

Subject: Y1 PSHE		Outcome: Pupils can identify and name a range of emotions, recognise how these feel physically, and begin to talk about why they feel this way.		4 weeks	
NC Objectives: - To recognise, name and understand a range of emotions (happy, sad, angry, worried, excited). - To identify what causes different feelings. - To begin to develop strategies for managing strong feelings in safe and appropriate ways. - To understand that everyone experiences emotions and that it's okay to feel different things at different times. 21 st Century Skills: - Self-Awareness: Understanding and naming own emotions. - Communication: Sharing feelings and listening respectfully to others. - Collaboration: Working with peers to discuss and role-play scenarios. - Critical Thinking: Identifying the reasons behind feelings and linking to real-life examples. - Empathy: Recognising how others might feel and how to respond kindly. Key vocabulary: Emotion, feeling, happy, sad, angry, worried, excited, calm, frustrated, surprised, scared, relaxed, expression, body language, talk, share.					
Session and LO	Warm up (retrieval)	Starter, inc. building on and leading to. <i>How does this lesson and LO fit into the sequence of learning?</i>	Guided Practice – modelling <i>(Watch Me, Join Me, Show Me – AFL – repeat if necessary)</i>	Independent Practice, inc. AfL strategies & adaptations	Plenary <i>Could be an exit task, final question to gauge understanding, use of w/bs for afl – this could be another join me</i>
LO: To recognise and talk about our different emotions and understand that everyone feels a range of emotions.	- Show pupils a range of faces showing different emotions (from PowerPoint). - Ask: “Can you name the emotion?” “How do you know what they are feeling?” - Discuss facial expressions, body language, and tone of voice. - Quick Think-Pair-Share: “When was a time you felt happy/sad/excited?” AFL: Listen for children correctly identifying emotions and describing situations.	Build on prior understanding from EYFS where pupils discussed feelings in circle time. Activity: Our Emotions Story – “The Colour Monster” (video or teacher-read) - Discuss how each emotion is shown as a colour. - Link to real experiences (“When did you feel like the red monster?”). - Emphasise that all emotions are normal and part of being human.	Watch Me: - Teacher models naming and explaining feelings: “When I lost my pen, I felt frustrated because I couldn’t finish my work.” - Discuss body language cues (frowning, shoulders down). Join Me: - Pupils repeat using sentence stems: “I felt ____ when ____ because ____.” - Teacher supports with visuals (emotion faces and emojis). Show Me: - Children role-play different emotions while peers guess what feeling is being shown. AfL: Observe vocabulary use, confidence, and accuracy of emotion recognition.	- Pupils complete an “Emotion Sorting” activity: matching emotion words to pictures. - Extension: Draw themselves showing one emotion and write/dictate a short sentence (“I feel happy when...”). - Support: Teacher or TA scribe pupil responses or use picture cues. - Use mini whiteboards for quick checks. - Peer discussion – pairs share and describe one of their drawings. - Teacher notes misconceptions or limited vocabulary for follow-up in next lesson. Adaptations: - EAL: Use bilingual word cards. - SEN: Provide visual supports and simplified options (two-choice emotion cards). - More Able: Encourage linking emotions to cause-and-effect reasoning.	Exit Task – “Emotion Thermometer” - Pupils point to or colour where they are feeling on a scale (happy to worried). - Circle time discussion: “What can we do when we feel sad or angry?” - Reinforce vocabulary and coping strategies (talk to a friend, take deep breaths, ask for help). AfL: Gauge understanding of emotional awareness and vocabulary through pupil responses.

LO: <i>I can describe how to respond positively when I feel an emotion.</i>	Activity: “Emotions Recap – How Do I Feel Today?” Use Slide 3’s visual “How do I feel today?” to revisit emotions from Lesson 1. Pupils identify how they are feeling and why. AfL: Observe who can accurately name emotions using previous vocabulary (happy, sad, angry, worried, excited).	Slides 5–8: Discuss the key terms shown – <i>spot, change, identify, react, manage</i>. Introduce the meaning of “managing emotions” – finding good ways to handle big feelings without letting them take over. Use examples from Slide 12: “When I’m angry, I sometimes say hurtful things” to model honesty and reflection.	Watch Me: (Slides 17–20) Teacher models identifying emotions by describing physical sensations (“My tummy feels twisty, so I know I’m angry”). Join Me: Pupils use the sentence stem “When I feel ___, my body feels ___.” Show Me: Pupils act out emotions; peers identify the feeling and suggest a calm-down strategy. AfL: Observe correct emotion identification and appropriate strategy choice.	Main Task: (Slides 29–35) Pupils create their own <i>Emotion Toolkit</i> – three strategies to help them manage emotions (e.g., talk to a trusted adult, take a break, do finger breathing). Extension: Add a drawing of when each strategy could be used. AfL: Circulate, asking “Why did you choose that?”	Exit Task: “How Can Others Help?” (Slides 36–48) Pupils discuss who they can talk to when feelings feel too big (trusted adults, friends). Circle time reflection: “What helps you feel better?”
LO: <i>I can name the emotion I am feeling and begin to explain why I feel that way.</i>	“Emotion Words Recap” (Slides 5–8) Display emotion images (happy, sad, angry, worried). Ask pupils to name each emotion and describe a time they felt that way. Discuss: “Why is it important to name our feelings?” AfL: Note which pupils can recall emotion vocabulary confidently	Introduce “sensations” — feelings in our body that link to emotions. Read examples from the slides: Jacob – worried (heart beats faster, sweaty hands). Discuss how everyone experiences emotions differently.	Watch Me: (Slides 17–22) Teacher models explaining emotions using both feeling words and physical sensations (“I feel sad because my body feels heavy and I miss my mum”). Join Me: Pupils practise saying: “I feel ___ because ___.” Encourage detail using sensations (“...because my tummy feels tight”). Show Me: Pairs act out or describe an emotion while others guess and explain why the character might feel that way. AfL: Observe whether pupils include both the <i>emotion</i> and <i>reason/sensation</i> in explanations.	Main Task: (Slides 23–31) Pupils complete <i>Emotion Matching and Sharing</i> activities. Match emotion words to pictures; match sensations to emotions; then draw themselves showing one emotion and write: “I feel ___ because ___.” Extension: Write a short sentence about what might help them feel better. AfL: Collect responses for vocabulary and reasoning accuracy.	Slides 33–39: Focus on <i>How can I tell you how I feel?</i> Discuss ways to communicate emotions
LO: <i>I can describe how the basic emotions feel in my body.</i>	Activity: “Emotion Charades” (Slides 4–6) Pupils act out basic emotions (happy, sad, angry, worried). The class guesses each emotion and names one physical feeling (e.g., “I feel happy — my tummy feels warm and fuzzy”). AfL: Identify pupils who can link emotions to sensations.	Slides 7–11: Introduce <i>sensations</i> – how emotions feel in our bodies or on our skin. Use examples from the slides: Happy – warm, fuzzy, calm, full of energy. Discuss that everyone experiences emotions differently because we are all unique.	Watch Me: (Slides 15–18) Teacher models identifying physical sensations linked to emotions. Example: “When I’m worried, my hands feel sweaty, and my heart beats fast.” Join Me: Pupils repeat using the sentence stem: “When I feel ___, my body feels ___.” Show Me: Pupils match emotions to sensations on Slide 22 or share personal examples. AfL: Observe accuracy and	Main Task: (Slides 25–33) Pupils complete an “Emotion and Sensation” chart or draw pictures showing how each feeling (happy, sad, angry, worried) feels in their body. Add labels (e.g., “My tummy feels twisty when I’m worried”). Extension: Write a sentence about what helps when feeling that way. AfL: Collect work and discuss physical sensations in plenary. Adaptations: - EAL – use visual supports with icons for body parts. - SEN – provide pre-labelled templates or verbal prompts. - More	Slides 34–42: Explore <i>How can I share what I am experiencing?</i> Discuss different ways to communicate feelings:

			vocabulary use (“warm”, “heavy”, “tight”, etc.).	Able – describe combinations of sensations (“My heart beats fast and my skin feels hot when I’m angry.	
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