

What I should already know : I can name some emotions and feelings and talk about times where I have felt happy, sad, angry etc. Children have previously taken part in Anti Bullying sessions where they have looked at how emotions and feelings can cause unkindness.

Enquiry Questions:

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- Can we recognise different feelings and emotions and think about what might prompt feelings? Can we understand how our emotions and actions affect ourselves and others?
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- Can we understand the difference between impulsive behaviour and that which is thought through?
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- Can we develop strategies to deal with our own strong emotions and think about ways to get support when we need it?
- Can we talk about personal gifts and talents; what we are good at and also what we find more difficult?
- Can we understand that it is possible to affect our behaviour by stopping and thinking about what we are doing?

Types of emotion:



Key Vocabulary

Actions: a thing done; an act.

Affect: To have an affect on something or someone.
Example: Your attitude will affect how successful you are.

Behaviour: The way we act and conduct ourselves towards others.

Consequence: A result or effect of an action.

Comfortable: being in a state of physical or mental comfort; contented and undisturbed; at ease!

Emotion: A natural state of mind that comes from somebody's circumstances, their mood or their relationship with others.

Feelings: An emotional state or reaction.

Impulsive: Acting or speaking without thinking about it first.

Support: To help.

Thoughts: Our ideas and opinion produced by us thinking.

Mental health: a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.

Uncomfortable: if you are uncomfortable, you are slightly worried or embarrassed, and not relaxed and confident.

PSHE Skills

Year 2:

- Be able to describe how they are feeling, including how strong that feeling is
- Be able to recognise feelings in others
- Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves
- Know that there is a link between thoughts, feelings and behaviour
- Begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind.
- Have developed some understanding of the difference between behaviour which is impulsive and that which is considered

Year 3:

- Be able to recognise and communicate how they are feeling
- Be able to recognise and describe feelings in others, and show care towards them
- Have developed some strategies to be able to move from an uncomfortable state to

Gifted and Talented:



Feelings Faces:

Resource 1 - Feelings Faces



Feelings:



Calm down strategies:



- a more positive one
- Be able to explain what is meant by 'mental wellbeing'
- Know who to approach and how to get support with their emotions
- Recognise their own personal strengths and qualities
- Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive
- To understand what is meant by "over-reacting", and to be able to show
- Understanding towards themselves and others
- Know what it feels and looks like to be assertive and when it might be appropriate.

Links to other areas of the Curriculum: English:Spoken Language - Speaking and Listening, English: The Tear Thief Emotional Literacy-Computing - cyberbullying. PSHE: Anti Bullying Week.

