

PSHE Year 3 (Summer 1) Positive Mental Health – PSHE Association Lessons

Prior Learning: In Year 2 children will have learnt how to recognise how themselves and others may be feeling, how to have feelings and about feelings associated with change or loss.

Across KS1 and 2 We will learn how to identify and manage different feelings and emotions within the 'Positive Mental Health' theme of our PSHE Education. We will recognise that physical health and mental health are interlinked and that it is normal to experience a range of emotions at different times.

This learning will include an understanding of our own and others' emotions and the development of healthy coping strategies and protective factors. It will provide knowledge, understanding and strategies to keep ourselves healthy and safe, as well as equipping us to support others or giving us the confidence to seek support for ourselves or others. We will understand when to seek help, what help is available, and the likely outcome of seeking support.

1. TWAL: About the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.

Draw/write about the feelings a person has most days and what helps them to feel good every day. Pair work to plot a character's feelings at different times of the day on a timeline. Categorise moments that might occur in a day as giving a good, not so good or neutral feeling. Read a blog post about ways to feel good and what can help if feeling not so good. Write a message to remind the character what could help them to feel good every day. Reflections, sign posting help and assessment.



That feelings/emotions are part of a person's health and wellbeing

Everyday things that can affect feelings but there are things that can help



2. TWAL: About ways of expressing feelings and emotions and why this is important

Pupils write feelings/ emotions on graffiti wall. Hot potato emotion game. Match synonyms to root word & identify intense feelings by ranking similar vocabulary on a scale of intensity. Use pictorial & descriptive imagery to talk about different feelings & draw/ write about feeling on a body outline to show how it is experienced.



That feelings can be felt with different intensity

That it is important to be able to express our feelings



3. TWAL: About the impact of different life changes, and strategies for dealing with grief.

Identify things that are born, live and die. Explanation of grief. Identify signs that someone might be grieving. Explore different responses to grief. Consider strategies people can use to manage their feelings of grief. Explore scenarios Reflections, sign posting help and assessment.



Know the different types of responses there might be to grief.

Know activities, actions and sources of support that can help a person to manage grief.



4. TWAL: About managing feelings and emotions in different situations

Think about a strong feeling and how a person might react to it. Work in pairs to match different behaviours to feelings and vice versa. Work in groups to read a scenario and consider how the character is reacting to the situation they find themselves in. Discussion about how it feels to talk about our emotions. Consider who is best to talk to in regards to different situations characters find themselves in and how to seek further advice and support. Advise a character who to talk to and what to say, both in the situation and afterwards. Reflections, sign posting help and assessment.



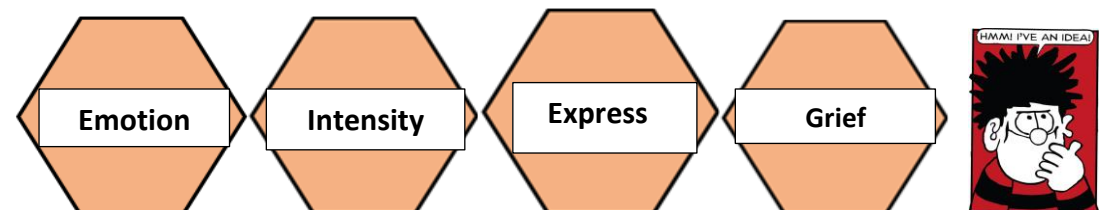
Feelings and emotions can influence our actions and behavior
Ways of coping with feelings in different situations



5. TWAL: To understand the feelings associated with experiencing change. To understand that we can control some things but not others.

Discuss how we get a range of positive and negative emotions about change. Consider changes that have either happened recently or are about to happen and consider the day-to-day challenges that change may bring. Decide whether each challenge should go on the outer circle ('Things I can't control') or the inner circle ('Things I can control') What coping strategies can we use? Write a letter about how a character is feeling and why and what they think might help them.

Words we will know!



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For pupils in KS2, the PSHE Association suggests using the terms 'feelings' and 'emotions' interchangeably as their definition is similar, but for your own subject knowledge these words can be defined as:

Emotion: a strong feeling deriving from one's circumstances, mood, or relationships with others; an instinctive or intuitive feeling as distinguished from reasoning or knowledge*

Feeling: an emotional state or reaction, an idea or belief, especially a vague or irrational one, or the adjective **feeling:** showing emotion or sensitivity*

