

Subject: Y2 PSHE		Outcome: Pupils will recognise and describe a wider range of emotions; understand what affects how they feel; and use strategies to manage and express emotions positively.		4 weeks	
NC Objectives: Recognise and describe a wider range of feelings. Learn about factors that can affect how they feel (e.g., food, sleep, exercise, relationships). Develop and practise strategies for managing emotions positively. Understand that change and transitions can affect feelings and learn coping strategies. Build empathy and respect for others’ emotions and experiences. 21st Century Skills: Collaboration & Communication: sharing ideas, listening respectfully, and supporting peers during discussions and role play. Critical Thinking & Problem Solving: identifying causes of emotions and suggesting positive solutions. Creativity & Innovation: using drawings, stories, and role play to explore emotional scenarios. Adaptability & Resilience: practising calm strategies and coping with change. Emotional Intelligence: recognising, understanding, and managing emotions while showing empathy towards others. Key vocabulary: Core Feelings: happy, sad, angry, worried, excited, calm, tired. Extended Feelings: nervous, proud, lonely, relaxed, frustrated. Change & Resilience: challenge, cope, manage, strategy, support.					
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: <i>I can describe a range of emotions that humans can feel.</i>	Activity: “Emotion Review – How Do I Feel Today?” (Slide 3 – Opening Discussion) Recap Year 1 emotions (happy, sad, angry, worried). Pupils choose an emotion card and say why they feel that way today.	Slides 7–14: Introduce a wide range of emotions using images and examples (excited, proud, frustrated, grumpy, calm, worried). Classify positive vs challenging feelings and discuss how our needs (e.g. food, sleep, friends) affect them. Use the examples from Jun and Laura to highlight how our bodies signal emotions.	Watch Me: (Slides 15–20) Teacher models identifying emotions and what they might mean (“When I feel grumpy, it often means I need a break”). Join Me: Pupils use sentence stems to describe what their feelings might be telling them about themselves. Show Me: Class discussion matching emotions to situations (e.g. “Which feelings show when	Main Task: (Slides 27–40) Pupils draw their own character and label two emotions that character might feel. Use examples from the slides to support. Extension: Describe what their character’s emotions might be telling them (e.g. “Sam feels angry because he saw something unfair”). AfL: Circulate and question: “What might this emotion be trying to tell you?”	xit Task: (Slides 41–45) Review the idea that <i>emotions give us information about ourselves and the world</i> . Children share one new emotion word and what it might mean. Highlight that everyone feels emotions differently

	AfL: Check recall and language confidence.		we're hungry or tired?"). AfL: Note use of specific vocabulary and links to causes.		and it's okay for feelings to change.
LO: <i>I can explain how to respond appropriately to a range of emotions.</i>	Activity: "Emotion Recap – How Do We Feel Today?" (Slide 3 – Opening Question) Pupils recall emotions from Lesson 1 and sort them into <i>positive</i>, <i>negative</i> and <i>mixed</i> feelings. Discuss: "<i>Should we be happy all the time?</i>" to introduce the theme of emotional balance. AfL: Identify pupils who can distinguish between types of emotions.	Slides 6 – 11: Explore how we can <i>respond</i> to emotions safely and positively. Teacher models the word <i>respond</i> – what we do after something happens. Discuss the difference between <i>feeling</i> and <i>responding</i>. Use Sofia and Lucas examples to show appropriate reactions to sadness and worry. Discussion: "What can we do to feel better when we're sad, worried or angry?"	Watch Me: (Slides 13 – 18) Teacher demonstrates calm-down responses: deep breathing, counting down, talking to a trusted adult, taking space. Join Me: Pupils mirror breathing exercises and act out mindful reactions. Show Me: Pairs role-play responding appropriately to anger or worry using strategies shown on Slides 17–21. AfL: Observe pupils choosing healthy vs. unhelpful reactions.	Main Task: (Slides 22 – 31) Pupils complete <i>Responding to Emotions Activity Sheet</i> – matching scenarios to positive strategies (e.g., Lucas – talk to an adult; Aisha – take deep breaths). Extension: Write or draw their own "calm-down plan." AfL: Circulate and ask pupils to explain why a strategy helps	Exit Task: (Slides 32 – 40) Revisit the question "Should I be happy all the time?" Discuss: <i>All emotions are normal – it's how we respond that matters.</i> Introduce being <i>mindful</i> (Slide 42): noticing feelings in our body and deciding what to do next. Quick reflection – pupils share one mindful action they could take when sad, worried, or angry
LO: <i>I can explain change and how it makes me feel.</i>	Activity: "What Is Change?" (Slides 5 – 7) Discuss everyday changes – new seat in class, trying a new food, visiting somewhere different. Pupils share small changes they've noticed recently. Teacher records responses on the board. AfL: Assess understanding of the term <i>change</i> and	Slides 8 – 15: Introduce <i>big changes</i> – moving house, new sibling, new school year. Read examples from Alex and Izzy to show both excitement and worry. Ask: "How can the same change make two people feel differently?" Reinforce vocabulary – <i>change</i>, <i>transition</i>, <i>scared</i>, <i>worried</i>.	Watch Me: (Slides 17 – 23) Teacher models sharing a personal example of change (e.g. moving country or class) and describes mixed emotions. Join Me: Pupils discuss changes they've experienced and identify two emotions felt during that time (Slide 25 prompt – Jun moving house). Show Me: Pairs role-play one small and one big change, expressing how each might feel and how to handle it. AfL: Observe pupils expressing	Main Task: (Slides 26 – 37) Pupils complete "My Change Map" – draw a change they've experienced and label emotions (happy, worried, scared, excited). Add or write what helped them cope (talking to a trusted adult, thinking of positives, doing something they enjoy). Extension: Write three tips for a friend experiencing change. AfL: Teacher circulates and questions: "What helped you feel better during that change?"	Exit Task: (Slides 38 – 45) Class discussion – "What can we do when change feels hard?" Collect ideas

	confidence describing simple examples.		multiple feelings and linking them to coping ideas.		
LO: <i>I can explain what helps me to feel happy and how I can look after my wellbeing.</i>	Activity: “Emotion Circle” (Slide 3 – Opening Check-in) Pupils recall emotions learned in previous lessons (happy, sad, worried, angry, proud, excited). Ask: “What makes you feel happy?” and record responses (family, friends, play, food, pets, rest). AfL: Assess confidence naming positive emotions and linking them to experiences.	Slides 5–11: Discuss factors that can influence feelings – food, sleep, exercise, time with others, kindness, and hobbies. Explore what helps us <i>feel happy and calm</i> vs. what can make us <i>tired or sad</i>. Use example stories (Henry, Aisha, Jun) to show how different choices impact happiness. Pupils reflect on: “What helps <i>me</i> to be happy?”	Watch Me: (Slides 12–16) Teacher models creating a personal “Happiness Plan” — examples: reading, playing outside, sleeping well, talking to friends. Join Me: Pupils brainstorm in pairs things that make them happy and discuss why. Show Me: Class creates a shared “Happiness Wall” (Slide 17) showing drawings or words of what helps them feel good. AfL: Listen for pupils linking actions to emotions (“I feel calm when I read” / “I feel proud when I finish a puzzle”).	Main Task: (Slides 18–27) Pupils complete “My Wellbeing Plan” – choose and illustrate three things that help them feel happy and calm. Add one strategy they can use when feeling sad or worried (talk to someone, take deep breaths, rest). Extension: Write a sentence for each: “I feel happy when...” “I feel calm when...” AfL: Circulate and question: “Why does that help you feel good?”	Exit Task: (Slides 28–35) Class discussion: “What can we do every day to look after our wellbeing?” Group together responses into themes: <i>body, mind, friendships, kindness</i>. Pupils share one new thing they will try this week to stay happy. AfL: Assess if pupils can explain how specific actions contribute to happiness.