

Topic	Big feelings	Stage Age range	KS1 Year 2
<p><b>Introduction</b></p> <p>This lesson focusses on the impact of 'big' feelings on their behaviour and how to manage this. They also practice how to ask for help with their feelings.</p> <p>This cover sheet links directly to a PSHE Association resource and the resource must be downloaded in full from the PSHE Association's website</p>			
<p><b>Learning aim and outcomes</b></p>		<p><b>Key messages to convey to children</b></p>	
<p><b>Before utilising the lessons please read the accompanying teacher mental health &amp; wellbeing guidance:</b> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and</a></p> <p><b>Aim</b></p> <p>To learn about big feelings and how to manage them.</p> <p><b>Learning outcomes</b></p> <p><b>By the end of the lesson children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise that feelings can intensify (get stronger)</li> <li>• Describe how big feelings can affect their behaviour</li> <li>• Identify what can help them feel better when they have a big feeling (including talking to trusted adults)</li> <li>• Use words or phrases to ask for help with feelings</li> </ul> <p><b>These learning outcomes have been taken directly from the PSHE Association's resource (link below)</b></p>		<p>Ensure that the lesson begins with creating a safe space, including ground rules for how the lesson will be managed. Brook advises discussing confidentiality and safeguarding when creating your safe space.</p> <p>Always ensure time for clear signposting at the end of every lesson, this could be within your educational setting, or to local services in Cornwall as well as online reputable organisations.</p> <ol style="list-style-type: none"> <li>1. We all get 'big feelings'</li> <li>2. Sometimes our bodies feel different with different feelings.</li> <li>3. It is good for us to know what big feelings might be like – for us, our friends, and family.</li> <li>4. At times these feelings can make us behave in different ways.</li> <li>5. Some feelings can be very hard to talk about, we must/should always ask for help for ourselves and our friends if we are upset, worried, confused, scared or angry. Help is something</li> </ol>	
<p><b>Where to find up to date information</b></p> <p><a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a></p>			

<https://www.childline.org.uk/>

<https://www.mentalhealth.org.uk/>

we can always get from an adult we trust like our parent, carer or a teacher.

### Ways to differentiate this resource

#### Consolidation:

- For some children, it may be more appropriate to break down this lesson into smaller parts and to have a member of support staff run through each component individually.
- For some children, it may be useful to have them list feelings in order to consolidate their idea of what a feeling is, and then introduce the situations in which these feelings are experienced, then have them identify how they behave when they have this feeling.
- Some children may struggle with behaviour regulation, and it is important to point out that this is something that can be difficult to learn and we should ask an adult for help if we need to.

#### Extension:

- Children could think of how they can help a friend who is experiencing a difficult feeling.

### Links to government statutory guidance & PSHE Association guidance (The wording below is directly quoted from PSHE Association and Government guidance)

- **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**
- **How to judge whether what they are feeling and how they are behaving is appropriate and proportionate**
- **Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support**
- **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)**
- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings

- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H24. how to manage when finding things difficult
- R7. about how to recognise when they or someone else feels lonely and what to do
- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

### Things to consider and linking to a whole school approach

- Mental Health and Wellbeing will be taught throughout a child's education in line with the government statutory guidance. PSHE lessons should therefore not be taught in isolation and always form part of a well-prepared PSHE curriculum at each key stage.
- Implement the key concepts within a trauma informed approach across the whole school. Namely working to ensure your school is a safe place for children and young people. This includes creating a safe learning environment for PSHE lessons, increasing empathy and emotional regulation prior to behaviour regulation and boundary setting, open communication, transparency and trustworthiness in teachers and adults within school.
- The structure of your pastoral/ student support services and how children can access help and support (Does your educational setting have a school mentor or counsellor the children are aware of?)
- 10th October is World Mental Health Day, 18th - 24th May is Mental Health Awareness Week – can your school raise awareness?
- Be aware of the family circumstances of children and young people where they or family members may be experiencing mental health challenges or mental ill health, adapt your teaching and provide any additional support required
- Are there any children who might struggle with talking about feelings in your class?

### Where to access the resource

#### Download KS1 Lesson Plans and Resources Here:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

Scroll to the bottom of the page where you will find a ZIP folder – this contains all mental health lessons at Key Stage 1 and 2 in a single folder. No log in is required.

