

Subject: Y4 PSHE		Outcome: Pupils understand how emotions affect wellbeing and self-esteem, how to respond to loneliness or feeling down, how to manage emotions in different situations, and what contributes to living a happy and mentally healthy life.		4 weeks	
NC Objectives: To recognise and describe how emotions influence thoughts and behaviour. To understand the concept of self-esteem and how it contributes to confidence and wellbeing. To recognise and respond to feelings of loneliness or being down. To identify and use strategies for managing a wider range of emotions. To understand what contributes to happiness and positive mental health. 21st Century Skills: Emotional Intelligence: recognising, naming, and managing emotions in themselves and others. Resilience: developing coping strategies for emotional challenges and change. Critical Thinking & Problem Solving: reflecting on causes of low self-esteem and loneliness, and identifying positive strategies. Collaboration & Communication: discussing emotions respectfully and supporting peers. Adaptability: maintaining wellbeing through challenges or change. Self-Management: regulating emotions and practising mindfulness strategies. Key vocabulary: Emotion, feeling, self-esteem, confidence, proud, lonely, down, happiness, wellbeing, resilience, reflection, positive, negative, support, kindness, mental health, introvert, extrovert, ambivert.					
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 explain what self-esteem means and describe how it can affect how I feel about myself and others.</i>	Activity: “How Do I See Myself?” (Slides 3–6) Pupils look at a mix of positive qualities (kind, helpful, good listener, brave) and identify two that describe them. Discuss: “Why is it sometimes hard to	Slides 7–12: Introduce <i>self-esteem</i> – how we think and feel about ourselves. Teacher explains: “It’s our inner voice that says, <i>I can do this!</i> or <i>I’m not good enough yet.</i> ” Show examples of high and low self-esteem behaviours. Prompt: “What can help our self-esteem grow stronger?”	Watch Me: (Slides 13–17) Teacher models two contrasting inner voices – positive vs negative self-talk – and the impact on actions. Join Me: Class sorts statements into <i>helpful</i> and <i>unhelpful</i> self-talk. Show Me: In pairs, pupils role-play changing a negative thought into a	Main Task: (Slides 18–26) Pupils create a <i>Self-Esteem Shield</i> with four sections: Something I’m good at. Something I’m proud of. Someone who supports me. Something I’d like to get better at. Extension: Write a short “Confidence Motto” (e.g. <i>I believe in myself!</i>). AfL: Circulate and ask: “How does knowing your strengths help your feelings?”	Exit Task: (Slides 27–33) Pupils share one part of their shield aloud or on a class “Wall of Strength.” Discuss: “How can we boost each other’s self-esteem every day?” AfL: Listen for

	say nice things about ourselves?” AfL: Check whether pupils recognise positive personal attributes.		positive one (“I can’t do it” → “I’ll keep trying”). AfL: Observe pupils’ ability to reframe self-talk constructively.		examples of kindness and peer affirmation.
LO: <i>I can describe what it feels like to be lonely or down and explain ways to support myself or others.</i>	Activity: “Lonely or Alone?” (Slides 3–6) Display two pictures — one of someone sitting quietly, one looking sad in a crowd. Ask: “Which person might be lonely?” Discuss that <i>being alone</i> and <i>feeling lonely</i> are not always the same. AfL: Assess initial understanding of loneliness and empathy.	Slides 7–12: Explore <i>what loneliness feels like</i> . Read the story of Hassan (feeling left out at playtime) and Aisha (missing her friend). Discuss physical and emotional signs: heavy feeling in the chest, sadness, quietness, lack of motivation. Prompt: “What might help when we feel lonely?”	Watch Me: (Slides 13–16) Teacher models expressing loneliness (“I felt lonely when my friend was away, but I asked someone new to play”). Join Me: Pupils brainstorm actions that can help (talking, inviting others, drawing, joining a group). Show Me: In small groups, pupils act out short scenarios from the slides — one showing loneliness, one showing support. AfL: Observe if pupils demonstrate empathy and suggest realistic coping strategies.	Main Task: (Slides 17–28) Pupils create a “Helping Hands” poster. Each finger shows one idea for how to help themselves or others when feeling lonely (e.g. <i>talk to a friend, play together, ask for help, include others</i>). Extension: Write a short note to someone explaining how to cheer up a lonely person. AfL: Ask pupils to explain their chosen ideas aloud.	Exit Task: (Slides 29–36) “Kindness Ripple.” Pupils sit in a circle; each shares one act of kindness they will do this week to help others feel included. Teacher links to the idea that <i>kindness boosts both our self-esteem and others’ wellbeing</i> . AfL: Check pupils’ ability to articulate specific positive actions.
LO: <i>I can identify different emotions and explain strategies to manage them in a range of situations.</i>	Activity: “Emotion Match” (Slides 3–6) Pupils match emotion words (angry, frustrated, worried, calm, proud) to emoji cards. Discuss: “Do these feelings feel the same for everyone?” and “Can emotions change quickly?” AfL: Identify pupils’ vocabulary	Slides 7–12: Explore examples of emotional triggers — losing a game, getting praise, making a mistake, being ignored. Read about Sara (frustrated when she can’t solve a maths problem) and Yusuf (worried about performing). Discuss how different emotions can influence our choices and behaviour. Prompt: “What can we do when an emotion feels too strong?”	Watch Me: (Slides 13–16) Teacher models a strong emotion and demonstrates calming strategies — deep breathing, counting backwards, walking away, using positive self-talk. Join Me: Pupils practise mindfulness breathing (Slide 17 – guided visual). Show Me: In small groups, pupils act out a scenario and demonstrate one calm strategy from the toolkit. AfL: Observe pupils using	Main Task: (Slides 18–28) Pupils complete an <i>Emotion Management Wheel</i> . In each section, they list or draw: What causes the emotion. How it feels in their body. How they can respond calmly. Extension: Add “Who can help me when I feel this way?” AfL: Circulate and question – “Which strategies work best for you?”	Exit Task: (Slides 29–35) “Our Emotion Toolkit.” As a class, build a shared list of strategies that help — breathing, talking, drawing, exercise, asking for help. Reflect: “Which one will you use next time you feel angry, sad, or worried?” AfL: Pupils hold up fingers to show which

	confidence and emotional awareness.		emotional language and regulation techniques appropriately.		strategy they'd like to practise more.
LO: <i>I can identify what helps me to feel happy and explain how to look after my mental and emotional wellbeing.</i>	Activity: “What Makes You Smile?” (Slides 3–5) Pupils turn and talk: “What made you happy this week?” Teacher lists responses (friends, playing, pets, reading, family). Show image prompts from the slides and discuss how happiness looks different for everyone. AfL: Identify pupils’ awareness of positive wellbeing factors.	Slides 6–12: Discuss <i>happiness</i> and <i>wellbeing</i> — more than a feeling; it’s about balance, health, and connections. Explore what affects wellbeing: sleep, food, movement, time outdoors, creativity, and relationships. Read about Hadi (tired but happy after sports) and Leila (lonely after staying inside all weekend). Prompt: “Can you be happy and tired at the same time?”	Watch Me: (Slides 13–17) Teacher models creating a “Wellbeing Plan” — including activities, people, and habits that help maintain balance. Join Me: Pupils share in pairs what makes them feel calm, proud, or joyful. Show Me: Class sorts a range of wellbeing cards (Slides 18–20) into <i>Helps My Wellbeing</i> and <i>Doesn’t Help My Wellbeing</i> categories. AfL: Observe whether pupils can explain <i>why</i> something helps or harms wellbeing.	Main Task: (Slides 21–31) Pupils design <i>My Wellbeing Flower</i> — each petal shows one thing that helps them feel happy and healthy (e.g. playing outside, sleeping well, being kind). In the centre, they write or draw who supports them. Extension: Add one “goal petal” — something new they will try to improve their wellbeing. AfL: Question pupils: “Why did you choose this?” / “How does it help you?”	Exit Task: (Slides 32–40) “Happiness Circle.” Pupils share one petal from their flower aloud. Class creates a shared “Happiness Display” using everyone’s ideas. Teacher summarises key message: <i>Looking after our body and mind helps us stay happy and strong.</i> AfL: Pupils identify at least one personal wellbeing action they will continue using.