

Emotional Literacy and Wellbeing Long Term Curriculum Map

At Exwick Heights Primary School, our vision is for every child to develop the emotional literacy, self-awareness, and mental wellbeing necessary to thrive. Through a carefully structured curriculum, we blend academic and emotional support to ensure every pupil has the social and emotional skills to reach their full potential.

At the heart of our approach is the belief that all children deserve the emotional vocabulary, time, and space to reflect on their feelings and experiences. When children can name their emotions, be it sadness, frustration, anger, loneliness, or grief, they are better equipped to articulate their needs, regulate their emotions, and empathise with others.

Our Wellbeing curriculum helps children build emotional intelligence by recognising, understanding, and managing their emotions while also supporting those around them. Each week, through focused Wellbeing lessons, children develop the following core skills:

- Recognise: Be aware of one's own emotions and the emotions of others.
- Understand: Comprehend the causes and consequences of emotions.
- Label: Use a nuanced vocabulary to describe emotions.
- Express: Communicate emotions in a way that is culturally appropriate and mindful of social context.
- Regulate: Manage emotions, especially when they become overwhelming, and transition between emotional states.

The RULER Approach

Our curriculum is underpinned by RULER, a systemic approach to Social and Emotional Learning developed by the Yale Center for Emotional Intelligence. RULER integrates emotional literacy into all aspects of school life. Research shows that emotions impact attention, memory, decision-making, creativity, wellbeing, relationships, and academic success. As such, our wellbeing curriculum focuses on the five key RULER competencies:

Throughout children's wellbeing development at Exwick Heights Primary School, they focus on the following 5 strands of RULER:

1. Recognising emotions in oneself and others. This refers to identifying emotions by interpreting our own thoughts and physiology (heart rate, body temperature, etc.) and cues in ourselves and others, including facial expressions, vocal tones, body language, words and behaviour.
2. Understanding the causes and consequences of emotions. This skill involves understanding both the causes and consequences of emotions, including their effects on: Thinking, learning, decisions and behaviour.

3. Labelling emotions with a nuanced vocabulary. Finding the precise word for an emotion helps us express our emotional needs more clearly—and deepens our understanding of the emotions and needs of others.
4. Expressing emotions in ways that align with cultural norms and the social context - essentially focusing on how and when emotions are appropriately conveyed.
5. Regulating emotions with helpful strategies. Our emotional goals generally fall into the following areas: Prevent an unwanted emotion—like anxiety before a test, reduce an unwanted emotion—like anger when we are interacting with others, initiate a new emotion—like inspiration to be creative, maintain an existing emotion—like remaining calm in a stressful situation and enhance or increase a desirable emotion—like joy while playing with our friends. Once we have selected a goal, we can choose strategies that will help us reach that goal.

Alongside these 5 strands, children will also be taught to use the following tools:

- The Charter: Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.
- Mood Meter: Enhances self and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.
- Meta Moment: Provides a process for responding to emotional situations with strategies that align with one's *best self* and that support healthy relationships and personal well-being.
- Blueprint: Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

Our curriculum is designed to build year on year, with each lesson deepening and reinforcing emotional literacy. While the skills are progressive, key themes, such as empathy, conflict resolution, and use of the Mood Meter, are intentionally revisited regularly to allow children to practise and master these essential life skills.

Year	Term 1/2	Term 3/4	Term 5/6
Reception	I can use the Mood Meter to identify how I feel. I can show how different feelings look in my face and body. I can describe my feelings to trusted adults and peers. I can use my listening skills to identify the feelings of others. I know that everyone has feelings. I understand what it feels like to be proud. I understand what it feels like to be annoyed.	I can say how I want to feel and how I want others to feel in school. I understand what sad feels like. I understand what it feels like to be patient. I understand what it feels like to be afraid. I understand what it feels like to be brave. I understand what kind feels like. I understand what left-out feels like.	I understand what it feels like to be confused. I understand what it feels like to be hurt. I understand what curious feels like. I understand what safe feels like.
Year 1	I understand what makes me unique. I understand that I have emotions and that they can be pleasant or unpleasant, high energy or low energy. I can use and understand the Feelings Wheel. I can use the feelings wheel to identify how you are feeling. I recognise the feeling of Cheerfulness and can identify what makes you cheerful. I understand why you may feel glum and how to regulate my mood. I understand what it is like to feel angry. I can learn the STOP strategy for self-regulation. I can identify the feeling of calmness.	I understand what makes people happy in both myself and others. I recognise that happy is a pleasant emotion with high energy levels. I recognise what makes us happy and work on strategies to increase happiness. I use the feeling wheel to identify how you are feeling. I recognise that the feeling of surprise is an emotion that can feel both pleasant and unpleasant depending on the context. I recognise why you may feel startled and to regulate your mood. I understand what it is like to feel disappointed. I can use the visualisation and positive self-talk strategies for regulation. I understand what it is like to feel comfortable.	I can use the feeling wheel to identify how I am feeling. I can use journaling to capture my thoughts and feelings. I know what empathy is. I can identify what makes me feel blue on the feelings wheel and what strategies I can use to change my mood. I know what makes me and others feel green on the feelings wheel. I know what makes me and others feel yellow on the feelings wheel. I can identify how some else is feeling.

	I know that you can regulate your emotions and what you do effects how you feel.	I can identify things, people and places that bring me (and others) comfort.	I know what empathy is.
Year 2	I can reflect upon how I have changed.	I recognise the different parts of the feelings wheel.	I can identify how I feel when I am in each section of the feelings wheel.
	I know what makes me unique.	I can identify how I am feeling and what triggers pleasant and unpleasant emotions.	I can identify what someone else is feeling and empathise with them.
	I know that everyone shows emotions differently.	I can recognise triggers and identify that they are often linked to unpleasant emotions.	I can use empathy to solve a problem.
	I understand the feeling of excitement and know how to regulate it.	I can identify synonyms for anger and I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings.	I can use empathy to understand how someone else is feeling.
	I understand the feeling frustration and know how to regulate it.	I understand that stopping and recognising my current emotion is the first step to regulation.	
Year 3	I understand the feeling of boredom.	I can identify environmental and personal factors that affect my mood.	
	I understand feeling peaceful.	I can identify what influences my emotions.	I can use empathy to solve a problem.
	I understand that everyone is different.	I can revisit what emotions are pleasant and unpleasant.	I can use say it, script it and solve it as a method to solve conflict.
	I understand that emotions change throughout the day and this is healthy.	I can identify how I am feeling and what triggers pleasant and unpleasant emotions.	I can use say, script it and solve it as a method to solve conflict.
	I understand the feeling of Joy.	I can recognise triggers and identify that they are often linked to unpleasant emotions.	
	I understand the emotion of fury.	I can identify synonyms for anger.	
	I can use scaling to regulate my emotions.		

	I understand the emotion of jealousy. I can build my self-esteem so that I am able to regulate the feeling of jealousy. I understand feeling relaxed. I know how to regulate my emotions to get to green on the feelings wheel. I can reflect on the strategies I have to regulate my emotions. I understand what makes me unique and can celebrate this.	I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings. I can identify what makes me feel red on the feelings wheel. I can identify the power of a pause. I can identify environmental and personal factors that affect my mood. I can identify what influences my emotions.	
Year 4	I understand that we all experience a wide range of emotions and these emotions effect how pleasant I feel and how much energy I have. I understand the feeling of motivation and can identify what motivates me. I understand fear and anxiety. I understand what worrying is and what makes me feel worried. I can use a scale to put worries into perspective. I understand the feeling of satisfaction and can identify when I feel satisfied. I can reflect on my self-regulation strategies.	I can revisit what emotions are pleasant and unpleasant. I understand that we all experience a wide range of emotions and these emotions effect how pleasant I feel and how much energy I have. I can recognise triggers and identify that they are often linked to unpleasant emotions. I can identify synonyms for panic. I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings. I can identify the power of a pause. I can begin to recognise my best self. I can identify positive aspects of my character and personality.	I can recognise how I am feeling. I can tell you how I think someone else is feeling. I can use say it, script it and solve it as a method to solve conflict. I can use empathy to solve a problem. I can help others to regulate anger. I can use empathy to understand someone I disagree with.



Year 5	I know that celebrating what makes me unique can help with my sense of self. I can use the feelings wheel. I understand what it feels like to feel aspirational. I recognise the motivating power of aspiration. I understand anxiety and what makes me anxious. I can consider ways to manage and regulate anxiety. I understand why I feel embarrassment. I can learn to manage my embarrassment. I understand the feeling of gratitude. I can think about what you feel grateful for. I understand how happiness is created in the brain. I can reflect on how I have grown and changed. I can create a class feeling charter. I understand the feeling of optimism and know how to feel optimistic. I can recognise the feeling of apprehension. I can think about how to regulate feelings of apprehension.		I can recognise how I am feeling. I can identify the emotions of others and the causes for their emotions. I can use say it, script it, solve it to solve someone else's problem. I can use active listening. I can name the strategies I have to regulate my emotions.
Year 6	I can identify a range of pleasant and unpleasant emotions. I can think of ways to manage my emotions depending on my context. I can recognise different triggers in myself and others. I can identify synonyms for betrayed. I can identify the things that are and aren't in my control.		I can reflect on my feelings and the strategies I have for managing them. I can understand how someone else is feeling using empathy. I can actively listen. I can identify who helps me with my feelings. I can give advice to others.

	I recognise the feeling of stress and can consider ways to manage stress. I understand the importance of finding balance in life. I understand how the people in my life support me.		
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These words are to be taught as part of the Well-being lessons.

Year Group	Red	Blue	Yellow	Green
R	annoyed afraid confused	sad left out hurt	proud brave curious	patient kind Safe
1	<i>angry</i> <i>startled</i> nervous	<i>glum</i> lonely <i>disappointed</i>	<i>surprised</i> <i>cheerful</i> <i>happy</i>	<i>calm</i> <i>comfortable</i> relaxed
2	<i>frustrated</i> irritable tense	<i>bored</i> distracted down	<i>excited</i> focused energetic	<i>peaceful</i> included thoughtful
3	<i>furious</i> <i>jealous</i> repulsed	hopeless rejected timid	<i>joyful</i> hopeful interested	<i>relaxed</i> accepted forgiving
4	<i>fearful</i> <i>worried</i> <i>anxious</i>	discouraged empathic isolated	<i>motivated</i> courageous enthusiastic	<i>satisfied</i> respected supported
5	<i>embarrassed</i> envious insulted	ashamed defeated regretful	<i>aspirational</i> determined elated	<i>grateful</i> serene satisfied
6	<i>betrayed</i> <i>apprehensive</i> <i>stressed</i>	despair offended pessimistic	<i>optimistic</i> committed inspired	<i>balanced</i> understood valued

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