tired, scared/afraid, safe</p>	<p>Unit 3 Feelings and behaviours Lesson 11, 12, 13, 14, 15, 16, 17 Cross/angry, review feelings,</p> <p>Unit 4 Self control and Anger Management Lessons 13, 14, 15, 16, Self control1, Self control 2, Self control 3, Calm/relaxed</p> <p>Unit 5 Anger management and problem solving Lesson 17 Control Signals poster</p>	<p>Unit 5 Anger management and problem solving Lesson 18, 19, 20, 21, 22 Problem discussion Problem solving, Surprised, excited, Problem discussion, Privacy and telling your feelings</p> <p>Unit 6 Friendship and feeling lonely Lesson 23, 24, 25, 26 Good friends, lonely, Making friends, shy</p> <p>To be able to identify different things they</p>	<p>Unit 6 Friendship and feeling lonely Lesson 27, 28, 29 Shy, problem solving, embarrassed, review feelings</p> <p>Unit 7 Manners and Listening to others Lesson 30, 31, 32 By accident, on purpose, Manners 1,2</p> <p>To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p>	<p>Unit 7 Manners and Listening to others Lesson 33, 34, 35, 36, 37 Manners 3, 4, Fair play rules, listening to others, sharing.</p> <p>Unit 8 Feelings/emotions/ behaviours Lesson 38, 39 Decision wheel, curious/interested/ bored</p> <p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and</p>	<p>Unit 8 Feelings/emotions/ behaviours Lesson 40,41, 42, 43, 44, 45, 46, PATHS Party Proud, ashamed, frustrated, hopeful, disappointed, problem discussion End of year review, PATHS party</p> <p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>Preparing to move to a new class/year group.</p>



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	<p>What rules are, why they are needed, and why different rules are needed for different situations To recognise why they are special</p>	<p>How to manage when things get difficult. Ways of sharing feelings; a range of words to describe feelings.</p> <p>To be able to identify different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>How to recognise when they or someone else feels lonely and what to do.</p> <p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>How to recognise when they or someone else feels lonely and what to do.</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p>deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p>	
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