

# How Do I Feel? : PSHE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To know about the different feelings we can have	Together, children look at and discuss some common emotions, including feeling happy, sad, angry, excited, worried, surprised, scared and calm. They are encouraged to talk about when they might feel these emotions, and whether they know any other words for these feelings.	<ul style="list-style-type: none"> <li>Can children name a range of different feelings or emotions?</li> <li>Can children give examples of when they might feel these different emotions?</li> <li>Do children know some different words for each feeling or emotion?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Word Bank Cards</li> <li>Worksheet 1A/1B/1C</li> <li>Feelings Posters (FSD? activity only)</li> <li>Feelings Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To know how feelings can affect our bodies and behaviour	Children explore how we can express the emotions we feel on our faces, in our bodies, and through our actions. Children are challenged to identify different emotions from pictures and descriptions based on these clues. In the FSD? activity, children act out different emotions for the class to identify.	<ul style="list-style-type: none"> <li>Do children understand that feelings can affect our faces, bodies and behaviour?</li> <li>Can children name/describe/act out some of the expressions and actions related to different emotions?</li> <li>Can children recognise a range of feelings in other people based on their expressions and actions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Emotion Cards</li> <li>Scribe Sheet</li> <li>Facial Expressions Cards</li> <li>Body Sensations Cards</li> <li>Behaviour Cards</li> <li>Act it Out! Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand that not everyone feels the same about things	In this lesson, children explore how we don't always feel the same emotions as everyone else. They will look at a range of scenarios where people may have differing feelings. In their independent activities, children identify how a range of situations would make them feel, and then are challenged to find someone who feels the same as them, and someone who feels differently.	<ul style="list-style-type: none"> <li>Do children understand that not everyone feels the same at the same time?</li> <li>Do children understand that not everyone feels the same about the same things?</li> <li>Do children understand that all feelings are OK?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Word Bank</li> <li>Worksheet 3A/3B/3C</li> <li>Feelings Cards (FSD? activity only)</li> <li>Scenario List (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To know how to share feelings, and ask for help with feelings	Children explore the idea that we can't always see what people are feeling by how they look on the outside. Using the story of <i>Ruby's Worry</i> by Tom Percival, children discuss why it is always a good idea to talk about a worry. In their independent activities, children use given scenarios to talk through who they would ask for help with a worry, and what they would say.	<ul style="list-style-type: none"> <li>Do children understand that people might not always be able to tell how they are feeling?</li> <li>Do children know who they can share their feelings with?</li> <li>Do children know how to ask for help with their feelings?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Ruby's Worry</i> by Tom Percival (not included)</li> <li>Asking for Help Poster</li> <li>Discussion Cards</li> <li>Worksheet 4A</li> <li>Scenario Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore feelings caused by change and loss	In this final lesson, children discuss what change is, and how different changes, whether big or small, can make us feel. Using the story of <i>Badger's Parting Gifts</i> , children also explore a big change - loss. In their independent activities, children further explore how a range of different changes would make them feel.	<ul style="list-style-type: none"> <li>Do children know that everyone experiences change?</li> <li>Do children understand that changes can cause a range of feelings?</li> <li>Can children say how a given change might make them feel?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Badger's Parting Gifts</i> by Susan Varley (not included)</li> <li>Worksheet 5A/5B/5C</li> <li>Change Cards A/B</li> <li>Identifying Changes Worksheet (FSD? activity only)</li> </ul>

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## End of Primary Phase Objectives:

### Health Education - Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

### Teacher notes

### Vocabulary

Self, feelings, emotions, bodies, expressions, sensations, behaviour, worries, strategies, notice, identify, calm, regulate, special, positive, negative, like, dislike, play, change, difficult, challenge, loss, death grief