

Subject: Y5 PSHE		Outcome: Pupils recognise that emotions serve an important purpose and that all feelings are valid. They understand how challenges affect emotional wellbeing, can describe strategies for managing difficult emotions, and show empathy and resilience when facing challenges.		3 weeks	
NC Objectives: To recognise and describe the range and purpose of emotions. To understand how emotions influence behaviour and wellbeing. To learn strategies for managing difficult emotions such as anxiety, frustration, and sadness. To recognise how challenges and setbacks affect feelings, and develop coping strategies for resilience. To understand the importance of empathy, support networks, and communication in maintaining emotional health.					
21 st Century Skills: Emotional Intelligence: recognising, validating, and managing emotions in self and others. Resilience & Adaptability: coping positively with challenge, change, and setbacks. Critical Thinking & Problem Solving: analysing emotional situations and identifying appropriate strategies. Self-Management: maintaining control of emotions in varied contexts. Empathy & Collaboration: supporting others through communication, kindness, and understanding. Reflection: recognising emotional growth and personal progress.					
Key vocabulary: Emotion, resilience, challenge, self-esteem, coping, anxiety, frustration, sadness, confidence, wellbeing, empathy, determination, positive mindset, strategy, self-control, regulation.					
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 recognise different types of challenges and describe the emotions they might cause</i>	Activity: “Year 4 Flashback – What Do You Remember?” (Slides 3–5) Pupils complete a short starter quiz to recall key Year 4 vocabulary (resilience, happiness, confidence, self-esteem). Discuss: “What	Slides 6–10: Introduce the concept of <i>challenges</i> . Examples: academic (a tricky test), social (joining a new group), physical (sports competition), emotional (losing a friend). Pupils categorise examples into these types and identify emotions they might trigger – e.g. nervousness, determination, fear, excitement. Discussion: “Can a challenge feel	Watch Me: (Slides 11–14) Teacher models describing a personal challenge, naming multiple emotions that occurred (e.g. nervous, frustrated, proud). Join Me: Pupils use emotion cards to describe feelings during familiar school challenges (tests, group work, PE). Show Me: Pairs act out mini role-plays showing a challenge and emotion response. Peers identify	Main Task: (Slides 15–25) Pupils complete a <i>Challenge Reflection Worksheet</i> . They list 3 personal challenges (past or present) and describe:What the challenge was. How it made them feel. What helped them cope or what could have helped Extension: Add a “Challenge Scale” (1–5) showing how difficult each felt and what emotions were strongest. AfL: Circulate and prompt with reflective questions (“What does this feeling tell you?”).	Exit Task: (Slides 26–30) Use quick “Emotion Barometer” — pupils hold up coloured cards to show how challenges make them feel (e.g., green = calm/confident, yellow = nervous, red = stressed). Class reflection: “Is it

	challenges did you face last year, and how did they make you feel?" AfL: Identify prior understanding of emotional triggers and confidence in describing them.	scary and exciting at the same time?"	the feelings displayed. AfL: Observe emotional vocabulary use and recognition of mixed emotions.		okay to feel worried about a challenge?" Conclude that all feelings are valid and help us understand what we need. AfL: Assess pupils' ability to link emotions to challenges appropriately.
LO: <i>I can explain that all emotions have a purpose and describe how they can help me understand myself and others.</i>	Activity: "Emotion Check-In – Good or Bad?" (Slides 3–6) Pupils view a range of emotions (happy, angry, scared, nervous, excited, frustrated). Ask: "Are these good emotions or bad emotions?" then challenge misconceptions: emotions aren't 'good' or 'bad' — they're <i>information</i>. AfL: Identify pupils who still label emotions as positive/negative.	Slides 7–12: Discuss the <i>purpose</i> of emotions — why they exist and how they help us. Examples: Fear keeps us safe. Anger shows something feels unfair. Sadness helps us ask for support. Happiness motivates us. Pupils complete a quick "Emotion Function Sort" activity. Prompt: "What is this emotion trying to tell me?"	Watch Me: (Slides 13–17) Teacher models identifying the "message" behind a feeling: "When I felt angry, it told me something wasn't fair." Join Me: Pupils use sentence stems to explain emotions: "When I feel ___, it usually means ___." Show Me: Pairs complete emotion cards describing the cause and the message behind it (e.g., <i>Worry</i> → <i>I care about the outcome</i>). AfL: Observe pupils' reasoning and vocabulary sophistication.	Main Task: (Slides 18–28) Pupils create an <i>Emotion Information Chart</i>. In three columns: Emotion	Exit Task: (Slides 29–35) "Emotion Detectives." Read short scenarios (e.g., friend moves away, win a race, lose a turn). Pupils identify the emotion and what it might be telling the person. Class Discussion: "Can difficult emotions still help us?" AfL: Use quick thumbs-up/down to assess understanding that <i>all emotions have value</i>.
LO: <i>I can identify a range of strategies to help manage difficult emotions and explain</i>	Activity: "Emotion Charades" (Slides 3–5) Pupils act out an emotion (anger, jealousy, fear, worry, embarrassment) while others guess. Discuss: "Which of these emotions are	Slides 6–11: Revisit previous learning — all emotions have value, but some are uncomfortable. Introduce the "<i>Managing Emotions Toolkit</i>" — simple actions to regain calm or perspective.	Watch Me: (Slides 12–15) Teacher models a situation where an emotion escalates (e.g., frustration at losing a game) and demonstrates a regulation strategy in real time (deep breathing, positive self-talk). Join Me: Pupils practise a short guided breathing or grounding	Main Task: (Slides 16–25) Pupils design their own "<i>Personal Emotion Toolkit</i>" — four tools that help them calm down or cope when a difficult emotion appears. Examples: <i>listening to music, reading, going outside, drawing, talking to someone</i>. Extension: Pupils explain <i>why</i> each tool helps (link to mind-body connection). AfL: Teacher circulates and asks reflective	Exit Task: (Slides 26–34) "When I Feel..., I Can..." chart. Pupils complete one example each to share aloud: "When I feel angry, I can walk away."

<i>how these can support my wellbeing.</i>	hardest to manage?" and "Why might that be?" AfL: Identify which emotions pupils perceive as difficult and their initial strategies for coping.	Examples from slides: Pause and breathe. Talk to someone. Write or draw feelings. Take a short break. Think of something positive. Prompt: "Why might different strategies work for different people?"	activity using imagery from slides ("Smell the flower, blow the candle"). Show Me: Groups choose one difficult emotion and act out a short skit showing a helpful strategy in use. AfL: Observe if pupils can match strategies appropriately to emotions.	questions ("Which strategy works best when you're angry?").	Group discussion: "Why is it important to have more than one strategy?" Class creates a '<i>Calm Classroom Display</i>' using ideas from everyone's toolkits. AfL: Assess whether pupils can select and justify strategies that suit their own needs.
---	--	--	--	--	---