

HT1 - Beginning and Belonging - Year 3

Lesson	Focus	Key Outcome
1	Understanding feelings and how they change	Name feelings, recognise changes and understand difficult feelings are normal.
2	How experiences affect feelings	Identify healthy coping strategies and when to seek support.
3	Recognising feelings and their intensity	Use a wider range of feeling words and describe their intensity accurately.
4	Expressing feelings in healthy ways	Recognise body clues and use healthy ways to express feelings.
5	Feelings, behaviour and choices	Understand how feelings influence behaviour and choose safe, helpful responses.
6	Talking about feelings and getting support	Identify trusted sources of support and practise asking for help.
7	Creating a safe and happy classroom	Contribute to fair, respectful class expectations that support everyone.
8	Friendships and belonging	Recognise friendship skills and build caring, inclusive relationships.
9	New situations and loneliness	Recognise feelings linked to change and know how to seek support for loneliness.
10	Welcoming and including others	Use practical friendship skills to help someone new feel included.
11	Support networks and managing conflict	Use assertive, respectful responses and know when to seek adult help.

Year group	Year 3	Theme	Beginning and Belonging
Lesson	1	Key Vocabulary	feelings, emotion, wellbeing, mental health, body, mind, worried, calm, happy, sad, angry, nervous
WALT	Understand that feelings and emotions are a normal part of health and wellbeing and can change throughout the day.		
Success Criteria	☐ I can name a range of feelings and emotions. · ☐ I can explain that feelings can change during the day. · ☐ I can give examples of things that can affect how someone feels. · ☐ I understand that feeling worried or down sometimes is normal and does not by itself mean someone has a mental health condition.	Resources	A4 paper, emotion cards, character/day timeline, anonymous question box PSHE Big Book
Starter	Assessment for learning draw/write: "Imagine a child about your age. What feelings might they have during their first school day in a new class, and what helps them feel good?" Keep responses to revisit later.		
Main	Define a feeling as an emotional state or reaction to something. Discuss how feelings can be noticed in the mind and body. Use a simple "day in the life" character/timeline and ask pairs to plot how the character may feel at different moments and what may have		

	influenced the change. Emphasise that different people can feel differently about the same event		
Plenary	Ask: "What have we learnt about feelings today?" Collect three class statements, including that feelings change and everyone experiences difficult feelings and ideas. Record them in the PSHE Big Book.		
Assessment Opportunities			
Challenge	Use more precise vocabulary (e.g. disappointed, relieved, anxious, frustrated) and explain why it is more accurate.	Support	Provide illustrated emotion cards and a smaller choice of core feelings. · Use sentence stems: "At ____ the character might feel ____ because ____." · Adult/peer prompts can help pupils place feelings on the timeline.

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Lesson	2	Key Vocabulary	good, not so good, neutral, coping, self-care, support, trusted adult, respect
WALT	Understand that everyday experiences can affect feelings and identify healthy ways to feel better or cope.		
Success Criteria	☐ I can sort situations by how they might make someone feel. ☐ I understand people may react differently to the same situation. ☐ I can suggest healthy ways to help myself or someone else feel better. ☐ I know when talking to a trusted adult may help.	Resources	Moment cards, short character blog/scenario, strategy bank, sticky notes
Starter	Revisit Lesson 1: What is a feeling? Why might feelings change? Ask pupils for one example from a normal school day.		
Main	Provide small groups with the resource Moments Cards. Pupils will take it in turns to draw a card from the envelope, then decide as a group whether it would give a good, not so good or neutral feeling, and place the card in groups on their table. Then discuss with the class that there are some ways we can help to make our days feel better, or to help recover if something happens that doesn't make us feel good and this is all part of looking after our feelings and emotions (our mental health). In pairs, pupils read the Sammi's blog post resource and identify different ways Sammi suggests		

	people can feel good every day (or better, if something feels not so good). Discuss their opinion on the blog. Do they like the ideas? Have they got any others to suggest? For example, having a hug, thinking of someone or somewhere nice, healthy food, talking to a trusted adult.		
Plenary	Write one “helpful reminder” on a sticky note for someone having a difficult day. Add to the class PSHE book/display.		
Assessment Opportunities			
Challenge	Evaluate two coping strategies: which would be most useful in that situation and why?	Support	· Reduce the number of cards and use obvious examples first. · - Provide a picture/word bank of coping strategies for pupils to choose from.

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Lesson	3	Key Vocabulary	intensity, mild, strong, anxious, furious, disappointed, delighted, frightened, frustrated, relieved
WALT	Recognise a wide range and intensity of feelings and understand why accurate language helps us communicate.		
Success Criteria	☐ I can name a wide range of feelings. ☐ I can group similar feelings together. ☐ I can place feelings on a scale from mild to strong. ☐ I can explain why describing feelings accurately can help us and others.	Resources	Graffiti wall paper, beanbag/soft ball, feelings word cards, intensity scale
Starter	Create a quick “feelings graffiti wall”. Pupils add as many emotion words as they can, then play a fast circle/beanbag game naming a different feeling each turn.		
Main	Match emotion words to root groups such as happy, sad, scared, angry, worried and pleased. Pupils then order words within each group by intensity. Discuss that strong feelings can build gradually or arrive suddenly and usually reduce over time.		
Plenary	Return to the graffiti wall. Add or improve three words in a different colour. Remind pupils that if intense feelings happen often or last a long time, talking to a trusted adult can help.		

Assessment Opportunities	
Challenge	Support • Add new synonyms not provided and justify where they belong on the intensity scale. • Explain when a feeling may be strong but still proportionate to the situation, and when support might be useful. · Use colour-coded root emotion cards with matching pictures. · Give only 2–3 words to order at a time

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Lesson	4	Key Vocabulary	express, body clues, metaphor, simile, calm, healthy, unhealthy, intense
WALT	Explore different ways people express feelings and why healthy expression matters.		
Success Criteria	☐ I can describe how a feeling might be experienced in the body. ☐ I can represent a feeling using words, colour, shape, image or sound. ☐ I can give examples of healthy ways to express feelings. ☐ I can explain why bottling up strong feelings may be unhelpful.	Resources	Emotion images, body outline template, colouring materials, feelings word bank
Starter	Display images that suggest different emotions. Pupils suggest feeling words. Briefly explore expressions such as “seeing red”, “feeling blue” or “over the moon” and what they mean.		
Main	Each pupil chooses a feeling and completes a body outline: Where might it be felt? What colour/shape/image/sound could represent it? Share different interpretations. Discuss healthy expression through talking, art, writing, music, exercise, breathing, quiet time or asking for help.		

Plenary	Partner share: one new thing learnt about how feelings can be expressed and one healthy strategy they could suggest to a character.		
Assessment Opportunities	Use the plenary to assess the children.		
Challenge	Create an original simile/metaphor for a strong feeling and explain it. · Compare a healthy and unhealthy way of expressing the same emotion and explain possible consequences.	Support	· Offer a choice of 4–6 feelings with picture prompts. · Provide sentence stems: “I might feel ____ in my ____.” / “A healthy way to express this is ____.” · Allow pupils to draw instead of writing full sentences

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Lesson	5	Key Vocabulary	action, behaviour, reaction, choice, consequence, cope, manage, proportionate
WALT	Understand how feelings can influence behaviour and practise choosing safe, helpful responses.		
Success Criteria	☐ I can explain how a feeling may affect what someone does. ☐ I know people can react differently to the same feeling. ☐ I can identify safe and healthy ways to cope in different situations.	Resources	Head–heart–hands sheet, feeling/behaviour cards, Think–Feel–Do scenarios, strategy bank
Starter	Head–heart–hands: What might a character think, feel and do in a simple situation? Use responses to check prior understanding.		
Main	Display feelings such as excitement, anger, fear, disappointment, sadness and joy. Pairs list possible reactions. Compare responses and stress that the feeling itself is not “bad”, but actions can be safe/helpful or unsafe/unhelpful. Groups then use a Think–Feel–Do scenario to discuss: How do they feel? How might they react? What could help now? What could help later?		
Plenary	Each group shares one “helpful choice” from its scenario and explains why it is safe and respectful.		
Assessment Opportunities			

Challenge	• Generate two different possible reactions to the same feeling and predict the consequence of each. • Suggest a safer/more proportionate response and justify why it is better.	Support	• Use a matching worksheet linking feelings to possible behaviours. • Give one clearly structured scenario and an adult-led discussion • Provide a strategy bank: pause, breathe, move away, talk, ask for help, take time.
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Year group	Year 3	Theme	Beginning and Belonging
Lesson	6	Key Vocabulary	support, trusted adult, advice, help, worried, embarrassed, nervous, early support
WALT	Know why talking about feelings can help and identify different sources of support.		
Success Criteria	☐ I can explain why it can help to talk about feelings. ☐ I can name people who can help at home, in school and elsewhere. ☐ I can recognise when feelings may need extra support. ☐ I can practise words I could use to ask for help.	Resources	• Who-can-help labels, scenario cards, • original Lesson 1 AfL work • anonymous question box
Starter	Revisit a Think–Feel–Do scenario. Ask: Would talking to someone help? How might a person feel before, during and after asking for help?		
Main	Display who can help labels around the classroom. Read aloud each of the scenarios the class has been looking at in the previous activity, allowing time in between for pupils to go and stand next to the label showing the person they feel would be the best to help the character in the situation. Choose individual pupils to feedback, explaining their thinking and justifying their reasoning. Reiterate the importance of expressing and talking about feelings especially those that feel very strong or go on for a long time. Explain that it is totally usual for people to need help with their feelings sometimes.		

Plenary	Pupils go back to their think, feel, do group work and discuss whom the character should talk to and what they should say both when in the situation and after the situation. Pupils add this information on the think, feel, do worksheet part 2.		
Assessment Opportunities	Return to the original AfL drawing from Lesson 1. In a different colour, add one new idea about recognising or managing feelings and one person who could help.		
Challenge	• Decide whether a situation needs help now, soon, or can be managed independently first, and justify.' • Suggest more than one source of support and explain which would be best and why.	Support	• Use photos/role labels of familiar trusted adults in school. • Provide sentence stems: "I need to tell you something because..." / "I have been feeling..." • Allow pupils to rehearse with a partner or adult before speaking.

Year group	Year 3	Theme	Beginning and Belonging
Lesson	7	Key Vocabulary	safe, happy, respectful, needs, preferences, wishes, fair, compromise, cooperation
WALT	Contribute to class expectations that help everyone learn safely and happily, while recognising that people may have different needs and preferences.		
Success Criteria	☐ give examples of behaviour that helps us to learn ☐ describe what is important to make the classroom safe and happy ☐ know and understand rules that help this to happen	Resources	Class rules/Gateway rules if used, scenario cards, needs vs preferences prompt cards
Starter	Complete: "In our class, I think it is important to..." Gather ideas for a safe, happy learning environment.		
Main	Ask the children, in groups of 3, to choose and role play one example of behaviour that they would like in the class ground rules, for example somebody listening to someone else speaking; playing together nicely; working together cooperatively; taking it in turns to speak; sharing equipment; moving safely around the classroom. The children then watch each others' role plays and try to guess what rule is being shown. If there are any new suggestions not covered in the lesson starter, add them to the list started above.		
Plenary	Show the Gateway rules Venn diagram on the board. Using the rules discussed by the children this lesson, put each rule into it's correct place in the diagram. Explore how some rules can contribute to more than one rule.		

Assessment Opportunities	Show the Gateway rules Venn diagram on the board. Using the rules discussed by the children this lesson, put each rule into it's correct place in the diagram. Explore how some rules can contribute to more than one rule.		
Challenge	Explain why "fair" does not always mean everyone gets exactly the same thing.	Support	Use picture cards showing classroom behaviours and choose "helpful/not helpful".

Year group	Year 3	Theme	Beginning and Belonging
Lesson	8	Key Vocabulary	friendship, secure, choose, make friends, kind, caring, include, interests, similarities, differences, respect
WALT	Understand why friendships matter and practise skills that help us make and develop caring friendships.		
Success Criteria	☐ I can explain how friendships can help people feel happy and secure. ☐ I can describe ways people choose and make friends. ☐ I can find similarities and differences respectfully. ☐ I can name skills that help friendships grow, such as listening, kindness and including others.	Resources	Soft ball, A3 “island” prompts, friendship skill cards
Starter	In a circle, roll a soft ball along the ground to a child and say your name. That child then rolls the ball to someone else and says their own name. Say that the aim is to make sure that everyone in the class is included, then continue until everyone has had a turn rolling the ball. Second time through, the child has to say the name of the person they are rolling to, rather than their own name. The progression of this is to encourage them to play faster. You could time how long it takes them to name the whole class.		
Main	Play the ‘Islands’ game with the whole class. Place A3 sheets of paper around the room with sentence stems on, such as Something I like to do at weekends; Something I like eating; An animal I like; People I like to spend time with outside school; Something I am looking forward to; A place I like; Something I have enjoyed watching etc. Ask the children to place their foot on the edge of one ‘island’, until there are about 4 – 6 people at each one. They then take it in		

	turns around the group to give their response to the sentence stem. Wait until every group has finished, then call 'Change' and the children all move to a different 'island' and try to talk to some different people. Repeat so that each child experiences 3 to 5 'islands'.		
Plenary	Invite the children to share what they have found out that they have in common with someone else in the class that they did not know before. Emphasise that we all have things in common with other people, even if we do not know them so well, and that we all have differences between us as well.		
Assessment Opportunities	Pupils share one thing they discovered they had in common with someone and one friendship skill they used.		
Challenge	● Explain how someone can choose close friends without being unkind or excluding others. ● Suggest three actions that could help a new friendship develop over time and explain why each helps	Support	● Give visual/sentence prompt cards for each island. ● Use paired rather than large-group talk first. ● Provide stems: "We both like ____." / "We are different because ____, and that is okay."

Year group	Year 3	Theme	Beginning and Belonging
Lesson	9	Key Vocabulary	new, unfamiliar, belonging, lonely, alone, worried, excited, unsure, support
WALT	Recognise feelings linked to new situations and understand that loneliness is common and something we can talk about.		
Success Criteria	☐ I can give examples of new situations. ☐ I can identify feelings someone may experience when something is new. ☐ I understand that people can feel lonely sometimes, even when others are around. ☐ I know there is no shame in talking about loneliness or asking for support.	Resources	Emotion cards, Circle of Feelings template, scenario cards
Starter	Generate examples of new situations: new class, school, home, club, country, new baby in the family, first sleepover, joining a team.		
Main	Pupils create a “Circle of Feelings” for a fictional character in a new situation, then compare with a partner. Teach explicitly that not everyone has the friendships they would like all the time and most people feel lonely sometimes. Discuss the difference between choosing to be alone and feeling lonely. Identify helpful actions: joining an activity, speaking to someone, inviting someone to play, talking to a trusted adult.		
Plenary	Create a class “If someone feels lonely...” list with 4–5 kind, realistic actions.		

Assessment Opportunities			
Challenge	Explain how someone could feel both excited and worried at the same time. Explore the concept of mixed feelings.	Support	· Use a limited set of emotion cards to build the Circle of Feelings. · Provide a fictional scenario rather than requiring personal experience

Year group	Year 3	Theme	Beginning and Belonging
Lesson	10	Key Vocabulary	welcome, include, belonging, unfamiliar, helpful, friendship, choice, preference, strategy
WALT	Know practical ways to help someone new feel welcome, included and able to belong.		
Success Criteria	☐ I can identify helpful and unhelpful responses to someone new. ☐ I can show ways to include someone without pressuring them. ☐ I can use friendship skills to help someone feel welcome. ☐ I can consider the new person'	Resources	Comic strip template, helpful/unhelpful cards, feelings word bank
Starter	Imagine a new pupil is joining tomorrow. In groups, create two short lists: helpful things people could do and unhelpful things people could do.		
Main	Create a class "welcome charter". Pupils then make a comic strip showing a new person arriving and how others can help. Encourage pupils to listen to the person's preferences: some may want lots of help; others may prefer time/space. Include practical friendship skills such as introducing yourself, explaining routines, inviting without forcing, checking in later and helping them find an adult if worried.		
Plenary	Pairs act out one comic frame. Class identifies the friendship skill being used and how it supports belonging.		
Assessment Opportunities			
Challenge	Justify why a strategy is helpful	Support	Provide helpful/unhelpful

	rather than merely “nice”. • Adapt the welcome plan for two different new pupils with different preferences (e.g. one shy, one confident).		cards to sort before creating ideas. • Use a 4-frame comic template with pre-written sentence starters. · Allow paired comic creation or scribing.
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Year group	Year 3	Theme	Beginning and Belonging
Lesson	11	Key Vocabulary	support network, trusted adult, conflict, assertive, controlling, boundary, compromise, unsafe, help
WALT	Identify people in our support networks, practise managing everyday conflict respectfully and know when to ask an adult for help.		
Success Criteria	☐ I can name trusted people who can support me. ☐ I can sort situations into those I can manage, those where I may need help, and those where I must tell an adult. ☐ I can use calm, assertive language to express a need or boundary. ☐ I know conflict should never involve violence and I should seek help if a friendship feels unsafe, harmful or persistently uncomfortable.	Resources	Support-network template, Red/Amber/Green scenario cards, assertive sentence stems
Starter	Revisit support networks. Ask: Who could help at home, in school and in the wider community? Explain that sometimes we also need help from an appropriate adult we do not know, e.g. in an emergency.		
Main	Use Red/Amber/Green situations. Green: likely safe to manage independently; Amber: try a strategy but may need a friend/adult; Red: definitely tell an adult. For Amber examples, practise conflict skills: listen, take turns, state needs calmly, offer compromise, accept disappointment and walk away if needed. Teach the difference between assertive ("Please stop. I don't like that.") and controlling ("You must do what I say."), and that kindness does not		

	mean ignoring your own needs or boundaries. Make clear violence is never an acceptable way to resolve conflict and it should never be an outcome when you feel strong emotions.		
Plenary	In pairs, take one Amber scenario and agree: what could I say/do first, who could help if it does not improve, and what would make it a Red situation?		
Assessment Opportunities			
Challenge		Support	• Use pre-sorted example cards first, then discuss one card at a time. • Adult models one Amber role-play before pupils try.

