

Subject: Y3 PSHE		Outcome: Pupils recognise that emotions vary in strength, duration, and effect. They can describe how to manage strong and deep feelings, understand that change can affect emotions, and explain what resilience looks like in everyday life.		4 weeks	
NC Objectives: To deepen understanding of emotions and how they can influence thoughts and behaviour. To recognise and describe a range of emotions in self and others, including stronger and deeper feelings. To learn strategies for managing emotions in themselves and supporting others appropriately. To identify changes that can affect emotions and develop ways of coping with transitions and challenges. To build resilience and confidence in responding to setbacks or difficulties. 21st Century Skills: Self-awareness: recognising and understanding a wide range of emotions. Emotional intelligence: regulating feelings and responding sensitively to others. Resilience & adaptability: maintaining effort and optimism when faced with change or challenge. Communication: expressing feelings clearly and respectfully. Critical thinking: reflecting on situations, identifying causes, and choosing healthy responses. Collaboration: supporting peers through empathy and shared strategies. Key vocabulary: Emotion, feeling, strong, deep, change, worry, excitement, calm, anxious, proud, disappointed, resilience, manage, control, support, adapt, cope, recovery, bounce back, strength, calm-down, mindfulness.					
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 the differences between everyday emotions and stronger feelings</i>	Activity: “What are Emotions?” (Slides 1–4) Children recap everyday emotions such as happy, sad, tired and excited. Discuss how these can change in strength depending on what happens. AfL: Check that pupils	Slides 5–15: Introduce “strong emotions.” Explain that these last longer or feel harder to manage. Use examples of positive and negative strong feelings (e.g., winning a competition vs losing a toy). Pupils decide if statements describe <i>strong</i> or <i>everyday</i> emotions. Discussion Prompt: “How do we know if an emotion is strong?”	Watch Me: (Slides 16–22) Teacher models body signals for strong emotions (e.g., sweaty hands = worry, fast heartbeat = anger). Join Me: Pupils match body clues to emotions on interactive cards.	Main Task: (Slides 23–32) Pupils complete “Strong Emotions Chart” – list situations that cause strong emotions and describe body reactions. Extension: Write sentences explaining how different people might react differently to the same event. AfL: Teacher questions pupils about the difference between ‘feeling strongly’ and ‘losing control.’	Exit Task: (Slides 33–40) Discuss why strong emotions are normal and how we can recognise them. Pupils write on sticky notes: “One way I can tell I have a strong emotion is...” Teacher collects notes for display on an

	can name common emotions and recognise their varying intensity.		Show Me: Pupils act out a chosen emotion for partners to guess. AfL: Observe pupils identifying body sensations and labelling feelings accurately.		"Emotion Toolkit Wall."
LO: <i>I can describe some situations that may lead to strong or deep feelings and explain how these feelings can change over time</i>	Activity: "Emotion Check-in" (Slides 3–5) Pupils use emotion cards to show how they feel this morning, then discuss: "What makes some feelings last longer than others?" AfL: Gauge understanding of short-term vs. long-term emotions.	Slides 6–12: Explore <i>deep feelings</i> – emotions that stay with us for longer periods, such as pride, grief, disappointment, or worry. Read examples (Aisha proud after helping her brother; Oliver sad after losing a pet). Discuss how these differ from everyday emotions. Prompt: "Why might some feelings stay with us for days or weeks?"	Watch Me: (Slides 13–17) Teacher models sharing a personal story about a lasting emotion and explains how the feeling changed with time (e.g., worry turning into relief). Join Me: Pupils share in pairs a time they felt something for more than a day and describe how it changed. Show Me: Use "Emotion Timeline" (Slide 19) to show how feelings rise and fade. AfL: Observe if pupils can describe both emotion type and change over time.	Main Task: (Slides 20–28) Pupils create their own <i>Emotion Timeline</i> showing one deep feeling (e.g., excitement, disappointment) over several days or stages. Label emotions and note what helped them feel better. Extension: Write short advice sentences: "If someone feels this way, they could..." AfL: Collect responses to assess understanding of emotion duration and coping.	Exit Task: (Slides 29–34) Discuss: "Can deep feelings change?" Invite pupils to share examples where time, talking, or support helped. Group reflection: "Sometimes feelings fade, and sometimes they return — both are okay." AfL: Evaluate ability to express change and coping mechanisms.
LO: <i>I can recognise that change can affect feelings and explain ways to manage</i>	Activity: "Change Detectives" (Slides 3–5) — Pupils identify small changes that have happened recently (new seating plan, haircut, new lunch menu). Discuss:	Slides 6–12: Show examples of big changes (e.g. moving house, new baby, changing class, friend moving away). Use stories of Sami and Layla to illustrate different emotions connected to change. Discuss how one event can cause mixed feelings — excited and worried at the same time.	Watch Me: (Slides 13–17) Teacher models sharing a personal story about a change and identifies the range of emotions felt (e.g. moving to a new	Main Task: (Slides 21–30) Pupils complete a <i>Change and Feelings Map</i> — illustrate a change they've experienced, identify 3 feelings linked to it, and list ways they managed those feelings. Extension: Write a short paragraph offering advice to someone facing a similar change.	Exit Task: (Slides 31–38) Group reflection — "What helps you when things change?" Record ideas on board (e.g. talk to friends, stay positive, keep a routine).

<i>those feelings.</i>	“How do these changes make us feel?” AfL: Gauge whether children can link everyday changes to emotional reactions.	Prompt: “Can a change be good and still feel hard?”	country — excited + nervous). Join Me: Pupils sort “change cards” into positive, negative, or mixed feelings (Slides 18–20). Show Me: Pairs role-play receiving news of a change and act out healthy responses (taking a breath, talking to someone, asking questions). AfL: Observe if pupils demonstrate empathy and appropriate strategies in their responses.	AfL: Teacher questions — “How did your feelings change over time?”	Pupils complete the sentence stem: “Change can feel ____, but I can ____.” AfL: Assess whether pupils can link feelings to coping strategies.
LO: <i>I can explain what resilience means and identify ways to stay positive when things are challenging.</i>	Activity: “What Helps Us Keep Going?” (Slides 3–6) Pupils recall challenges they’ve faced recently (learning a new skill, making friends, tricky homework). Discuss: “What helped you not to give up?” AfL: Note examples of perseverance and pupils’ ability to connect actions to emotions.	Slides 7–13: Introduce <i>resilience</i> — staying calm and positive when something is difficult. Use real-life examples from the slides (e.g., Jamal learning to swim, Leila practising piano). Ask: “What does it mean to ‘bounce back’?” and discuss the difference between giving up and trying again.	Watch Me: (Slides 14–18) Teacher shares a personal example of persistence (e.g., learning to ride a bike or improve handwriting) and models positive self-talk. Join Me: Pupils brainstorm encouraging phrases together (“I can try again,” “Mistakes help me learn”). Show Me: Role-play scenarios from Slides 19–23 (e.g., missing a goal, losing a game) and practise resilient responses.	Main Task: (Slides 24–33) Pupils create a “Resilience Shield.” In each section, draw or write: Something they’ve achieved through effort. A person who supports them. A strategy that helps them stay calm. A goal they want to keep working towards Extension: Add a short resilience motto (“I keep trying even when it’s tough”). AfL: Circulate to check pupils can link strategies to their own challenges	Exit Task: (Slides 34–40) “My Resilience Pledge.” Pupils complete: “Next time something is difficult, I will...” Share pledges aloud or display them on a class wall. Class reflection: “How does it feel when we finally achieve something we worked for?” AfL: Check pupils can articulate at least one personal resilience strategy.

			AfL: Observe if pupils use positive language and strategies independently.		
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