

# Managing Emotions : PSHE : Self and Emotional Wellbeing : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore what personal identity is.	In this lesson, children will explore what personal identity is, and how it is closely linked to self-esteem. They will learn that the more we know and understand ourselves, the better we can value ourselves. As a class, they will explore the poem <i>Russian Doll</i> , and how this illustrates that we all have different parts of us. In their independent activities, children will explore their own personal identities by creating a stacking (Russian) doll to represent themselves.	<ul style="list-style-type: none"> <li>Do children have an understanding of what personal identity is?</li> <li>Can children explain what self-esteem is, and how to raise low self-esteem?</li> <li>Can children identify and understand the different aspects of themselves?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Russian Doll</i> poem by Rachel Rooney (not included)</li> <li>Stacking Doll Templates</li> <li>My Personal Zoo 1A/1B (FSD...? activity only)</li> </ul>
<b>Lesson 2</b>	To develop an understanding of healthy and unhealthy emotional regulation coping strategies.	Children will begin by looking at how physical and mental health are linked. They will then look at and compare emotionally regulated and emotionally dysregulated states. As a class, children will begin to think about strategies they could use to cope with being dysregulated. In their independent activities, children explore given scenarios and identify and discuss healthy and unhealthy coping strategies.	<ul style="list-style-type: none"> <li>Do children understand what mental and physical health are?</li> <li>Can children identify a range of coping strategies?</li> <li>Can children look critically at which coping strategies are healthy and unhealthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Scenario Sheet</li> <li>Scenario Cards 2A</li> <li>Scenario Cards 2B (FSD...? activity only)</li> </ul>
<b>Lesson 3</b>	To develop a range of regulation strategies that can be used for different emotions.	In this lesson, children will recap on what mental health is, and discuss ideas for how we can look after and support our mental health. They will be introduced to the intensity scale of emotions, the top end of which reflects emotions that can be challenging. As a class and then independently, children will explore a range of different self-regulation strategies for coping with feelings themselves.	<ul style="list-style-type: none"> <li>Do children understand that emotions can range in intensity?</li> <li>Do children know a range of different strategies they can use to support their mental health and deal with challenging emotions?</li> <li>Can children identify a regulation strategy that would help them when experiencing a specific emotion?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Regulation Strategies Cards</li> <li>Mini-book Template (FSD? activity only)</li> <li>Mini-book Assembly Instructions (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To know when and how to seek support from others.	Children recap on the feelings intensity scale before looking at the phrase, 'flip your lid'. As a class, children explore how we react to an overwhelming emotion, and how we can seek help from others when our self-regulating strategies aren't working. In their independent activities, children will generate ideas for situations which would make them 'flip their lid', and then identify who they would seek help from, and how.	<ul style="list-style-type: none"> <li>Do children understand what 'flipping your lid' means, what it looks like and what causes it?</li> <li>Can children identify trusted adults that they can seek support from?</li> <li>Do children know how to ask for help and support?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>'Flipping your Lid' Sheet</li> <li>Asking for Help Sheet</li> <li>Role-play Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore feelings of loss.	In this final lesson, children will begin to talk about loss. They will look at the difference between temporary and permanent loss, and explore how different losses can make someone feel. They will then look at the feeling of grief in response to the loss of a loved one, and discuss some of the common stages of grief. In their independent activities, children will explore the different feelings, thoughts and physical responses that can accompany grief. In the FSD? activity, children read and discuss <i>Michael Rosen's Sad Book</i> .	<ul style="list-style-type: none"> <li>Do children understand the difference between temporary and permanent loss?</li> <li>Do children know that there are different stages of grief?</li> <li>Can children identify some of the ways in which grief can affect our feelings, thoughts and physical self?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Meditation Guide (Warm-up activity)</li> <li>Stages of Grief Sheet</li> <li>Grief Cards</li> <li>Blank Cards</li> <li>Headings Cards</li> <li>Worksheet 5A</li> <li><i>Michael Rosen's Sad Book</i> by Michael Rosen (not included) (FSD? activity only)</li> <li>Discussion Cards (FSD? activity only)</li> </ul>

## 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- 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).

### Vocabulary

personal identity, characteristics, representation, self-esteem, values, physical health, mental health, condition, emotional wellbeing, psychological wellbeing, social wellbeing, regulated state, dysregulated state, emotional dysregulation, internalised behaviours, externalised behaviours, hypoarousal, freeze/flop response, hyperarousal, fight or flight response, coping strategies, intensity, self-regulation, mindfulness, 'recognise and reflect', 'flip your lid', lower brain, upper brain, temporary state, permanent state, grief, denial, anger, bargaining, depression, acceptance

### Teacher notes