

Year 1

HT2 - Managing Feelings and Physical Health and Wellbeing

Lesson	Key focus	Objective
1	Identifying a range of feelings	Identify a range of feelings and understand that it is normal to experience different feelings throughout the day.
2	Feelings and behaviour	Identify how feelings can affect behaviour and suggest safe, helpful ways to manage difficult feelings.
3	Loss of special possessions	Name emotions that may be felt when a special possession is lost and suggest helpful actions.
4	Coping with difficult emotions and change	Develop safe strategies for coping with difficult emotions and know that trusted adults can help when changes happen.
5	Bereavement and loss	Develop safe strategies for coping with difficult emotions linked to bereavement and loss.
6	Medicines and keeping safe	Understand what medicines are, what they can do and how to stay safe around medicines.
7	The importance of sleep	Understand the importance of sleep and identify simple routines that can support good-quality sleep.
8	Personal hygiene	Understand the importance of personal hygiene and identify simple routines that help to keep the body healthy.

Lesson 1

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	1	Key Vocabulary	feelings, emotions, every day, healthy, happy, content, sad, worried, anxious, excited
WALT	identify a range of feelings		
Success Criteria	identify a range of feelings understand that it is normal to have lots of feelings throughout the day	Resources	Feelings cards
Starter	Start the lesson by explaining that today we are going to be talking about feelings. Set up a circle time in the usual way and remind the children of circle time rules. There could be a classroom soft toy to pass around, perhaps a teddy. Pass the teddy round and children can all tell the teddy how they are feeling today e.g. "Hi Charlie, today I feel...." Feedback on class feelings in a positive way, e.g "What a great day, lots of you feel happy today." You could go on to say that we may have many kinds of feelings at different times.		

Main	Tell the children that we are going to make a list of as many feelings words as we can think of, then: • Ask them to suggest “feeling” words. • Write the words on the board. Mini-plenary opportunities You may need to revisit the names of a range of feelings, using feelings picture cards for example. PSHE Planning – Year 1 • Acknowledge that some of these feelings are good and some are not so good. • Which feelings are good/not so good? • You could choose different colours to circle different types of feelings. • Use 'pair and share' to ask children to think of when someone might feel happy, sad, lonely, worried etc. You could give an example by telling a story that illustrates some feelings. When I was a small child I was playing with my little bouncy ball in my Gran's house. The ball bounced so high and I thought it was great fun. One time the ball bounced so high that it hit the ceiling. When the ball came back down, it knocked over one of my Gran's favourite ornaments. It fell off the shelf and broke. I was very upset. I felt very sad and sorry that I had broken it. I was also worried that I might get in trouble because I was playing with my ball inside the house. I thought my Gran might be angry with me. I didn't know what to do. At first I hid in the bedroom and pretended that nothing had happened. This didn't help. I was still worried and I knew that this was not the right thing to do. Eventually, I plucked up the courage to go and tell my Gran what had happened and that I was very, very sorry for breaking her ornament. My Gran told me that she was very proud of me for being honest. That made me feel much better but I was still sorry about her broken ornament. She said not to worry because together we could glue it back together. She was right, Grandma and I glued it together and you really couldn't tell it had been broken. I didn't play with my ball inside again.		
Plenary	Conclude by discussing as a class how it is normal to feel lots of different feelings throughout the day. Ask children to share with their partner some of the different feelings they have felt today and why		
Assessment Opportunities	Observe pupils' use of a range of feeling words during discussion and picture-card work. Check whether pupils can identify different feelings and explain that feelings can change during the day. Use the plenary to assess whether pupils can name a feeling and suggest a situation in which a fictional character might experience it.		
Challenge	Use a wider range of emotion vocabulary, such as relieved, frustrated or disappointed, and explain how two feelings can occur at the same time.	Support	Use feelings picture cards, facial-expression prompts and sentence stems such as, “The character might feel ____ because ____.” Allow pupils to point, choose or rehearse with a partner before speaking.

Lesson 2

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	2	Key Vocabulary	feelings, emotions, every day, healthy, happy, content, sad, worried, anxious, excited, behaviour, choices
WALT	Identify how feelings make us behave		
Success Criteria	talk about a range of feelings - identify how feelings make us behave - suggest strategies for someone experiencing 'not so good' feelings to manage these	Resources	Flipchart or whiteboard pens and blu-tac Feelings photos

Starter	Display a range of feelings on the board, including some feelings discussed in the last lesson. Choose some of the feelings from the board and ask the children to try to show those feelings and freeze. e.g. happy, sad, angry, scared, worried - Show how someone feels when they're happy - Show how someone feels when they're angry - Show how someone feels when they're confused (Photos should be evidenced in PSHE Big Book) Praise the children for their efforts and then recap on some of the feelings asking if they noticed anything that happens inside or outside of their body when they have certain feelings <i>Examples include:</i> Worried or nervous: <i>sweaty hands, need toilet, feel sick, sore tummy, going red.</i> Angry: <i>body feels tight, fists clenched, feel hot, red in face, stamping, shouting, say things that upset people.</i> Happy: <i>feel like dancing or jumping up and down, smiling.</i>		
Main	Show the feelings photos on the IWB (provided) one by one -this sequence ends with the 'happy' photo.Ask the children to guess how the people in the photos are feeling and to think about why they might feel this way. Prompt as necessary. Using the printed copies of these photos, blu-tac the "happy" photo in the centre of the board. Explain that we are going to think of ways to help people feel happier if they have been experiencing some of the "not so good feelings".Divide the class into 6 groups and give each group one of the "not so good feelings" 6 remaining photos. The group have to think of ways to help the person in the photo to feel happier.		
Plenary	Each group can feed back their ideas and strategies and these could be added to the whiteboard along with the photos. Summarise our good feelings, and our strategies for helping with not so good feelings.		
Assessment Opportunities	Assess whether pupils can match feelings to possible body signals or behaviours and suggest a safe strategy that could help a fictional character. Listen for understanding that feelings are normal but that people can choose safer, kinder ways to respond to them.		
Challenge	Create a short poster or advice card for a fictional character: "If I feel ___, I could ___ or talk to ___." Explain why the strategy may help.	Support	Use emotion photographs, body-outline prompts and a small choice of coping strategies. Model sentences such as, "They might feel ___; they could ___."

Lesson 3

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	3	Key Vocabulary	Loss, losing, lost, feelings, emotions, sad, unhappy, worried, hurting, low, gloomy, uncomfortable
WALT	be able to name some of the emotions that may be felt in situations involving the loss of special possessions.		

Success Criteria	- say how it feels when I lose something special - suggest what I might do if I lose something special - know that sometimes we find lost things and sometimes we don't	Resources	Dogger by Shirley Hughes
Starter	Begin by revisiting the key vocabulary. Use a distanced example rather than requiring personal disclosure: "A child has lost a favourite toy. How might they feel?" Pupils may also share a personal example if they choose, but they should always have the option to pass.		
Main	Ask pupils to imagine a fictional character who has lost something precious. In pairs, choose two feeling words and two safe actions the character could take. Read Dogger by Shirley Hughes. Pause when Dogger is missing and ask how the character might be feeling and what advice pupils would give. After the story, pupils can draw the character reunited with Dogger and add suitable feeling words, such as relieved, thankful or happy. Discuss gently that sometimes lost things are not found and identify people or actions that can help someone cope with disappointment or sadness.		
Plenary	Using fictional examples, ask pupils to name one feeling someone might have after losing something special and one thing that could help. Reinforce that sadness is a normal feeling and that a trusted adult can help when a feeling is difficult or lasts for a long time.		
Assessment Opportunities	Listen for pupils' ability to name emotions linked to loss and to suggest safe, realistic actions. Use responses during the Dogger discussion and the final fictional scenario to check that pupils understand that some lost things are found and some are not, and that support is available.		
Challenge	Use more precise emotion vocabulary and explain how feelings might change from the moment an item is lost to later in the story.	Support	Provide emotion cards and action cards, model a fictional example and offer sentence stems: "They might feel ____." "They could ____." Pupils may draw or point instead of speaking.

Lesson 4

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
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Lesson	4	Key Vocabulary	safety circle, trusted adult, sad, worried, feelings, emotions, afraid, likes, dislikes, growing, change
WALT	Develop strategies for coping with difficult emotions.		
Success Criteria	• identify feelings that a person might experience during change • suggest safe ways to manage difficult feelings • know that trusted adults can help when changes happen • recognise that likes and dislikes can change over time	Resources	Persona doll or puppet; The Owl Who Was Afraid of the Dark by Jill Tomlinson
Starter	Use a puppet or persona doll to introduce a fictional story about a child experiencing a change, such as a new baby joining the family. Ask pupils to identify possible feelings for the character. Discuss what trusted adults could do to help and what the character could do, for example talk to a trusted adult or spend time doing something they enjoy.		
Main	Read The Owl Who Was Afraid of the Dark. Discuss how Plop's view of the dark changes and how other characters help him. Use fictional examples to explore how likes, dislikes and feelings can change as people grow. Pupils can suggest things a character might enjoy now and things they might enjoy when they are older. Reinforce that change can feel difficult, exciting, or both, and that asking a trusted adult for help is a positive action.		
Plenary	Give pairs a simple fictional change scenario. Ask them to name a possible feeling and one helpful action or trusted person. Remind pupils that nobody has to share a personal family experience.		
Assessment Opportunities	Assess whether pupils can identify feelings associated with change, suggest a safe coping strategy and identify an appropriate trusted adult. Check understanding through responses to the story and the final fictional scenario.		
Challenge	Explain how the same change could lead to more than one feeling and suggest two different strategies that might help.	Support	Use a feelings fan, visual change scenarios and a simple safety-circle prompt. Offer sentence stems: "The character might feel ____." "They could talk to ____."

Lesson 5

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	5	Key Vocabulary	emotions, feelings, sad, worried, death, died, loss, bereavement, remember, trusted adult
WALT	Develop strategies for coping with difficult emotions linked to bereavement and loss.		
Success Criteria	• name some feelings that may occur when someone dies • suggest safe ways a person might cope with difficult feelings • know that trusted adults can provide help and support • understand, in simple factual terms, that death is a permanent part of the life cycle	Resources	The Grandad Tree by Trish Cooke; optional life-cycle images
Starter	Introduce the topic sensitively using a fictional character or story. Explain clearly and age-appropriately that when a person dies, their body stops working and they do not come back. Avoid asking pupils to identify whether their own relatives are alive or to share a bereavement. Acknowledge that families and religions may have different beliefs about what happens after death.		
Main	Read The Grandad Tree or a similar age-appropriate story about the death of an elderly relative. Ask how the fictional characters might feel and what helps them. Build a vocabulary of feelings and supportive actions, such as talking to a trusted adult, remembering the person, drawing, looking at photographs or taking quiet time. Explain that people respond to bereavement in different ways and there is no single 'right' feeling. Use clear language such as 'died' rather than euphemisms that may confuse young children.		
Plenary	Use a simple life-cycle comparison, such as a butterfly, to reinforce that living things have life cycles. Ask pupils to choose from picture cards one feeling a character might have and one source of support. Remind pupils that they can speak privately to a trusted adult after the lesson if the topic has raised a worry.		

Assessment Opportunities	Through story discussion and picture-card choices, assess whether pupils can name feelings linked to bereavement, understand the basic permanence of death and identify a safe source of support. Do not assess pupils through personal disclosure.		
Challenge	Explain why two people might feel differently after the same loss and suggest more than one way a trusted adult could support them.	Support	Use fictional characters, emotion cards and support-choice cards. Give pupils permission to pass and provide a quiet alternative if needed. Follow the school's safeguarding and bereavement procedures for any concerns or disclosures.

Lesson 6

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	6	Key Vocabulary	ill, illness, poorly, unwell, medicine, safe, adult, doctor, pharmacist, label, dose
WALT	Understand what medicines are, what they can do and how to stay safe around medicines.		
Success Criteria	• understand that medicines can help people when they are ill when used correctly • explain simple safety rules for medicines • know never to take or touch an unknown medicine without a responsible adult • identify trusted adults who can help with medicines	Resources	'Help Tania Get Better' activity sheet; Harold medicine-safety slides or equivalent fictional scenario
Starter	Ask age-appropriate questions about medicine using fictional examples: What is a medicine? Who is responsible for giving medicine to a child? Why must medicines be stored safely? Establish the key rule that children should only take medicine when it is given by a responsible adult in the correct way. Avoid asking pupils to disclose their own medication or health conditions.		
Main	Use the Harold scenario from the source plan: Harold finds a packet that looks like sweets but is unsure what it is. Discuss why he should not touch, taste or take it and who he should ask for help. Explore why medicines are stored safely, why people must not take another person's medicine and why labels and adult instructions matter. Explain simply that medicines can be helpful when used correctly but can be harmful if used incorrectly. Discuss other healthy actions that can support recovery from minor illness, such as rest and fluids, without suggesting that these replace medical advice.		
Plenary	Use the 'Help Tania Get Better' activity or a short sorting task. Pupils sort actions into 'safe/helpful' and 'unsafe/not helpful' and explain one medicine-safety rule.		

Assessment Opportunities	Assess whether pupils can state that medicines should only be used as directed by a responsible adult, identify unsafe choices in the fictional scenario and explain where to seek help. Use scenario-based questioning rather than asking about personal medicines.		
Challenge	Explain why the same medicine may be safe for one person but unsafe for another, using the idea that medicines are chosen and given for a particular person and reason.	Support	Use clear safety symbols, picture sorting and repeated rules: "Do not touch, taste or take it; tell a trusted adult." Pre-teach 'medicine', 'label' and 'pharmacist' with visuals.

Lesson 7

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	7	Key Vocabulary	sleep, bedtime, healthy, routine, tired, rest, calm, screen-free
WALT	Understand the importance of sleep.		
Success Criteria	• recognise that good-quality sleep supports health, mood, growth and learning • identify simple bedtime routines that can support sleep • know that bedtime routines can be different in different families	Resources	'Super Sleep' activity sheet; bedtime-routine pictures; gentle music if used
Starter	Use a fictional character to discuss signs of tiredness and why bodies need sleep. Ask what might help the character prepare for sleep. Make clear that families have different routines and that pupils are not being judged on their own bedtime arrangements.		
Main	Explore a simple, healthy bedtime routine using pictures. Include calming activities, brushing teeth and a period without screens before sleep. Pupils sequence the 'Super Sleep' pictures or create a suitable routine for a fictional character. Discuss how insufficient sleep can affect mood, energy and ability to learn, while avoiding rigid claims about an exact number of hours for every child.		
Plenary	Mime or sequence a healthy bedtime routine as a class. Ask pupils to explain one thing that can help prepare the body for sleep and one reason sleep is important.		

Assessment Opportunities	Assess whether pupils can identify why sleep is important and sequence several actions that can support good-quality sleep. Use a fictional character's routine so assessment does not depend on pupils' home circumstances.		
Challenge	Compare two fictional bedtime routines and explain which choices are more likely to support good-quality sleep and why.	Support	Provide picture sequencing cards, reduce the number of steps and model vocabulary. Accept pointing, ordering pictures or oral responses instead of writing.

Lesson 8

Year group	Year 1	Theme	Managing Feelings and Physical Health and Wellbeing
Lesson	8	Key Vocabulary	hygiene, healthy, germs, teeth, wash, hands, routine, toothbrush, soap
WALT	Understand the importance of personal hygiene.		
Success Criteria	• recognise why regular hygiene routines help to keep people healthy • sequence simple hygiene routines logically • describe when handwashing and toothbrushing are important	Resources	'Harold's Morning Routine' activity sheet; hygiene picture cards; soap/washing demonstration materials where appropriate
Starter	Tell the humorous morning-routine story from the source plan, using it to introduce the idea that daily routines help us remember important tasks. Ask pupils to identify hygiene actions in a fictional morning routine rather than comparing pupils' home routines.		

Main	Use Harold's morning routine. Model age-appropriate handwashing and toothbrushing routines, then ask pupils to sequence the activity pictures. Discuss why handwashing helps reduce the spread of germs and why brushing teeth is important for dental health. Reinforce that pupils should brush teeth twice a day with fluoride toothpaste with appropriate adult support for their age. Pupils can add other healthy morning actions to Harold's sequence.		
Plenary	Share several sequencing examples. Ask pupils to explain why washing hands and brushing teeth are important and identify one time when hands should be washed.		
Assessment Opportunities	Assess pupils' ability to sequence hygiene actions and explain, in simple terms, how handwashing and toothbrushing protect health. Observe practical demonstration or picture sequencing as well as verbal responses.		
Challenge	Explain what could happen if one hygiene step were missed and suggest a reminder that could help a fictional character build a healthy routine.	Support	Use visual sequencing cards, model each action physically and use simple prompts: "First... next... last..." Provide paired rehearsal and reduce the number of steps where needed.