

## Questions

What pressures might you feel to act a certain way? It's what's on the inside that counts Do you agree/disagree? What are healthy/unhealthy pressures?

Do you think it's possible to feel more than one emotion at the same time? What's the difference between 'emotions' and 'feelings'?

Is it better to use 'controlling' or 'managing' when we talk about actions, feelings and thoughts? What is 'emotional regulation'? In what time of life can feelings of romance and attraction start?

Have you had any good/bad experiences online? Who do you ask for help?

## Sources: Life to the full-Ten Ten

[https://www.tentenresources.co.uk/units/uks2\\_1-3\\_emotional-well-being/](https://www.tentenresources.co.uk/units/uks2_1-3_emotional-well-being/)

## Key Vocabulary

peer pressure body image media  
social media expectations  
teasing banter gratitude resist pressure  
build resilience

reframe crush infatuation puberty  
hormones mood swings  
HALT (Am I Hungry, Angry, Lonely or Tired?)  
isolation loneliness mental-ill health  
Childline

## Spring 1

Module 1: Created and loved by God  
Unit 3: Emotional Well Being  
Sessions: Body Image. Peculiar  
Feeling. Emotional Changes. Seeing  
Stuff Online.

## Outcomes:

### Children will learn

- That images in the media do not always reflect reality and can affect how people feel about themselves
- That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
- A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action
- That some behaviour is wrong, unacceptable, unhealthy or risky
- That emotions change as they grow up (including hormonal effects)
- That openness with trust parents/carers/teachers when worried helps with healthy emotional well-being
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being

## Making connections to prior learning

### LKS2-

- That emotions change as they grow up (including hormonal effects)
- To understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action
- That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act
- What emotional well-being means and that positive actions help emotional well-being
- That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest)
- That images in the media do not always reflect reality and can affect how people feel about themselves
- That some behaviour is wrong, unacceptable, unhealthy and risky
- That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media