

Emotions: How Can We Manage Challenges?

Knowledge Organiser - RSHE Year 5

What We Are Learning

- We are learning to recognise a wider range of emotions, including aspirational, embarrassed, anxious, worried and appreciative.
- We are learning that all emotions are important and can give us useful information.
- We are learning how to manage challenges and difficult feelings in healthy ways.
- We are learning to use coping strategies and to ask a trusted adult for help when needed.
- We are learning that resilience, appreciation and positive thinking can support our well-being.



Key Ideas

- **All emotions matter** and help us understand what is happening inside us.
- **Feelings can change** and do not last forever.
- **Challenges can be managed** using strategies, support and practice.
- **Resilience** means keeping going after setbacks.
- **Asking for help** is a strength, not a weakness.
- **Appreciation** helps us notice kindness and feel more positive.
- **Aspiration** means wanting to achieve something or improve.

Key Vocabulary

Word	Meaning
Emotion	A feeling inside us
Aspirational	Wanting to achieve or improve
Embarrassed	Feeling awkward or uncomfortable
Anxious	Feeling worried or nervous
Worried	Feeling concerned about a problem
Appreciative	Noticing and valuing kindness
Challenge	Something difficult to do
Resilience	Keeping going after setbacks
Coping strategy	An action that helps manage a feeling
Trusted adult	A grown-up who can listen and help

How Emotions Affect Us

Emotion	What it might feel like	What it might help us do
Aspirational	Hopeful, motivated, eager	Set goals and try hard
Embarrassed	Awkward, red-faced, uneasy	Notice when we feel uncomfortable and need support
Anxious	Nervous, tense, unsure	Prepare for a challenge and ask for help
Worried	Stuck thinking about a problem	Think about what might help
Appreciative	Thankful, kind, positive	Recognise good actions and relationships

Simple Strategies for Managing Difficult Emotions

1. **Name the feeling** - say to yourself, “I feel worried” or “I feel embarrassed.”
2. **Notice body clues** - tight tummy, fast heart, hot face, or clenched fists can be signs.
3. **Take slow breaths** - breathe in slowly and breathe out calmly.
4. **Count to ten** - this can help you pause before reacting.
5. **Use positive self-talk** - say, “I can try,” “I can cope” or “This feeling will pass.”
6. **Break the problem into small steps** - focus on one thing at a time.
7. **Take a short safe break** - move away briefly if you need to calm down.
8. **Talk to a trusted adult** - share the problem and ask for help.
9. **Show appreciation** - think about something kind that happened.
10. **Keep trying** - resilience grows when we practise.

Common Misunderstandings

Wrong idea	Correct understanding
Some emotions are bad	All emotions are important
Feeling anxious means, something is wrong	Anxiety can happen before a challenge
Asking for help is weak	Asking for help is brave and sensible
One strategy always works	Different situations need different strategies
Strong people never feel worried	Everyone feels worried sometimes

What To Do in Different Situations

Situation	Helpful response
Feeling embarrassed in class	Take a breath, stay <u>calm</u> and remember everyone makes mistakes
Feeling anxious before a test	Prepare, break revision into small steps and ask for reassurance
Feeling worried about a friendship	Talk to a trusted adult and think about kind, safe actions
Feeling challenged by <u>difficult work</u>	Use positive self-talk and keep going one step at a time
Feeling appreciative after kindness	Say thank you and notice how the kind action helped you

Learning Checklist

- I can name the emotions in this unit.
- I can explain that all emotions matter.
- I can choose a coping strategy for a difficult feeling.
- I can explain why asking for help is important.
- I can describe how resilience helps me face challenges.
- I can say how appreciation supports well-being.