My feelings are all over the place!

Year: Y4

Subjects and Issues

Assertiveness Self-esteem Conflict resolution
Emotional needs Falling out Feelings
Growing up Growing and changing
Mental wellbeing and mental health Puberty
Respect Safety Standing up for yourself
Support networks Change Family
Relationships education Emotional health
Confidence Getting help Decision making
Negotiating Communication Relationships
Independence Emotions Managing change

Introduction

Make a circle either sitting on chairs or standing. Go round the circle with children taking turns to alternate positive and negative feelings e.g. sad/surprised/angry/happy etc.

Class makes a list of 'feelings bank' to be drawn from.

First child starts with the basic feeling and says " I feel happy." Next child has to find another word but one that means the same – "I feel joyful." Next child does the same-" I feel ecstatic." See how far around the circle they get. Teacher tallies the words to see at the end, which basic feelings they found the most synonyms for.

Activity - Conflict and compromise

Puberty is the time when our bodies change from being a child's body to that of an adult.

Feelings can change at this time too. Puberty starts when hormones (chemicals) are triggered by the brain. Hormones can affect our moods and feelings.

As young people get older they will want to be more independent, spend time with friends, work out how they are going to be as an adult and this can lead to conflict with the people who love them most - their family.

Make a list on the whiteboard of the sorts of things teenagers and family could fall out over (e.g time to get home at night, whether they can wear makeup and how much, getting homework done, helping around the house with chores, how much screentime they are allowed). Choose one of these 'conflict' topics for the next activity.

In the Hot Seat

Start this activity with the definition of a compromise (this can be displayed on the IWB - see slide in Resources needed area):

A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree.

(Source: Cambridge Dictionary)

Introduce the idea of Teacher-in-Role: explain that you are going to go into role as the teenager (put on a hat, scarf, or similar prop, to show when you are in role). The rest of the class will be the parents. In pairs, the children discuss and practise what they want to say to the teenager first, using the chosen 'conflict' topic.

They then discuss the conflict topic with the teenager. Teacher responds in role, using possible teenage responses [it's not fair...I did it last time... Why do I always have to do it? You never let me... Everyone else's parents let them...] NB: gradually change your responses from argumentative and conflicting to ***compromise*** - finding a middle ground.

It might be necessary - in advance of the role-play - to give children some ideas about how they can compromise in their role as parents.

Come out of role (by removing the scarf/hat or other item) and ask:

- How did it feel being the parent?
- Was it easy to persuade the teenager?
- How was a compromise reached?

Next in pairs again, they choose another conflict topic from the list they made earlier. One child is the parent, the other child is the teenager. Role-play for a few minutes, then swap roles. Ask for some volunteer pairs who managed to move from conflict to compromise to show what they did to the rest of the class.

Summing up

Review what we mean by the word 'compromise'.

Ask:

- What were some good ways of compromising [e.g. acknowledging the other person's feelings, suggesting a different way of sorting out a problem, both sides giving in a little bit but not completely, agreeing to talk about it another time, when everyone is calmer, etc.]
- Did talking about the issue help in most cases - or even some?
- Is it sometimes hard being a parent?

Emphasise that it is so important to talk to parents/carers/trusted adults as they can help us to work out the best thing to do.

Additional teacher guidance

Our Puberty Glossary provides appropriate wording when defining puberty and RSE-related words. It may be of particular support when answering children's questions on this subject.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.

Key Vocabulary

compromise
hormones
puberty
feelings
independence
conflict

Resources needed

A suitable prop for Teacher-in-Role activity, e.g. a football and a pair of trainers (see lesson plan for where to use these).

Whiteboards

A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree.

Source: Cambridge Dictionary

Compromise

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.
- Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

DfE Relationships Education and Health Education statutory requirements (2025)

- Caring friendships 6. How to manage conflict, and that resorting to violence is never right.
- Developing bodies 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- Families and people who care for me 1. That families are important for children growing up safe and happy because they can provide love, security and stability.
- Families and people who care for me 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- Families and people who care for me 4. That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.
- General wellbeing 4. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.

- General wellbeing 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Respectful, kind relationships 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

PSHE Association Learning Opportunities

- H31 . About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
- R6 . That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- R7 . To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- R8 . To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- R9 . How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.