

## **Your access to PSHE Association materials and intellectual property rights**

PSHE education is the school curriculum subject designed to keep children and young people safe, healthy and prepared for life, and work, in modern Britain. The best PSHE education is a partnership between parents/carers and schools – and this includes transparency regarding curriculum content and materials.

We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSHE (Relationships, Sex and Health Education).

This is an example of such a resource. It has been shared with you as a parent/carer by the school or individual who is a PSHE Association member.

We are happy to grant access on this basis of giving you full, personal access to the resource contents, but appreciate your adherence to the following requirements regarding intellectual property rights given the resource is otherwise only accessible to schools and individuals that subscribe to PSHE Association membership.

### **Intellectual property rights**

We are the owner or the licensee of all intellectual property rights in the materials. These works are protected by copyright laws and treaties around the world. All such rights are reserved.

You may print off one copy, and may download extracts, of any page(s) for your personal use as a parent/carer of a pupil at your child's school.

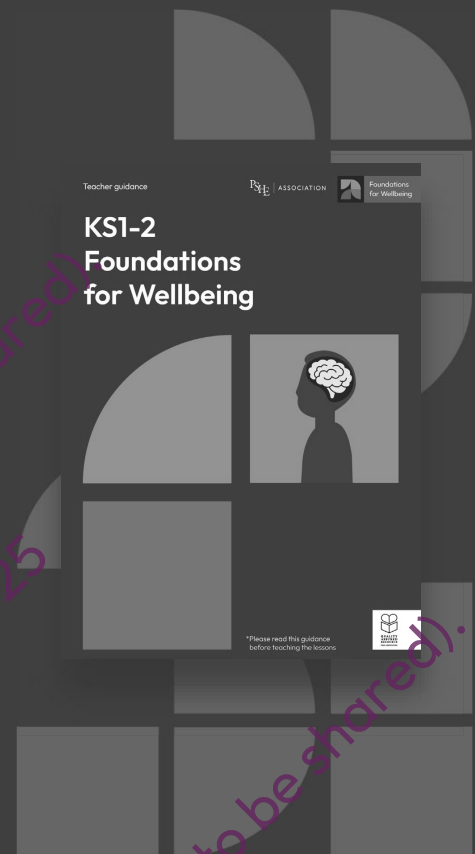
You must not modify the paper or digital copies of any materials you have printed off or downloaded in any way, and you must not use any illustrations, photographs, video or audio sequences or any graphics separately from any accompanying text.

Our status (and that of any identified contributors) as the authors of the materials must always be acknowledged. You must not use any part of the materials for commercial purposes without obtaining a licence to do so from us or our licensors.

You are not permitted to copy, share – electronically (including social media) or otherwise – any part of our materials in breach of these terms of use. Your right to use such materials will cease immediately upon such a breach and you must, at our option, return or destroy any copies of the materials you have made.

# Foundations for Wellbeing

Changing thoughts and feelings  
Year 2, lesson 3



Teacher slide | \*Ensure you have read the Teacher Handbook before teaching the lesson

© PSHE Association 2025

## Using this PowerPoint

The slides in this presentation are divided into two sections:

- i. Teacher slides (purple)** – provide key information regarding lesson preparation.
- ii. Pupil slides** – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click 'notes' to view these.

Ensure that you select 'Use Presenter View' under the 'Slide Show' tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

Teacher slide

© PSHE Association 2025

# Support and challenge

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

**Support activities** are adapted to be more accessible for those who need it.

**Challenge activities** deepen and extend learning for those who need more challenge or who finish the activity quickly.

Look for these icons on the pupil slides. See delivery notes for details of the activities.

Support



Challenge



# Context

This is the third of five lessons on self-regulation, mental health and wellbeing, for year 2. This lesson focuses on habitual thoughts and emotions, and how these can be managed or changed.

To encourage pupils to use the self-regulation strategies taught in these lessons more automatically, autonomously and effectively, it is important to revisit and reinforce them regularly, as part of a whole-school approach to promoting mental health and wellbeing. The extension activities are designed to support this (for more information, see the [Teacher Handbook](#)). To learn more, please visit our [self-guided online courses](#), which are available to all School Plus members.

The lesson plan is based on a 45-minute lesson. The timings given are the minimum required to deliver the activities, but you may wish to spend longer exploring each activity.

## Learning objective

To learn about different ways of changing thoughts and feelings.

## Learning outcomes

Pupils will be able to:

- explain that the brain helps us remember, repeat and change what we pay attention to
- describe how to pay attention to more pleasant thoughts and feelings more often
- notice when we are paying attention to something enjoyable and how it can help us feel good

Teacher slide

© PSHE Association 2025

## Climate for learning

Make sure you have read the accompanying teacher handbook notes before teaching this lesson. They include guidance on establishing a safe learning environment, supporting pupils with additional vulnerabilities, using assessment and personal reflection effectively, and embedding the learning. They also outline useful subject knowledge on the theory and evidence informing these lessons, self-regulation strategies and relevant neuroscience.

## Further guidance

Members of the PSHE Association can access our website for further guidance [www.pshe-association.org.uk/](http://www.pshe-association.org.uk/)

## Duration

This has been designed to be taught as a **45 minute** PSHE education lesson.

Teacher slide

© PSHE Association 2025

## Resources required

- Box or envelope for questions
- Flipchart paper and pens
- Post – it notes
- Resource 1: *David's week* [one per pair]
- Resource 2: *Paying attention* [one per pupil]

# Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes, set up the question box and revisit ground rules.	2 mins
Baseline assessment activity	Pupils demonstrate their current understanding about having pleasant and unpleasant feelings by answering some questions.	5 mins
Feelings rollercoaster	In groups, pupils identify 'up' and 'down' feelings and add them to a feelings rollercoaster and reflect on paying attention to different feelings.	15 mins
Looking forward	In pairs, pupils consider which pleasant and enjoyable things a character could notice and pay attention to in their week.	10 mins
Reflection and Endpoint assessment	Pupils reflect on a time they have enjoyed an activity and describe the pleasant feelings they had, and then think about how this could help them in the future. Pupils return to the questions in the baseline assessment and add to/change their original ideas.	10 mins
Signposting support	Highlight sources of support at school and at home.	3 mins

Teacher slide

© PSHE Association 2025

## Lesson 3

# Changing thoughts and feelings



# Ground rules



© PSHE Association 2025

## What did we learn last lesson?

**Whether different distractions are helpful or unhelpful.**

Marek is trying to concentrate on a drawing, but his sister's phone keeps making a sound when she gets a text.

Marek is feeling sad about something that happened at school, so Dad suggests they play a game together.

Marek hears a fire engine siren when he is crossing the road.

Someone talks to Marek while he is doing schoolwork.



**What someone might feel or do if they are distracted.**

Marek is feeling sad about something that happened at school, so Dad suggests they play a game together.

Marek hears a fire engine siren when he is crossing the road.

Someone talks to Marek while he is doing schoolwork.

Marek might feel...

**What could help with distractions.**

Marek is trying to concentrate on a drawing, but his sister's phone keeps making a sound when she gets a text.

Marek is feeling sad about something that happened at school, so Dad suggests they play a game together.

Marek hears a fire engine siren when he is crossing the road.

Someone talks to Marek while he is doing schoolwork.

Marek's brother is watching TV and Marek is trying to concentrate on his schoolwork.

Marek's brother is watching TV and Marek is trying to concentrate on his schoolwork.

Marek's brother is watching TV and Marek is trying to concentrate on his schoolwork.

© PSHE Association 2025

## Learning objective

To learn about different ways of changing thoughts and feelings.

## Learning outcomes

Pupils will be able to:

- explain that the brain helps us remember, repeat and change what we pay attention to
- describe how to pay attention to more pleasant thoughts and feelings more often
- notice when we are paying attention to something enjoyable and how it can help us feel good

© PSHE Association 2025

## What's our starting point?

*It was a sunny morning, and David could feel the sun on his face. On his way to school, he noticed a friendly dog wagging its tail and some beautiful flowers. He also saw a butterfly, which made him smile.*

*But then, he stepped in a puddle and got his shoe wet and then, suddenly, a noisy lorry went by, which made him cover his ears.*

- What things does David notice on the way to school?
- How might David feel when he arrives at school?
- What might help David have a pleasant day?



# Feelings rollercoaster

With your partner, think of some feelings that David might have on his walk and write them on post-it notes.

Up

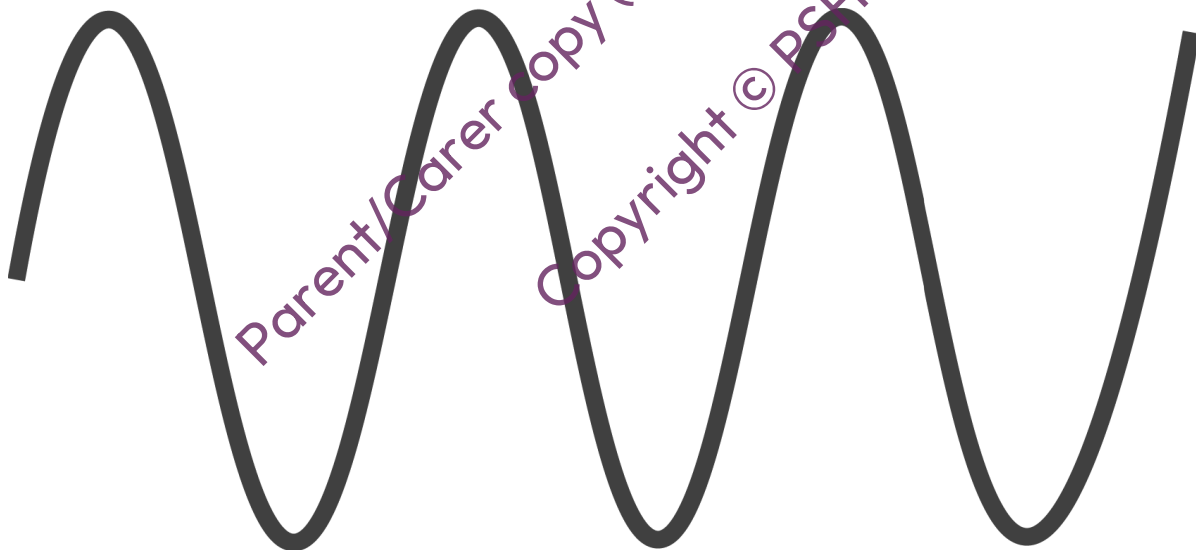
Down

Some feelings are more pleasant

Some feelings are more unpleasant

© PSHE Association 2025

# Feelings rollercoaster



# Feelings rollercoaster

David is thinking about his walk to school – how his shoe got wet and the shock of the lorry suddenly going past.

How might David feel if he thinks about the 'down' feelings from his walk?

How might David feel if he pays more attention to the 'up' feelings?



© PSHE Association 2025

# Looking forward

Next week is busy, there's lots happening and things to look forward to.

Are there any things, even small things, that might be enjoyable or fun?

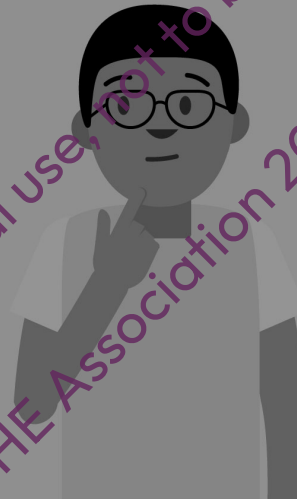
It's going to be boring!

Now, read about David's week with your partner and talk about the things that he could pay attention to that could help him have pleasant feelings.



# Looking forward

How might paying attention to these things help David?



© PSHE Association 2025

## What have we learnt?

- What pleasant things might he notice and pay attention to?
- How might this make him feel?
- What might his brain do to help?
- What else might help David have a good start to his day?

### On David's walk to school tomorrow:

- explain how the brain helps us remember, repeat and change our thoughts and feelings
- describe how to choose more helpful ways of thinking
- notice when we are paying attention to something enjoyable and how it can help us have pleasant feelings



© PSHE Association 2025

# Reflection

Think about a time when you did something you enjoyed, or you do something you enjoy often, like a hobby or spending time with friends.

**Write or draw in the grid:**

A grid for reflection with four sections. The top-left section is labeled 'I enjoy...'. The top-right section is labeled 'I feel...'. The bottom-left section is labeled 'I enjoy...'. The bottom-right section is labeled 'I feel...'. The grid is tilted slightly to the right. A small copyright notice '© PSHE Association 2025' is visible in the top right corner of the grid.

What you enjoy about the activity

The pleasant feelings you have when you are doing the activity

© PSHE Association 2025

# Who can help?

If you have 'down' or unpleasant feelings a lot of the time, or if these are difficult to manage, it's important to speak to a trusted adult at home or at school.

**Childline:** 0800 1111

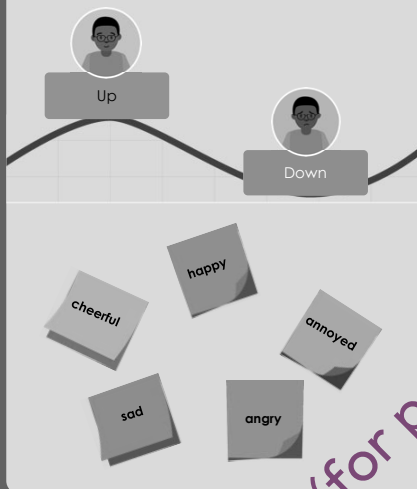
Can I talk to you about something?

I need some help. . .

© PSHE Association 2025

# Today we have....

learnt about pleasant and unpleasant feelings



considered how someone might feel when they pay attention to pleasant or unpleasant feelings



learnt that paying attention to pleasant things can help someone have more pleasant feelings



© PSHE Association 2025

## Mindful walk

When you are on the walk, pay attention to things you see and hear.

Write or draw in the grid:

- What did you notice?
- How did it feel?
- Was there anything that made you have pleasant feelings?



© PSHE Association 2025

# Having fun

Plan a fun activity to do with friends.  
For example, at playtime.

- What are you looking forward to?
- What might make you have pleasant feelings?



© PSHE Association 2025

# Pleasant feelings

Make a list of pleasant things:

- that happen often
- that might make you have pleasant feelings that you could pay attention to

**Seeing friends  
at school**



**Reading interesting  
books**



**Visiting the park**



© PSHE Association 2025