

HT1: Me and My Emotions

Year 6

Lesson	Focus	Key Outcome
1	Wide and mixed emotions	Use an extended vocabulary to identify the range and scale of emotions, recognise mixed emotions and understand that feelings do not remove responsibility for behaviour.
2	Expressing and interpreting emotions	Recognise how emotions may be communicated through words, tone, facial expression and body language; understand that people can interpret the same situation differently.
3	Recognising emotions in others	Use emotional clues carefully, show empathy and choose respectful responses without assuming that we know exactly how another person feels.
4	Responding to strong emotions	Develop strategies for responding to strong emotions in self and others, including listening, calm communication, healthy boundaries and appropriate help-seeking.
5	Moods and healthy coping	Recognise mood changes and possible causes; use healthy coping strategies and know when loneliness or a persistent difficult mood should be shared with a trusted adult.
6	Feeling overwhelmed and assertiveness	Recognise signs of being overwhelmed, understand fight/flight responses and use pause, calming and assertive strategies when emotions or peer pressure are strong.
7	Boredom and self-management	Understand possible causes of boredom and choose constructive, healthy ways to manage it without blaming others or using unsafe coping behaviours.
8	Worries and anxiety	Identify and think about worries objectively, use joint problem-solving and trusted support, and understand that change, loss and bereavement can bring natural and varied feelings.
9	Understanding stress	Describe causes and effects of stress, including physical and emotional signs, and understand that a manageable level can motivate while too much or prolonged stress needs managing.
10	Managing stress and seeking support	Apply practical self-care and stress-management strategies, challenge stereotypes about stress responses, and know when and how to seek early help.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • emotions • feelings • mixed emotions • uncomfortable • comfortable • intensity • frustrated • satisfied • jealous • envious • proportionate
VALT	Communicate effectively a wide range of emotions, including mixed emotions.		
Success Criteria	• Use an extended vocabulary to explain how I and others are feeling. • Understand the varied causes of emotions and how we might express them. • Understand that different people might experience different emotions in the same situation. • Understand that emotions can be complex, including mixed emotions. • Understand that we may not be able to control how we feel, but we are responsible for how we act. • Judge whether a response or behaviour is appropriate and proportionate to the situation.	Resources	• Set of pictures representing a range of emotions • Continuum line / labels • Large paper and pens for a Circle of Causes • Emotion vocabulary / intensity word bank
Starter	Give pairs or small groups a set of pictures representing a range of emotions and ask them to sort the pictures in any way they choose. Groups explain the reasons for their categories. Use the discussion to explore whether it is more helpful to describe feelings as comfortable/uncomfortable rather than simply positive/negative or good/bad. Reinforce that emotions happen and need to be managed; the important choice is what we do with them. Retrieve prior learning about the link between physical and mental wellbeing. Ask pupils to identify any body clues that might accompany the emotions shown.		

Main	Invite pairs to place their emotion cards on a continuum from most comfortable to least comfortable. Compare where groups place the same image and use differences to reinforce that people can experience and interpret feelings differently. Extend pupils' vocabulary throughout. Introduce or revisit words such as frustrated, inadequate, satisfied, pleased, jealous and envious, and ask pupils to compare the intensity of related words. Encourage precise language rather than relying on broad words such as happy, sad or angry. Pause to make the physical-health link explicit: when somebody feels very sad, worried, excited or happy, what might they notice in their body? Discuss breathing, heart rate, muscle tension, energy, concentration, sleep and stomach sensations. Groups then choose one emotion image, place it in the centre of a large sheet and create a Circle of Causes around it. Include causes connected to the person's own actions, other people's actions and wider circumstances. Stress that the same event may cause different feelings in different people. Updated statutory emphasis for 2026: pupils should understand the normal range and scale of emotions, that worrying and feeling down affect everyone at different times and are not, by themselves, evidence of a mental health condition. They should also learn to judge whether their behaviour is appropriate and proportionate even when the feeling is strong. Teacher guidance: do not require pupils to disclose personal experiences. Where pupils have limited emotional vocabulary, use more modelling and visual prompts; where they are confident, focus on nuance, strength of feeling and mixed emotions.		
Plenary	Return to one or two emotion pictures and ask the class to suggest several possible causes for each. Compare how two people could reasonably feel differently in the same situation. Finish with the key message: feelings themselves are not wrong, but we are responsible for how we respond to them. Pupils complete: 'A feeling I can describe more precisely now is...' and 'A proportionate response might be...'.		
Assessment Opportunities	• Listen for a wider, more precise vocabulary and pupils' ability to distinguish different strengths of similar emotions. • Check that pupils can explain mixed emotions and recognise that different people may respond differently to the same situation. • Assess whether pupils separate the feeling from the action and can identify a safe, appropriate and proportionate response.		
Challenge	<table border="1"> <tr> <td data-bbox="487 1163 873 1375"> • Give a complex situation and ask pupils to identify three emotions that could be experienced at the same time, explaining why. • Ask pupils to rank several related emotion words by intensity and justify any differences of opinion. </td><td data-bbox="875 1163 1427 1375"> Support • Use a reduced selection of emotion images with a word/picture bank organised by root emotions. • Provide sentence stems: 'The person might feel... because...'; 'Their body might...'; 'A safe response could be...'. </td></tr> </table>	• Give a complex situation and ask pupils to identify three emotions that could be experienced at the same time, explaining why. • Ask pupils to rank several related emotion words by intensity and justify any differences of opinion.	Support • Use a reduced selection of emotion images with a word/picture bank organised by root emotions. • Provide sentence stems: 'The person might feel... because...'; 'Their body might...'; 'A safe response could be...'.
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Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • emotions • feelings • mixed emotions • situation • interpretation • body language • facial expression • tone of voice • impact • responsibility • artists • art
NALT	Communicate effectively a wide range of emotions, including mixed emotions.		
Success Criteria	• Use an extended vocabulary to explain how I and others are feeling. • Understand the varied causes of emotions and how we might express them. • Understand that different people might experience different emotions in the same situation. • Understand that emotions can be complex, including mixed emotions. • Understand that we may not be able to control how we feel, but we are responsible for how we act.	Resources	• How Artists See: Feelings: Joy, Sadness, Fear, Love – Colleen Carroll, or suitable artwork • Emotion/event cards • Role-play space • Optional camera/tablet for freeze frames or playback
Starter	Using How Artists See Feelings or a suitable piece of artwork, ask pupils what emotion the image triggers for them and what evidence led them to that interpretation. Accept different responses where pupils can justify them. Extend the language used: how strong is the emotion? Are there more precise words? How does the artist create the feeling through colour, shape, composition, expression or posture? Ask what might have happened immediately before or after the image. Reinforce that people can respond differently to the same image or situation and that interpretation is not certainty.		

Main	Play 'Actions Speak Louder than Words'. In groups of five or six, give each group an emotion such as joyful, miserable, anxious, fearful, angry or bored, and a shared event such as attending a birthday party. Groups prepare a short role play in which everybody at the event behaves through the assigned emotion. Share the scenes through freeze frames or brief performances. The audience guesses the emotion and identifies the clues: body language, facial expression, tone of voice and the words used. Encourage pupils to use a range of vocabulary to describe degrees of feeling. Repeat the activity so that only one person at the event portrays the assigned emotion while everybody else behaves normally. Discuss the impact one person's emotional behaviour might have on the group: How might others react? How could their feelings and behaviour change? What could the person do to reduce an unhelpful impact on others? Explore mixed-emotion examples from the original scheme: opening a surprise present; spending time with a friend but not doing what you wanted; being pleased to see a relative but unhappy about sharing a room; starting somewhere new; being chosen when a friend is not; being invited to two exciting events at the same time. Updated statutory emphasis for 2026: link pupils' emotional vocabulary to judging whether behaviour is appropriate and proportionate. Make clear that a strong feeling can be understandable without every behavioural response being acceptable. Where a pupil feels unsafe or at risk of harm, seeking trusted-adult support takes priority over hiding or masking feelings. Teacher guidance: model emotional self-regulation aloud. For example, 'I feel angry and I want to shout, but shouting will not help, so I am going to pause and breathe before I respond.'		
Plenary	In a circle, call out an emotion and ask pupils to show a safe facial expression or body posture that might communicate it. In pairs, pupils then take an emotion slip and perform a neutral action – brushing hair, cleaning teeth, dancing – in the manner of that emotion while others identify it. Finish by asking: Can people feel more than one emotion at once? What should we remember before assuming that we know how somebody else feels?		
Assessment Opportunities	• Observe whether pupils use verbal and non-verbal clues to interpret emotions while recognising that clues can be misunderstood. • Check pupils can identify mixed emotions and give a reason for each feeling. • Assess whether pupils can explain how emotional behaviour affects others and suggest a responsible response.		
Challenge	• Ask pupils to explain two different interpretations of the same body-language clue and what they could do before reacting. • Give a mixed-emotion scenario and require pupils to explain how one feeling might increase while another decreases over time.	Support	• Provide labelled emotion cards and a visible list of body-language, facial-expression and tone-of-voice clues. • Allow pupils to create a freeze frame rather than a full role play and rehearse one sentence before performing.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • wellness • emotions • feelings • reaction • interpretation • response • complex • mixed • body language • empathy • needs • preferences
VALT	Recognise emotions in others and consider the response they might give.		
Success Criteria	• Know that other people share many of the same emotions. • Understand that people may react in different ways to their emotions. • Recognise clues that may suggest how another person is feeling without assuming that we know for certain. • Have strategies for responding to my own and other people's emotions. • Show empathy and take account of another person's needs and preferences.	Resources	• Granny Torrelli Makes Soup – Sharon Creech • Situation cards • Continuum line • Mime/event cards • Optional camera/tablet
Starter	Read a series of situations to the class, such as receiving a surprise gift, getting lost on a school trip, winning a race, being excluded by friends, reading in assembly or being in trouble with a teacher. Ask pupils to identify a possible feeling and stand on a continuum to show how strongly a fictional character might experience it. If pupils identify two common feelings, use two lines. Use the range of positions to discuss why people may react differently to the same situation and why emotions can be mixed or complex. Keep the examples hypothetical; pupils do not need to share personal experiences.		

Year group	Year 6	Theme	Me and My Emotions
Main	Read Granny Torrelli Makes Soup – Part 1 (Soup), as in the original planning. Discuss: How can we tell what somebody else may be feeling? How does Granny Torrelli recognise Rosie's emotions? Draw attention to body language, facial expression, tone of voice, actions and words. Clarify that these are clues rather than proof. It is easy to misinterpret another person, so a respectful response can include checking gently: 'You seem upset – would you like to talk?' or offering space rather than insisting that somebody explains themselves. Play 'Guess Where I Am'. Groups of five receive an event and accompanying emotions and devise a rhyme. The rest of the class identifies the situation and possible emotions, explaining which clues helped. Highlight effective examples of body language, expression and gesture. Updated statutory emphasis for 2026: explicitly teach pupils to pay attention to the needs and preferences of others. Some people may want company, some may want time and space, and some may want a trusted adult. Discuss why being kind does not mean forcing somebody to talk or taking control of their choices. Teacher guidance: pupils who find emotional cues difficult may benefit from explicit, individualised rehearsal. Do not teach rigid rules such as 'crossed arms always means angry'; cues vary between people, cultures and contexts.		
Plenary	Suggested plenary to complete the school template: pairs choose one situation and finish three sentences – 'I might notice...', 'I could check by saying...', and 'If the person needed more help, I could...'. Share a few examples and reinforce: empathy means trying to understand another person's perspective while accepting that we may not know exactly how they feel.		
Assessment Opportunities	- Listen for pupils using tentative language such as 'might', 'could' or 'seems' rather than presenting interpretations as facts. - Check that pupils can name more than one possible emotional response to the same event. - Assess whether pupils' suggested responses consider the other person's needs/preferences and include trusted-adult support where appropriate.		
Challenge	- Ask pupils to explain how the same outward behaviour could have two different emotional causes. - Give a response that is well-intended but intrusive and ask pupils to improve it so that it respects the other person's preference.	Support	- Use two or three clearly labelled emotion options for each scenario and a simple 'clue → check → respond' visual. - Provide sentence stems and allow pupils to rehearse with an adult or partner before sharing.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	- Mental wellbeing - physical wellbeing - health - wellness - strong emotions - reaction - response - assertive - controlling - boundary - need - preference - disappointment

			• frustration • support
VALT	Recognise emotions in others and consider the response they might give.		
Success Criteria	• Know that other people share the same emotions but may experience or express them differently. • Understand that people may react in different ways to strong emotions. • Have strategies for responding to my own and other people's emotions. • Communicate needs and boundaries calmly and respectfully. • Know when a situation needs support from a trusted adult.	Resources	• Granny Torrelli Makes Soup – Sharon Creech (especially pages 3–14 and 23–27 as identified in the original plan) • Scenario / role-play cards • 'I statement' and boundary sentence stems
Starter	Revisit Granny Torrelli Makes Soup – Part 1. Ask: What does Granny Torrelli do and say that helps Rosie to deal with and understand her emotions? Collect pupils' ideas. Write 'I hate it when...' in the middle of the board and brainstorm fictional examples of things people might do that are not helpful when somebody is trying to manage a strong emotion – for example interrupting, mocking, telling them not to feel that way, crowding them or pressuring them to talk.		
Main	Ask pupils to think about strong emotions such as anger, sorrow, love, envy or fear through fictional examples. Discuss how strong feelings may affect body language, thoughts and the impulse to act. Pupils can suggest how a character might cope and what support from adults or peers could be helpful. Use the original Granny Torrelli discussion to identify helpful responses: she accepts that Rosie has the emotion, listens, remains calm but assertive, helps her remember positive experiences, distracts appropriately, makes her laugh and uses stories to show that she understands. Compare with what she does not do: dismiss, shame, tell Rosie she is silly or insist that she should not feel the emotion. In small groups, pupils discuss or role-play a fictional scenario involving a strong emotion. They practise a calm response that acknowledges the emotion but does not excuse unsafe behaviour. Updated statutory emphasis for 2026: teach how to communicate and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; and the difference between assertive and controlling behaviour. Discuss the difference between being kind to another person and neglecting our own needs. Reinforce that violence is never an acceptable way to resolve conflict. Model language such as: 'I can see you are very angry. I can listen, but I need you not to shout at me.' / 'I need some space.' / 'I would like help from an adult.' Teacher guidance: use fictional scenarios rather than asking pupils to describe occasions when adults did not help them. Follow safeguarding procedures for any disclosure of harm or feeling unsafe.		
Plenary	Return to the opening 'I hate it when...' list and improve several unhelpful responses into respectful, supportive alternatives. End by revisiting the story or another fictional example and ask pupils to explain the difference between accepting somebody's feeling and accepting harmful behaviour.		
Assessment Opportunities	• Check pupils can identify behaviours that acknowledge and validate a feeling without encouraging unsafe actions. • Listen for assertive, respectful language that expresses needs and boundaries. • Assess whether pupils recognise violence, threats, repeated pressure or unsafe behaviour as situations in which adult help is needed.		

Challenge	• Give pupils a response that is 'kind' but controlling and ask them to rewrite it so that it respects both people's needs. • Ask pupils to explain when a friendship disagreement might be repaired independently and when adult support is required.	Support	• Provide pre-written phrases to sort into helpful / unhelpful / assertive / controlling. • Use an adult-modelled role play first and give sentence stems: 'I feel...'; 'I need...'; 'Please stop...'; 'Can we get help from...?'
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Year group	Year 6	Theme	Mee and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • wellness • emotions • feelings • mood • reaction • interpretation • lonely • loneliness • coping • persistent • support • early help
VALT	Recognise their own mood changes and have some strategies to help them cope.		
Success Criteria	• Recognise my own moods and what might cause them. • Recognise the moods of others without assuming that I know exactly how they feel. • Have healthy strategies for dealing with changes in mood. • Understand that isolation and loneliness can affect children and that seeking support is helpful. • Know when a difficult mood should be shared with a trusted adult.	Resources	• Large paper / IWB • 'I hate it when...' resource from the original scheme • Coping-strategy cards or word bank • Optional materials for leaflet/poster/presentation
Starter	Discuss what people mean when they say 'I'm in a bad mood', 'I'm in a good mood', 'She's in a funny mood' or 'He's moody'. Explore why these phrases can be vague and how more precise emotional language can help. Ask pupils to suggest fictional reasons a person might be in a good mood. Was it something that happened, something they did themselves, something another person did, or a combination?		

Main	In small groups, pupils explore what it might feel like for a fictional character to be in a difficult mood. Record ideas on large paper and compare the physical, emotional, thinking and behavioural signs suggested. Discuss possible causes of moods: tiredness, hunger, disappointment, conflict, stress, feeling left out, loneliness, success, enjoyable activity, time with friends or family, or sometimes no obvious cause. Emphasise that people vary and the same factor will not affect everybody in the same way. Ask pupils to generate ways of coping with moods and sort them into more healthy/helpful and less helpful choices. Retain ideas from the source such as telling someone, distraction, exercise, listening to music or taking appropriate time away from others. Discuss what can make somebody's mood worse. Complete the original 'I hate it when...' prompt as a class or individually to identify behaviours that may aggravate a difficult mood, then turn these into advice for responding to others. Updated statutory emphasis for 2026: isolation and loneliness can affect children. Make clear that most people feel lonely sometimes, that there is no shame in talking about it and that loneliness can occur even when other people are nearby. Feeling low, worried or irritable at times is normal and is not in itself a mental health condition; however, a strong or persistent difficult mood that affects daily life should be shared early with a trusted adult. Teacher guidance: model that adults also experience moods and use coping strategies. Avoid language suggesting that a person is responsible for another person's mood.		
Plenary	Collect a class list of healthy coping strategies – things a person can say or do for themselves and respectful ways to respond to somebody else. Optional extension from the original plan: create a leaflet, poster, PowerPoint, radio or TV-style advice segment on managing moods.		
Assessment Opportunities	• Check that pupils can name possible influences on mood and understand that causes are not always obvious. • Assess whether pupils can distinguish healthy coping from actions that may worsen a situation. • Listen for accurate, non-stigmatising discussion of loneliness and recognition of when early adult support is appropriate.		
Challenge	• Ask pupils to explain why the same coping strategy might help one person but not another, or help in one context but not another. • Give a scenario involving a persistent low or irritable mood and ask pupils to identify signs that suggest extra support should be sought without diagnosing the person.	Support	• Use picture/word cards for causes and coping strategies and allow pupils to sort rather than generate ideas from scratch. • Provide a three-part frame: 'Possible cause → how it might feel → what could help'.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • wellness • emotions • feelings • mood • fight or flight • overwhelmed • impulsive • peer pressure • assertive

			• controlling • boundary • support
VALT	Understand they can be overwhelmed by emotions and recognise this in themselves and others.		
Success Criteria	• Recognise some situations which might lead to becoming overwhelmed. • Know how it feels when I am beginning to be overwhelmed. • Begin to recognise possible signs of overwhelm in others. • Have positive ideas for how to respond to overwhelm in myself and others. • Use assertive language to resist pressure and protect personal boundaries. • Know when to step away and seek help.	Resources	• Granny Torrelli Makes Soup – Sharon Creech (pages 16–22 highlighted in the original scheme) • ‘Catching emotions’ resource / prompt cards • Assertive sentence stems • Role-play scenario cards
Starter	Read the section of Granny Torrelli Makes Soup where Rosie describes her first day at school. Identify the mixed emotions she experiences – for example excitement, disappointment and confusion – and how her feelings affect her behaviour. Link this to pupils’ existing understanding of fight/flight and impulsive behaviour. Rosie withdraws even though she wants to join in. Discuss what she might be thinking and how somebody in her class could respond helpfully. Ask pupils to identify general signs of becoming overwhelmed in the body and mind, using fictional examples rather than requiring personal disclosure.		
Main	Explain that other people’s emotions and moods – particularly those of friends – can influence us and sometimes sweep us into difficult situations. Use ‘Catching emotions’ and teacher-provided examples to explore this. In groups, role-play varied responses to another person’s strong mood: coping with it, being ‘caught’ by it, and avoiding being drawn into unsafe or unhelpful behaviour. Keep the scenarios low-stakes and on-contact. Highlight strategies that reduce impulsive choices: pause, breathe, step away, ask for time, check the facts, talk to a trusted adult and avoid making a decision while highly emotional. Retain and practise the original assertive phrases: ‘No, I need time to think’; ‘No, I need to ask about that’; ‘No, don’t put pressure on me.’ Discuss how beginning with a clear ‘No’ can be important when standing up for yourself. Updated statutory emphasis for 2026: explicitly compare assertive and controlling behaviour. Assertive communication expresses your own need or boundary clearly and respectfully; controlling behaviour tries to force another person’s choice. Discuss balancing kindness to others with not neglecting your own needs. Reinforce that boundaries should be respected and that repeated pressure, threats or violence require trusted-adult support. Teacher guidance: feelings can become less stable during periods of change and stress. Normalise the experience of strong feelings while keeping responsibility for behaviour clear. Enable pupils to use agreed strategies across the school day.		
Plenary	Create a Circle of Feelings for ‘overwhelmed’ using pupils’ general ideas about body sensations, thoughts and impulses. Ask: What can a person do at the first signs rather than waiting until they lose control? Finish with a round using a low-disclosure sentence such as: ‘One safe way a person can pause when overwhelmed is...’ and remind pupils who they can approach for help in school.		

Assessment Opportunities	• Observe pupils' ability to recognise early signs of overwhelm and suggest a pause/calming strategy. • Assess whether pupils can distinguish assertive from controlling language. • Check that pupils know when to step away, seek adult help and continue seeking help if a safety concern is not heard.		
Challenge	• Give an escalating peer-pressure scenario and ask pupils to identify exactly when persuasion becomes unacceptable pressure. • Ask pupils to produce two assertive responses that protect a boundary without escalating the conflict.	Support	• Provide a visual sequence: NOTICE → PAUSE → BREATHE/STEP AWAY → THINK → CHOOSE/ASK FOR HELP. • Use choral rehearsal of assertive phrases before pupils attempt a role play.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • wellness • emotions • boredom • feelings • reaction • response • mood • behaviours • stimulation • constructive • self-management
WALT	Understand what might cause boredom and have strategies for managing it.		
Success Criteria	• Recognise boredom and know what might cause it. • Understand that mood, expectations and level of stimulation can affect boredom. • Have healthy, constructive strategies to manage boredom. • Recognise that feeling bored does not justify unsafe or harmful behaviour. • Take increasing responsibility for choosing an appropriate response.	Resources	• IWB / board • 'Bored' resource from the original scheme • Venn diagram • Poster / PSHE book materials
Starter	invent a fictional character who is 'always bored' and give the character a name that is not shared by anybody in the class. Ask: What might the character say? How might they behave? Record pupils' ideas around a picture on the board. Separate observations from assumptions. For example, 'sighing' is observable, while 'does not care' is an interpretation.		

Main	Explore the difference between the statements 'I'm bored' and 'It's boring'. Ask pupils what people may really mean when they use these phrases and whether boredom can sometimes be linked to mood, tiredness, expectations, lack of stimulation or waiting. In pairs, pupils identify ways people cope with boredom, both helpful and unhelpful, and sort ideas in a Venn diagram. Retain source examples such as finding something to do, walking, exercising, playing a game, talking to someone or asking to join in. Contrast with moaning, blaming others, breaking things, taking things from others or other unsafe coping. Discuss that boredom is a normal feeling and does not make another person responsible for entertaining us. Pupils consider what choices remain even when they cannot leave, use a device or change the activity. Updated statutory emphasis for 2026: connect healthy self-management to general wellbeing – sufficient rest, hobbies, interests, physical activity, time outdoors, relationships and community participation all support mental and physical wellbeing. Keep any mention of substances from the original scheme brief and age-appropriate within the wider school curriculum. Pupils create advice they could give themselves or a friend next time boredom appears. The advice should include at least one independent strategy and one social strategy.		
Plenary	Share selected strategies in a round or add them to the class PSHE book. Pupils complete: 'Instead of blaming somebody else when I am bored, I could...'. Optional original extension: produce bright advice posters for display around school.		
Assessment Opportunities	• Check pupils can identify more than one possible cause of boredom. • Assess whether strategies are realistic, safe and constructive rather than dependent on somebody else fixing the feeling. • Listen for links between hobbies, activity, connection and wellbeing.		
Challenge	• Ask pupils to explain how boredom can sometimes create useful space for creativity, rest or self-directed choice. • Design a response for a situation in which the pupil cannot leave, change the task or use technology.	Support	• Provide illustrated activity choices to sort into helpful / less helpful. • Use sentence stems: 'A person might feel bored because...'; 'A constructive response would be...'.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • emotions • feelings • wellness • panic • worry • anxious • anxiety • likely • unlikely • real • imagined • joint problem-solving • change • loss • bereavement

			• grief • trusted person
VALT	Recognise their worries and know how to do something about them.		
Success Criteria	• Have strategies for identifying what worries me without needing to disclose private concerns. • Understand how worry might make us want to act and how it can affect the body and daily life. • Use strategies for managing worry, including thinking about likelihood, joint problem-solving and talking with a trusted person. • Understand that worrying and feeling down are normal experiences and are not in themselves signs of a mental health condition. • Understand that change and loss, including bereavement, can provoke a range of feelings and that grief is natural and different for everyone. • Know when and how to seek early help.	Resources	• You've Got Dragons – Kathryn Cave • Dragon template • Venn or Carroll diagram • Worry Survival Guide / Top Tips materials • School 'Things I want my teacher to know' system or equivalent
Starter	Read You've Got Dragons as a class and establish that the dragons represent worries or fears. Brainstorm teacher-provided examples of worries that children of this age might experience; pupils should not be asked to disclose their own most serious worry. Sort fictional worries using a Venn diagram (likely/unlikely) or Carroll diagram (real/imagined against likely/unlikely). Discuss how thinking about a worry more objectively can reduce the sense of being overwhelmed and help us decide whether action is possible. Explain joint problem-solving: looking at a worry with another trusted person can help us think more clearly and decide what, if anything, needs to be done.		
Main	Discuss how the child in the story reacts to the dragons. Using a fictional worry, annotate a dragon template with possible effects on sleep, appetite, concentration, physical sensations, behaviour, panic or withdrawal. Teach a practical sequence: NAME THE WORRY → CHECK WHAT IS KNOWN → DECIDE IF ACTION IS POSSIBLE → CALM THE BODY → TALK / GET HELP. Reinforce that an unlikely worry can still feel very real and should not be mocked or dismissed. Pupils create Ten Top Tips for managing worries or a Worry Survival Guide, as in the original scheme. It should include talking with a trusted adult and a simple sentence to begin a conversation. Updated statutory emphasis for 2026: worrying and feeling down are normal and affect everyone at different times. They are not, by themselves, a sign of a mental health condition. Isolation and loneliness can make worries harder, and early support can help. Include a carefully handled teacher-provided example linked to change or loss. Teach explicitly that change and loss, including bereavement, can bring many feelings; grief is a natural response and people grieve differently. Do not frame bereavement as a 'problem to solve' – the focus is support, time, connection and access to trusted adults. Teacher guidance: if a pupil discloses a concern about harm, abuse or safety, follow safeguarding procedures rather than attempting to resolve it through class problem-solving.		

Plenary	Revisit the class 'Things I want my teacher to know' box or equivalent school system and ensure pupils understand how and when it is checked and how to use it appropriately. Ask pupils to complete: 'One way to start asking for help is...'. Remind them that if they feel unsafe or are not heard, they should keep trying another trusted adult.		
Assessment Opportunities	• Check pupils can use the worry-sorting tool without dismissing or ridiculing emotions. • Assess whether pupils identify sensible actions, calming strategies and trusted support. • Listen for accurate understanding of change, loss and grief and recognition that persistent or overwhelming worries should be shared early.		
Challenge	• Compare three examples: a solvable worry, an uncertainty that may need to be tolerated, and a bereavement/loss that needs support rather than a 'solution'. • Explain why 'unlikely' does not mean 'silly' and suggest an empathetic response to somebody with an unlikely fear.	Support	• Use pre-written worry cards and a visual five-step worry-management process. • Provide a conversation stem: 'I am worried about... It is affecting... Can you help me?' and allow use with a fictional scenario.

Year group	Year 6	Theme	Me and My Emotions
Lesson		Key Vocabulary	• Mental wellbeing • physical wellbeing • health • emotions • feelings • wellness • panic • worry • anxious • anxiety • stress • demand • pressure • stimulation • fight or flight • prolonged • coping
VALT	be able to describe stress, its causes and expression and begin to develop strategies to manage it.		

Success Criteria	• Know how the body reacts to stress. • Have simple strategies for managing my own stress, including avoiding unnecessary stress where possible and using calming and relaxing approaches. • Recognise possible stress in others and understand that accompanying behaviour can vary. • Understand why managing stress is important. • Understand that some pressure can be motivating but too much or prolonged stress can affect health, learning and relationships. • Know when stress should be shared with a trusted adult.	Resources	• George's Day 1 and George's Day 2 from the original scheme • 'What Does Stress Do To You?' resource • Stress body-outline / flipchart paper • School-day timeline
Starter	Look at one typical school day and identify the different demands placed on pupils: getting organised and arriving on time; transitions; being active in one lesson and quiet in another; working alone, in pairs, groups and teams; leading and supporting; competing and cooperating; and sometimes having limited choice. Ask how people might feel about the same demand on different days. The aim is to recognise that everyday demands can accumulate and contribute to stress. Keep the discussion general rather than asking pupils to reveal significant personal stressors.		
Main	Use the school's own pattern to adapt George's Day 1 so it feels recognisable. Ask whether people always feel ready to be energetic, friendly, cooperative, quiet, a listener or a leader and what can make these expectations easier or harder. Read George's Day 2. Identify the factors that contribute to George's stress: his experiences, his mood and the number of things happening. Brainstorm other age-appropriate causes of stress. Define stress as a response to demands, pressure or challenge. Explain that some stimulation can motivate us; too little can look like boredom, withdrawal or lack of interest, while too much or prolonged stress needs managing. Link back to fight/flight: a racing heart, tense muscles, quick breathing, stomach sensations, anxiety and feeling 'edgy' can occur when the body stays activated. Also discuss effects on concentration, patience, sleep, relationships and behaviour. Updated statutory emphasis for 2026: normalise that worry, feeling down and stress can occur at different times without automatically indicating mental illness. Life events such as friendship difficulties, tests, moving house/school, family change, loss and bereavement can increase stress. Grief is natural and individual. Encourage early support where stress is persistent, overwhelming or affecting daily life. Teacher guidance: be alert to pupils experiencing stress linked to safeguarding concerns. Follow school safeguarding procedures and do not invite personal disclosures in whole-class discussion.		
Plenary	Ask pupils to identify the physical, psychological, emotional and behavioural effects of too much stress on George. Complete the original 'What Does Stress Do To You?' resource in relation to health, relationships, learning and general functioning. Finish with: 'Stress can help when...'; 'Stress becomes difficult when...'; 'A person should ask for help when...'.		
Assessment Opportunities	• Check pupils can explain how everyday demands may build into stress and describe body/thought/behaviour effects. • Assess whether pupils understand that some stress can motivate but too much/prolonged stress can be harmful. • Listen for appropriate triggers for seeking adult support.		

Challenge	• Ask pupils to explain why two people can experience the same demand as very different levels of stress. • Sort stressors into controllable, partly controllable and outside a person's control, then justify a suitable response to each.	Support	• Provide a colour-coded frame for physical signs / thoughts / emotions / behaviours. • Use a shortened George scenario with the key stressors highlighted and a strategy word bank.
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Year group	Year 6	Theme	Me and My Emotions
Lesson	10	Key Vocabulary	• Mental wellbeing • physical wellbeing • health • emotions • feelings • wellness • panic • worry • anxious • anxiety • stress • self-care • relaxation • strategy • support network • stereotype • early help
WALT	Develop practical strategies for managing stress and know when and how to seek support. Derived from the original Lesson 10 success criteria and activities, as the source does not print a separate WALT.)		
Success Criteria	• Know how the body reacts to stress. • Have simple strategies for managing my own stress, including reducing avoidable stress and calming and relaxing. • Recognise possible stress in others and understand the accompanying behaviour. • Understand why managing stress is important. • Challenge stereotypes about how different people 'should' respond to stress. • Know who to approach if stress is persistent, overwhelming or affecting everyday life.	Resources	• Looking After Myself sheet • Responses to Stress prompt / IWB • Calming and relaxation strategy instructions • School support / trusted-adult information • Optional 'Things I want to tell my teacher' box

Starter	Play a short memory/listening game in which pupils must remember what other pupils have said. Use it to discuss how thinking, feeling and behaviour can change when people feel under pressure. Briefly revise the previous lesson and complete or revisit 'Responses to Stress' on the board. Sort responses into noisy/quiet, safe/unsafe and helpful/unhelpful rather than assuming there is one typical response. Use the source prompts to challenge stereotypes: Do boys always become loud and girls quiet, or is that a stereotype? Reinforce that any person may respond in many different ways.		
Main	Ask pupils to complete the original 'Looking After Myself' sheet privately. Which areas are strengths? What might a person want to improve? Where might support be useful? Pupils do not have to share personal answers with peers. Review practical ways to support wellbeing and reduce stress: preparation and routines, sufficient sleep, movement and exercise, time outdoors, hobbies, social connection, breathing, relaxation, calming music, taking a short appropriate break, talking to somebody and reducing avoidable demands where possible. Model two or three short strategies, such as slow breathing, grounding or muscle release. Discuss that different people find different strategies helpful and that a strategy must fit the setting. Develop a simple stress plan: NOTICE early signs → DO a calming/self-care strategy → ACT on the problem if possible → ASK a trusted person → GET MORE HELP if the stress continues or becomes overwhelming. Updated statutory emphasis for 2026: early support can help with mental health problems. Pupils should know now where and how to seek support, including whom in school to speak to if they are worried about their own or somebody else's wellbeing or ability to control emotions. Self-care is valuable but should never be presented as a substitute for help with serious or persistent concerns. Teacher guidance: follow up any concerns raised through the 'Looking After Myself' sheet or school worry box. The original scheme recommends revisiting stress-management strategies across the school day so that pupils learn to use them independently.		
Plenary	Revisit calming and relaxing strategies already used in the unit. Ask which strategies are practical in school and when each might be useful. Adults may model appropriate stress-management strategies such as breathing, exercise, music or taking time before responding. Create a final class list of 'stress-busting' strategies that can be used appropriately during the school day. Remind pupils of North Mead's trusted-adult / safeguarding route and that they should keep asking for help if a serious concern is not heard. Optional home link from the original planning: pupils can share the strategies they have chosen with parents/carers.		
Assessment Opportunities	- Assess whether pupils can match different stress-management strategies to suitable situations rather than relying on one universal solution. - Check understanding of the difference between managing the body's stress response and addressing the underlying problem. - Confirm that pupils can name appropriate sources of support and recognise triggers for seeking early help.		
Challenge	- Design a stepped plan showing what to do if the first strategy does not work, including when to involve an adult. - Explain the difference between solving a stressor, accepting something that cannot be changed immediately and seeking support.	Support	- Provide a partially completed stress plan with icons and a bank of school-appropriate strategies. - Allow pupils to complete the Looking After Myself task for a fictional Year 6 pupil if personal reflection feels difficult.