



## PSHE Overview EXPLORING EMOTIONS

Year Group: Year 5

Term: SUMMER 1

Protective Characteristics Links: Disability (hidden disability-mental health)

British Values Links: • mutual respect • tolerance of those of different faiths and beliefs.

### We Are Learning to:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Identifying the everyday things that affect feelings and the importance of expressing how we feel.</li> </ul> | <ul style="list-style-type: none"> <li>Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.</li> </ul>                          |
| <ul style="list-style-type: none"> <li>Identifying strategies that they could use to respond to feelings.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others.</li> </ul> |
| <ul style="list-style-type: none"> <li>Recognising that anyone can experience mental ill health.</li> </ul>  | <ul style="list-style-type: none"> <li>Identifying strategies for dealing with emotions, challenges and change.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Identifying how to reframe unhelpful thinking.</li> </ul>   |   |



### Useful conversations to have at home:

Discuss how you show your feelings. Think about who you could talk to about how you feel.

Discuss how mental health can affect people and their emotions.

Discuss how you could support people. Explain 'Childline' is a service for children to support them if they need to. (0800 1111)





## PSHE Overview CHANGES

Year Group: Year 5

Term: SUMMER 2

Protective Characteristics Links: • disability •  
race • religion or belief • sex

British Values Links: • individual liberty •  
mutual respect • tolerance of those of  
different faiths and beliefs.

### We Are Learning to:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Recognising that feelings can change over time, and range in intensity.</li> </ul>                 | <ul style="list-style-type: none"> <li>Identifying the everyday things that affect feelings, and the importance of expressing how we feel.</li> </ul> |
| <ul style="list-style-type: none"> <li>Using a varied vocabulary when talking about feelings.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Recognising the signs when someone may be struggling and how to seek support.</li> </ul>                       |
| <ul style="list-style-type: none"> <li>Discussing change and loss, and how these can affect feelings, thoughts and behaviours.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying strategies for dealing with emotions, challenges and change.</li> </ul>                            |
| <ul style="list-style-type: none"> <li>Identifying strategies to manage transitions between classes and key stages.</li> </ul>            |   |



### Useful conversations to have at home:

Talk about how feelings can change over time.

Discuss how feelings can change when 'loss' is experienced.

Explain about changes and transitions can be a good experience to find something else that is enjoyable.

Discuss how it feels to move up to the next year group, with or without your friends in the same class.

