ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

THE BIG QUESTION	
How can we manage our feelings?	
END OF UNIT OUTCOME	Create an emotion wheel design a wheel or map showing: -Different emotions -What causes them -How the emotion might change -A strategy for managing each one
OBJECTIVES	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings
CONCEPT:	
LESSON 1 QUESTION	**How do everyday things affect our feelings?**
KEY KNOWLEDGE	Everyone experiences a range of feelings. Everyday events can affect how we feel. Different people may feel differently about the same situation. Feelings can change throughout the day.
RICH TASK	Introduce The Big Question – what do they already know? Discussion: How would you feel…? Scenarios  Complete pictures of different feelings – times when they have felt these emotions and what that felt like.
SUPPORT AND CHALLENGE	Support: Use emotion cards, visuals and sentence starters Challenge: Pupils explain why different events cause different feelings

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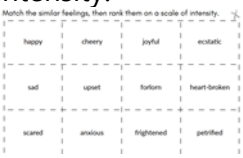
KEY VOCABULARY	Feelings, emotions, happy, sad, worried, excited, angry, calm	**RESOURCES**	PSHE Association – Mental Health and Emotional Wellbeing – Lesson 1
LESSON 2 QUESTION	**How can we express our feelings?**		
KEY KNOWLEDGE	Feelings can be expressed in different ways. Feelings can be experienced at different levels of intensity. Our bodies can show physical signs of feelings. Expressing feelings appropriately helps us manage them.		
RICH TASK	Retrieval practice activity- **Feelings Brain Dump** Pupils write or draw as many feelings as they can remember Share and sort feelings into pleasant / unpleasant On tables write the emotions they can think of. In pairs rate the feelings on level of intensity:  Match the similar feelings, then rank them on a scale of intensity. happy cheery joyful ecstatic sad upset forlorn heart-broken scared anxious frightened petrified Picture a feeling activity: What physical signs would we see in the body with these different feelings? 		
SUPPORT AND CHALLENGE	Support: Emotion word banks and body outlines Challenge: Compare similar emotions with different intensities		
KEY VOCABULARY	Express, intensity, emotions, body signals, facial expressions	**RESOURCES**	PSHE Association – Mental Health and Emotional Wellbeing – Lesson 2
LESSON 3 QUESTION	**How do we manage our feelings in different circumstances?**		
KEY KNOWLEDGE	Some feelings are more difficult to manage than others.		

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	Everyone experiences loss, grief and change. Grief can look different for different people. There are strategies and support that can help manage difficult feelings.		
RICH TASK	Retrieval practice activity- **<u>Emotion Scale</u>** Give pupils 3–5 emotions (e.g. calm, happy, angry, furious) Pupils order them from least intense to most intense In pairs – things that are born/germinate, things that grow and things that die. Discussion: do plants, animals and people go through the different stages in the same way? E.g. do animals and people only die when they have lived for a long time? Read/watch The Heart and the Bottle - Oliver Jeffers. How might people show that they are grieving? What might help people experiencing grief? Create a special box for someone experiencing grief that they could use if they needed help.		
SUPPORT AND CHALLENGE	Support: Images of things that could go inside box. Challenge: Pupils suggest coping strategies for different situations		
KEY VOCABULARY	Grief, loss, change, coping, sadness, support	**RESOURCES**	PSHE Association – Mental Health and Emotional Wellbeing – Lesson 3 The Heart and the Bottle - Oliver Jeffers: https://www.youtube.com/watch?v=TPw_JTmnXqU
LESSON 4 QUESTION	**What support and advice can I get for managing my feelings?**		
KEY KNOWLEDGE	It is important to ask for help when needed. Different people and services can offer support. Listening and kindness help others manage their feelings. Supporting others does not mean solving their problems.		
RICH TASK	Retrieval practice activity- **<u>What Could Help?</u>** Present a simple scenario (e.g. feeling sad after losing something) Pupils suggest: What the feeling might be One way to manage it Revise KO		

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	Pupils work in pairs to choose one of the words and jot down the different actions or reactions people might have to this feeling. Take feedback. Discussion: Scenarios, how might they react?  		
SUPPORT AND CHALLENGE	Support: Role play and sentence starters Challenge: Explain when different types of support are needed		
KEY VOCABULARY	Support, advice, trusted adult, listen, help, wellbeing	**RESOURCES**	PSHE Association – Mental Health and Emotional Wellbeing – Lesson 4
LESSON 6 QUESTION	**How can we use what we have learned to manage our feelings?**		
KEY KNOWLEDGE	Feelings can be recognised, named and managed. Feelings can change over time and intensity. Support is available when needed.		
END OF UNIT OUTCOME	Revision of key knowledge- **Feelings Quick Quiz** Name a feeling Name a body sign Name a strategy Name someone who can help Outcome linked to The Big Question What links to our concept have you found? Create an emotion wheel design a wheel or map showing: -Different emotions -What causes them -How the emotion might change -A strategy for managing each one		
SUPPORT AND CHALLENGE	Support: Templates, visuals and adult support Challenge: Pupils explain and justify their chosen strategies		

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KEY VOCABULARY	Emotions, feelings, manage, express, intensity, support	**RESOURCES**	Wheel template.