



# Churchside Federation Long Term Planning

## Subject: PSHE 2023-2024



	Autumn 1 New Beginnings	Autumn 2 Getting on and Falling out Bullying	Spring 1 Going for Goals	Spring 2 Good to be me	Summer 1 Relationships	Summer 2 Changes
<b>Nursery Development Matters</b>	<p>Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in safe context of their setting. Show more confidence in new social situations. Play with more than one child extending and elaborating play ideas. Find solutions to conflicts and rivalries for example accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules understanding why they are important. remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like happy sad angry and worried. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs by brushing their teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food and drink.</p>					
<b>Reception</b>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.            Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.            Explain the reasons for rules, know right from wrong and try to behave accordingly.            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.            Work and play cooperatively and take turns with others.            Form positive attachments to adults and friendships with peers.            Show sensitivity to their own and to others' needs.</p>					
<b>Year One</b>	<p><u>New Beginnings</u></p> <p><b>Belonging:</b> Pupils know they <b>belong</b> to a community and feel <b>safe</b> within their class. Pupils can explain how they are <b>similar</b> or <b>different</b> to a group and know how to make people feel <b>welcome</b>.</p> <p><b>Self-awareness:</b> Pupils know how they are the <b>same</b> as and <b>different</b> from their friends and feel good about their <b>strengths</b>.</p> <p><b>Managing my feelings:</b> Pupils know some ways to <b>calm</b></p>	<p><u>Getting on and falling out</u></p> <p><b>Friendship:</b> Pupils can explain what it means to be a <b>good friend</b>; they can <b>listen</b> well to other people when they are talking.</p> <p>Pupils can make someone else feel good by giving them a <b>compliment</b>; they know what to say when someone gives them a compliment.</p> <p><u>Seeing things from another point of view:</u>            Pupils are aware that people don't always see</p>	<p><u>Going for Goals</u></p> <p><u>Knowing myself</u></p> <p>Pupils know that we all <b>learn</b> in different ways; they can explain some of their <b>strengths</b> as a learner.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can say what they want to happen when there is a <b>problem</b>; they can <b>predict</b> and <b>understand</b> the</p>	<p><u>Good to be me</u></p> <p><u>Knowing myself</u></p> <p>Pupils can talk about their <b>gifts</b> and <b>talents</b>; they are able to explain something that makes them feel <b>proud</b>.</p> <p>Pupils know when they <b>learn</b> best and are able to explain what they have learnt.</p> <p>Pupils are able to explain their <b>strengths</b> and <b>weaknesses</b>; they can</p>	<p><u>Relationships</u></p> <p><u>Knowing myself</u></p> <p>Pupils know the people who are <b>important</b> to them.</p> <p>Pupils can tell when they feel <b>cared</b> for; they can tell when they <b>love</b> or care for someone.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can describe something that has made</p>	<p><u>Changes</u></p> <p><u>Knowing myself</u></p> <p>Pupils can describe some things about themselves that have <b>changed</b> and some things that will not change; they can describe how they might change in the future and they know that some changes are natural and happen 'by themselves'.</p> <p>Pupils know different ways that help them to <b>learn</b> to do things.</p>



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	<p>themselves down when they are feeling <b>scared</b> or <b>upset</b>.</p> <p><u>Understanding the feelings of others:</u> Pupils are beginning to <b>recognise</b> how other people are feeling and how to make them feel better.</p> <p><u>Making choices:</u> Pupils know some ways to <b>solve problems</b>.</p> <p><u>Understanding rights and responsibilities</u></p> <p>Pupils are able to help to make their class a <b>safe</b> and <b>fair</b> place for all and a good place to <b>learn</b>.</p>	<p>things in the same way and are beginning to see things from someone else's <b>point of view</b>.</p> <p><u>Working together:</u> Pupils can <b>work in a group</b> and decide how effective the group has been.</p> <p><u>Managing feelings - anger:</u> Pupils are able to recognise if they are feeling <b>angry</b> (they recognise changes <b>inside</b> and <b>outside</b> of their body); they are beginning to find ways to <b>calm down</b> to avoid feeling overwhelmed.</p> <p><u>Resolving conflict</u></p> <p>Pupils are beginning to use <b>peaceful problem solving</b> to <b>resolve conflicts</b> with friends</p> <p><u>Say no to bullying</u></p> <p>Pupils are able to explain what <b>bullying</b> is.</p> <p>Pupils know some of the ways in which they are the <b>same as</b> and <b>different from</b> their friends; they are <b>proud</b> of their differences.</p> <p>Pupils are able to explain how someone who is <b>bullied feels</b>; they can be <b>kind</b> to children who are bullied.</p>	<p><u>consequences</u> of reaching their goal.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can break their goal down into <b>small realistic steps</b>.</p> <p><u>Persistence</u></p> <p>Pupils can <b>resist distractions</b>; they can work towards a <b>reward</b> or the <b>satisfaction</b> of finishing a task.</p> <p>Pupils recognise when they are becoming <b>bored</b> or <b>frustrated</b> and know some ways to <b>overcome</b> these feelings.</p> <p><u>Making choices</u></p> <p>Pupils can think of lots of ideas or solutions to problems, <b>predicting</b> the consequences; they can <b>choose</b> between their ideas and give reasons.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can explain what they have learned from their <b>successes</b>; they can <b>evaluate</b> what went well and how they might do things differently in the future.</p>	<p>discuss their <b>behaviour</b> towards tasks.</p> <p>Pupils can tell when they are being <b>impulsive</b> and when they are thinking things through; they understand when a feeling is <b>weak</b> and when it is <b>strong</b>.</p> <p><u>Understanding my feelings</u></p> <p>Pupils are able to use a variety of words to describe different <b>feelings</b>; they can explain what makes them feel <b>anxious</b> or <b>worried</b>.</p> <p>Pupils can tell when they are feeling <b>proud</b> explaining something that makes them feel proud; they can help another person feel proud.</p> <p><u>Managing my feelings</u></p> <p>Pupils understand what <b>stressed</b> and <b>relaxed</b> mean; they can show <b>relaxed</b> by being still and quiet and finding ways and places to relax.</p> <p>Pupils can <b>change</b> their behaviour if they need to; they can explain some things that help them stop <b>worrying</b>.</p> <p><u>Standing up for myself</u></p>	<p>them <b>jealous</b>; they can tell when they feel jealous.</p> <p>Pupils understand that being <b>unkind</b> and <b>hurting</b> someone doesn't make them feel better.</p> <p>Pupils can explain how they feel when they <b>lose someone</b> or <b>something</b> they care about.</p> <p><u>Managing my feelings</u></p> <p>Pupils can feel <b>proud</b> on behalf of their friends when they have done something well.</p> <p>Pupils can think of ways to make themselves <b>feel better</b> when they feel hurt; they can make themselves feel better without hurting others.</p> <p>Pupils can <b>share</b> people they care about.</p> <p>Pupils can talk about their feelings when they feel <b>alone</b> or when they have to share someone or something that is important to them.</p> <p><u>Understanding the feeling of others</u></p> <p>Pupils understand that if someone leaves them, they might still <b>love</b> them.</p> <p>Pupils understand that people have to make <b>hard</b></p>	<p>Pupils can explain what a <b>habit</b> is and know that it is hard to change one.</p> <p>Pupils know what it means when something is or isn't your <b>fault</b>.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can describe a plan they have made to change something about their <b>behaviour</b>; they can think about and plan to overcome obstacles.</p> <p><u>Making choices</u></p> <p>Pupils can describe <b>changes</b> they can make happen; they can make some changes quickly and easily but know that some changes are hard and take a long time.</p> <p>Pupils know that they make their own <b>choices</b> about their <b>behaviour</b>.</p>
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		<p>Pupils understand how feeling of <b>sadness</b> affect the way people <b>behave</b> and <b>think</b>.</p> <p>Pupils know what to do if they are <b>bullied</b>; they know some people in and out of school who they can talk to about their <b>feelings</b>.</p>		<p>Pupils know when and how to <b>stand up for themselves</b>.</p> <p><u>Making choices</u></p> <p>Pupils can use the <b>problem-solving process</b>.</p>	<p><b>choices</b> and sometimes they have no choice.</p>	
<p><b>Year Two</b></p>	<p><u>New Beginnings</u></p> <p><u>Belonging:</u> Pupils know they <b>belong</b> to a community and feel <b>safe</b> within their class. Pupils can explain how they are <b>similar</b> or <b>different</b> to a group and know how to make people feel <b>welcome</b>.</p> <p><u>Self-awareness:</u> Pupils know how they are the <b>same</b> as and <b>different</b> from their friends and feel good about their <b>strengths</b>.</p> <p><u>Managing my feelings:</u> Pupils know some ways to <b>calm</b> themselves down when they are feeling <b>scared</b> or <b>upset</b>.</p> <p><u>Understanding the feelings of others:</u> Pupils are beginning to <b>recognise</b> how other people are feeling and how to make them feel better.</p> <p><u>Making choices:</u> Pupils know some ways to <b>solve problems</b>.</p> <p><u>Understanding rights and responsibilities</u></p>	<p><u>Getting on and falling out</u></p> <p><u>Friendship:</u> Pupils can explain what it means to be a <b>good friend</b>; they can <b>listen</b> well to other people when they are talking.</p> <p>Pupils can make someone else feel good by giving them a <b>compliment</b>; they know what to say when someone gives them a compliment.</p> <p><u>Seeing things from another point of view:</u> Pupils are aware that people don't always see things in the same way and are beginning to see things from someone else's <b>point of view</b>.</p> <p><u>Working together:</u> Pupils can <b>work in a group</b> and decide how effective the group has been.</p> <p><u>Managing feelings - anger:</u> Pupils are able to recognise if they are feeling <b>angry</b> (they recognise changes <b>inside</b> and <b>outside</b> of their body); they are beginning to find ways to <b>calm</b></p>	<p><u>Going for Goals</u></p> <p><u>Knowing myself</u></p> <p>Pupils know that we all <b>learn</b> in different ways; they can explain some of their <b>strengths</b> as a learner.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can say what they want to happen when there is a <b>problem</b>; they can <b>predict</b> and <b>understand</b> the <b>consequences</b> of reaching their goal.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can break their goal down into <b>small realistic steps</b>.</p> <p><u>Persistence</u></p> <p>Pupils can <b>resist distractions</b>; they can work towards a <b>reward</b> or the <b>satisfaction</b> of finishing a task.</p>	<p><u>Good to be me</u></p> <p><u>Knowing myself</u></p> <p>Pupils can talk about their <b>gifts and talents</b>; they are able to explain something that makes them feel <b>proud</b>.</p> <p>Pupils know when they <b>learn</b> best and are able to explain what they have learnt.</p> <p>Pupils are able to explain their <b>strengths</b> and <b>weaknesses</b>; they can discuss their <b>behaviour</b> towards tasks.</p> <p>Pupils can tell when they are being <b>impulsive</b> and when they are thinking things through; they understand when a feeling is <b>weak</b> and when it is <b>strong</b>.</p> <p><u>Understanding my feelings</u></p> <p>Pupils are able to use a variety of words to describe different <b>feelings</b>; they can explain</p>	<p><u>Relationships</u></p> <p><u>Knowing myself</u></p> <p>Pupils know the people who are <b>important</b> to them.</p> <p>Pupils can tell when they feel <b>cared</b> for; they can tell when they <b>love</b> or care for someone.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can describe something that has made them <b>jealous</b>; they can tell when they feel jealous.</p> <p>Pupils understand that being <b>unkind</b> and <b>hurting</b> someone doesn't make them feel better.</p> <p>Pupils can explain how they feel when they <b>lose someone</b> or <b>something</b> they care about.</p> <p><u>Managing my feelings</u></p> <p>Pupils can feel <b>proud</b> on behalf of their friends</p>	<p><u>Changes</u></p> <p><u>Knowing myself</u></p> <p>Pupils can describe some things about themselves that have <b>changed</b> and some things that will not change; they can describe how they might change in the future and they know that some changes are natural and happen 'by themselves'.</p> <p>Pupils know different ways that help them to <b>learn</b> to do things.</p> <p>Pupils can explain what a <b>habit</b> is and know that it is hard to change one.</p> <p>Pupils know what it means when something is or isn't your <b>fault</b>.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can describe a plan they have made to change something about their <b>behaviour</b>; they can think about and plan to overcome obstacles.</p> <p><u>Making choices</u></p> <p>Pupils can describe <b>changes</b> they can make happen; they can make some changes quickly and easily</p>



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	<p>Pupils are able to help to make their class a <b>safe</b> and <b>fair</b> place for all and a good place to <b>learn</b>.</p>	<p><b>down</b> to avoid feeling overwhelmed.</p> <p><u>Resolving conflict</u></p> <p>Pupils are beginning to use <b>peaceful problem solving</b> to <b>resolve conflicts</b> with friends</p> <p><u>Say no to bullying</u></p> <p>Pupils are able to explain what <b>bullying</b> is.</p> <p>Pupils know some of the ways in which they are the <b>same as</b> and <b>different from</b> their friends; they are <b>proud</b> of their differences.</p> <p>Pupils are able to explain how someone who is <b>bullied feels</b>; they can be <b>kind</b> to children who are bullied.</p> <p>Pupils understand how feeling of <b>sadness</b> affect the way people <b>behave</b> and <b>think</b>.</p> <p>Pupils know what to do if they are <b>bullied</b>; they know some people in and out of school who they can talk to about their <b>feelings</b>.</p>	<p>Pupils recognise when they are becoming <b>bored</b> or <b>frustrated</b> and know some ways to <b>overcome</b> these feelings.</p> <p><u>Making choices</u></p> <p>Pupils can think of lots of ideas or solutions to problems, <b>predicting</b> the consequences; they can <b>choose</b> between their ideas and give reasons.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can explain what they have learned from their <b>successes</b>; they can <b>evaluate</b> what went well and how they might do things differently in the future.</p>	<p>what makes them feel <b>anxious</b> or <b>worried</b>.</p> <p>Pupils can tell when they are feeling <b>proud</b> explaining something that makes them feel proud; they can help another person feel proud.</p> <p><u>Managing my feelings</u></p> <p>Pupils understand what <b>stressed</b> and <b>relaxed</b> mean; they can show <b>relaxed</b> by being still and quiet and finding ways and places to relax.</p> <p>Pupils can <b>change</b> their behaviour if they need to; they can explain some things that help them stop <b>worrying</b>.</p> <p><u>Standing up for myself</u></p> <p>Pupils know when and how to <b>stand up for themselves</b>.</p> <p><u>Making choices</u></p> <p>Pupils can use the <b>problem-solving process</b>.</p>	<p>when they have done something well.</p> <p>Pupils can think of ways to make themselves <b>feel better</b> when they feel hurt; they can make themselves feel better without hurting others.</p> <p>Pupils can <b>share</b> people they care about.</p> <p>Pupils can talk about their feelings when they feel <b>alone</b> or when they have to share someone or something that is important to them.</p> <p><u>Understanding the feeling of others</u></p> <p>Pupils understand that if someone leaves them, they might still <b>love</b> them.</p> <p>Pupils understand that people have to make <b>hard choices</b> and sometimes they have no choice.</p>	<p>but know that some changes are hard and take a long time.</p> <p>Pupils know that they make their own <b>choices</b> about their <b>behaviour</b>.</p>
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<p><b>Year Three</b></p>	<p><b>Belonging</b></p> <p>Pupils know something about everyone in their class; they know that they are <b>valued</b> at school and how to make someone feel <b>welcomed</b> and valued at school.</p> <p>Pupils know what it feels like to be <b>unwelcome</b>; they also know how to join a <b>group</b>.</p> <p><u>Self-awareness</u></p> <p>Pupils are able to explain something <b>special</b> about themselves.</p> <p><u>Understanding my feelings</u></p> <p>Pupils know how it feels to be happy, sad or scared and can usually tell if other people are <b>feeling</b> these <b>emotions</b>; they can <b>predict</b> how they will feel in a <b>new situation</b> or when meeting new people.</p> <p><u>Managing my feelings</u></p> <p>Pupils know how it feels to do or start something new, and some ways to <b>cope</b> with these feelings.</p> <p>Pupils can manage their feelings and usually find a way to <b>calm down</b> when necessary.</p> <p><u>Social Skills</u></p> <p>Pupils can give and accept a <b>compliment</b>.</p>	<p><b>Friendship</b></p> <p>Pupils know how to: look and sound <b>friendly</b>; be a good <b>listener</b> (taking turns); give and receive <b>compliments</b>; see things from someone else's <b>point of view</b>.</p> <p>Pupils can explain how to give '<b>friendship tokens</b>' to other people.</p> <p><u>Seeing things from another point of view</u></p> <p>Pupils know how to see things from someone else's <b>point of view</b>.</p> <p><u>Working together</u></p> <p>Pupils can take on a <b>role</b> in a <b>group</b> and contribute to the overall outcome; they can discuss in a group how well they are working together.</p> <p><u>Managing feelings – anger</u></p> <p>Pupils know: what their <b>triggers</b> for anger are; how our bodies change when we start to get angry; some ways to <b>calm down</b></p>	<p><u>Say no to bullying (focusing on witnesses)</u></p> <p>Pupils know what it means to be a <b>witness</b> to <b>bullying</b>; they are aware that witnesses can make the situation better or worse with their <b>actions</b>.</p> <p>Pupils know how it might <b>feel</b> to be a <b>witness</b> and a <b>target</b> of bullying.</p> <p>Pupils can explain why witnesses sometimes <b>join in</b> with bullying and <b>don't tell</b>.</p> <p>Pupils can explain some ways of <b>helping</b> to make someone who is being bullied <b>feel better</b>.</p> <p>Pupils know that bullying is sometimes hard to spot and what to do if they think it is happening; they are able to <b>solve</b> a bullying problem <b>with others</b>.</p>	<p><b>Knowing myself</b></p> <p>Pupils know that they are <b>responsible</b> for their own learning and behaviour and how their feelings can have an influence; they understand and use their <b>strengths</b> as a learner and know what they need to learn effectively.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can set a <b>realistic goal</b> by foreseeing obstacles and <b>planning</b> to overcome them.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can set <b>success criteria</b> and break down a goal into small steps; they know how others can <b>help</b> them to <b>achieve</b> their goals and they can help others.</p> <p><u>Persistence</u></p> <p>Pupils can recognise when they find learning difficult and <b>persevere</b> when they need to.</p> <p>Pupils can manage <b>frustration</b> and keep going even when a</p>	<p><b>Knowing myself</b></p> <p>Pupils can tell when something is their <b>fault</b> and when something is not their fault.</p> <p>Pupils can take <b>responsibility</b> for their behaviour.</p> <p>Pupils can explain the things that <b>hurt</b> their feelings.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can express feelings of <b>guilt</b>; they can say when they might feel guilty and know some things to do when they feel guilty.</p> <p><u>Managing my feelings</u></p> <p>Pupils can explain when they feel <b>ashamed</b> about something; they know when to tell someone about it.</p> <p><u>Understanding the feelings of others</u></p> <p>Pupils can understand how they might <b>hurt</b> others.</p> <p>Pupils know how most people feel when they</p>	<p><b>Knowing myself</b></p> <p>Pupils know that <b>change</b> can be <b>good</b> and describe some changes that have made our lives much better.</p> <p>Pupils know that everybody goes through many different sorts of change all the time; they can describe some of the changes in their life, and how they feel about them.</p> <p>Pupils know that what we feel and think affects how we <b>behave</b>; they can explain why they behave in a certain way when they are finding a change <b>difficult</b>.</p> <p><u>Understanding my feelings</u></p> <p>Pupils know that even changes we want to happen can sometimes feel <b>uncomfortable</b>; they can explain how they would feel if a change they didn't want was <b>imposed</b> on them.</p> <p>Pupils know some of the reasons that change can feel <b>uncomfortable</b> and <b>scary</b>.</p> <p><u>Understanding the feelings of others</u></p> <p>Pupils can sometimes understand why other people are behaving as they are when they are finding a change difficult.</p>
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	<p><u>Making Choices</u></p> <p>Pupils know some more ways to <b>solve a problem</b>.</p> <p><u>Rights and Responsibilities</u></p> <p>Pupils can contribute towards making a <b>class charter</b> and understand their rights and responsibilities in the school.</p> <p>Pupils understand why we need to have different <b>rules</b> in different places, and know what the rules are in school.</p>	<p>when they start feeling angry.</p> <p>Pupils understand why it is important to calm down before they are <b>overwhelmed</b> by feelings of anger; they know how it feels to be overwhelmed by feelings of anger and can explain some of the ways they can stop this happening to them.</p> <p><u>Resolving conflict</u></p> <p>Pupils can use <b>peaceful problem solving</b> to sort out difficulties; they can explain what a 'win-win' solution is and always try to find one in a <b>conflict</b> situation.</p>		<p>task is <b>difficult</b> or <b>boring</b>; they know when to <b>keep trying</b> and when to try something else.</p> <p>Pupils can identify some <b>barriers</b> to their learning, including some <b>thoughts</b>.</p> <p><u>Making choices</u></p> <p>Pupils can identify <b>advantages</b> and <b>disadvantages</b> of the solutions or goals they set for themselves; they can <b>predict</b> the <b>consequences</b> of their actions/solutions/goals for themselves or others and make a choice about what to do.</p>	<p>lose something or someone they <b>love</b>.</p> <p><u>Social skills</u></p> <p>Pupils can explain how they can make someone who is important to them <b>happy</b>; they can explain some ways to <b>make amends</b> if they have done something cruel or unkind.</p> <p>Pupils can explain how they feel about the <b>important</b> people or animals in their life.</p> <p>Pupils know some ways to <b>celebrate</b> the life of someone they care about.</p> <p>Pupils can describe someone they no longer see; they understand that we can <b>remember</b> people even if we no longer see them.</p> <p><u>Making choices</u></p> <p>Pupils know how to make a <b>good choice</b>.</p> <p>Pupils can take <b>responsibility</b> for what they choose to do.</p>	<p><u>Managing my feelings</u></p> <p>Pupils know some ways of <b>dealing</b> with the feelings that sometimes arise from changes.</p> <p><u>Belonging to a community</u></p> <p>Pupils can explain how it feels to belong to a <b>group</b>, and know it is important for everyone.</p>
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# Churchside Federation Long Term Planning

## Subject: PSHE 2023-2024



Year Four	New Beginnings	Getting on and falling out	Bullying	Going for Goals!	Good to be me	Relationships
	<p><u>Belonging</u></p> <p>Pupils know something about everyone in their class; they know that they are <b>valued</b> at school and how to make someone feel <b>welcomed</b> and valued at school.</p> <p>Pupils know what it feels like to be <b>unwelcome</b>; they also know how to join a <b>group</b>.</p> <p><u>Self-awareness</u></p> <p>Pupils are able to explain something <b>special</b> about themselves.</p> <p><u>Understanding my feelings</u></p> <p>Pupils know how it feels to be happy, sad or scared and can usually tell if other people are <b>feeling</b> these <b>emotions</b>; they can <b>predict</b> how they will feel in a <b>new situation</b> or when meeting new people.</p> <p><u>Managing my feelings</u></p> <p>Pupils know how it feels to do or start something new, and some ways to <b>cope</b> with these feelings.</p> <p>Pupils can manage their feelings and usually find a way to <b>calm down</b> when necessary.</p> <p><u>Social Skills</u></p>	<p><u>Friendship</u></p> <p>Pupils know how to: look and sound <b>friendly</b>; be a good <b>listener</b> (taking turns); give and receive <b>compliments</b>; see things from someone else's <b>point of view</b>.</p> <p>Pupils can explain how to give '<b>friendship tokens</b>' to other people.</p> <p><u>Seeing things from another point of view</u></p> <p>Pupils know how to see things from someone else's <b>point of view</b>.</p> <p><u>Working together</u></p> <p>Pupils can take on a <b>role</b> in a <b>group</b> and contribute to the overall outcome; they can discuss in a group how well they are working together.</p> <p><u>Managing feelings – anger</u></p> <p>Pupils know: what their <b>triggers</b> for anger are; how our bodies change when we start to get angry; some</p>	<p><u>Say no to bullying (focusing on witnesses)</u></p> <p>Pupils know what it means to be a <b>witness</b> to <b>bullying</b>; they are aware that witnesses can make the situation better or worse with their <b>actions</b>.</p> <p>Pupils know how it might <b>feel</b> to be a <b>witness</b> and a <b>target</b> of bullying.</p> <p>Pupils can explain why witnesses sometimes <b>join in</b> with bullying and <b>don't tell</b>.</p> <p>Pupils can explain some ways of <b>helping</b> to make someone who is being bullied <b>feel better</b>.</p> <p>Pupils know that bullying is sometimes hard to spot and what to do if they think it is happening; they are able to <b>solve</b> a bullying problem <b>with others</b>.</p>	<p><u>Knowing myself</u></p> <p>Pupils know that they are <b>responsible</b> for their own learning and behaviour and how their feelings can have an influence; they understand and use their <b>strengths</b> as a learner and know what they need to learn effectively.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can set a <b>realistic goal</b> by foreseeing obstacles and <b>planning</b> to overcome them.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can set <b>success criteria</b> and break down a goal into small steps; they know how others can <b>help</b> them to <b>achieve</b> their goals and they can help others.</p> <p><u>Persistence</u></p> <p>Pupils can recognise when they find learning difficult and <b>persevere</b> when they need to.</p>	<p><u>Knowing myself</u></p> <p>Pupils can tell when something is their <b>fault</b> and when something is not their fault.</p> <p>Pupils can take <b>responsibility</b> for their behaviour.</p> <p>Pupils can explain the things that <b>hurt</b> their feelings.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can express feelings of <b>guilt</b>; they can say when they might feel guilty and know some things to do when they feel guilty.</p> <p><u>Managing my feelings</u></p> <p>Pupils can explain when they feel <b>ashamed</b> about something; they know when to tell someone about it.</p> <p><u>Understanding the feelings of others</u></p> <p>Pupils can understand how they might <b>hurt</b> others.</p>	<p><u>Knowing myself</u></p> <p>Pupils know that <b>change</b> can be <b>good</b> and describe some changes that have made our lives much better.</p> <p>Pupils know that everybody goes through many different sorts of change all the time; they can describe some of the changes in their life, and how they feel about them.</p> <p>Pupils know that what we feel and think affects how we <b>behave</b>; they can explain why they behave in a certain way when they are finding a change <b>difficult</b>.</p> <p><u>Understanding my feelings</u></p> <p>Pupils know that even changes we want to happen can sometimes feel <b>uncomfortable</b>; they can explain how they would feel if a change they didn't want was <b>imposed</b> on them.</p> <p>Pupils know some of the reasons that change can feel <b>uncomfortable</b> and <b>scary</b>.</p> <p><u>Understanding the feelings of others</u></p> <p>Pupils can sometimes understand why other people are behaving as they are</p>



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	<p>Pupils can give and accept a <b>compliment</b>.</p> <p><u>Making Choices</u></p> <p>Pupils know some more ways to <b>solve a problem</b>.</p> <p><u>Rights and Responsibilities</u></p> <p>Pupils can contribute towards making a <b>class charter</b> and understand their rights and responsibilities in the school.</p> <p>Pupils understand why we need to have different <b>rules</b> in different places, and know what the rules are in school.</p>	<p>ways to <b>calm down</b> when they start feeling angry.</p> <p>Pupils understand why it is important to calm down before they are <b>overwhelmed</b> by feelings of anger; they know how it feels to be overwhelmed by feelings of anger and can explain some of the ways they can stop this happening to them.</p> <p><u>Resolving conflict</u></p> <p>Pupils can use <b>peaceful problem solving</b> to sort out difficulties; they can explain what a 'win-win' solution is and always try to find one in a <b>conflict</b> situation.</p>		<p>Pupils can manage <b>frustration</b> and keep going even when a task is <b>difficult</b> or <b>boring</b>; they know when to <b>keep trying</b> and when to try something else.</p> <p>Pupils can identify some <b>barriers</b> to their learning, including some <b>thoughts</b>.</p> <p><u>Making choices</u></p> <p>Pupils can identify <b>advantages</b> and <b>disadvantages</b> of the solutions or goals they set for themselves; they can <b>predict</b> the <b>consequences</b> of their actions/solutions/ goals for themselves or others and make a choice about what to do.</p>	<p>Pupils know how most people feel when they lose something or someone they <b>love</b>.</p> <p><u>Social skills</u></p> <p>Pupils can explain how they can make someone who is important to them <b>happy</b>; they can explain some ways to <b>make amends</b> if they have done something cruel or unkind.</p> <p>Pupils can explain how they feel about the <b>important</b> people or animals in their life.</p> <p>Pupils know some ways to <b>celebrate</b> the life of someone they care about.</p> <p>Pupils can describe someone they no longer see; they understand that we can <b>remember</b> people even if we no longer see them.</p> <p><u>Making choices</u></p> <p>Pupils know how to make a <b>good choice</b>.</p> <p>Pupils can take <b>responsibility</b> for</p>	<p>when they are finding a change difficult.</p> <p><u>Managing my feelings</u></p> <p>Pupils know some ways of <b>dealing</b> with the feelings that sometimes arise from changes.</p> <p><u>Belonging to a community</u></p> <p>Pupils can explain how it feels to belong to a <b>group</b>, and know it is important for everyone.</p>
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# Churchside Federation Long Term Planning

## Subject: PSHE 2023-2024



						what they choose to do.
Year Five	<p><b><u>New Beginnings</u></b></p> <p><b><u>Belonging</u></b></p> <p>Pupils have worked with and talked to everyone in their class; they know they are <b>valued</b> at school.</p> <p><b><u>Understanding my feelings</u></b></p> <p>Pupils understand how it <b>feels</b> to do or start something new, and why.</p> <p><b><u>Managing my feelings</u></b></p> <p>Pupils have some strategies to <b>cope</b> with uncomfortable feelings and to <b>calm</b> themselves down when necessary.</p> <p><b><u>Understanding the feeling of others</u></b></p> <p>Pupils know how others may be feeling when they are in an unfamiliar situation; they can help them to feel <b>valued</b> and <b>welcomed</b>.</p> <p><b><u>Social skills</u></b></p>	<p><b><u>Getting on</u></b></p> <p><b><u>Friendship</u></b></p> <p>Pupils know that different ways of behaving are appropriate to <b>different</b> types of <b>relationships</b>.</p> <p>Pupils can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give; they know that sometimes difference can be a <b>barrier</b> to friendship.</p> <p>Pupils try to recognise when they, or other people, are <b>prejudging</b> people and they make an effort to overcome their own assumptions.</p> <p><b><u>Seeing things from another point of view</u></b></p> <p>Pupils are able to see a situation from another person's <b>perspective</b>, they know how it might feel</p>	<p><b><u>Bullying</u></b></p> <p>Pupils understand how <b>rumour-spreading</b> and <b>name-calling</b> can be <b>bullying behaviours</b>.</p> <p>Pupils can explain the difference between <b>direct</b> and <b>indirect</b> types of bullying.</p> <p>Pupils can explain some of the ways in which one person (or a group of people) can have power over another; they know some of the <b>reasons</b> why people use <b>bullying behaviours</b>.</p> <p>Pupils know some ways to encourage children who use bullying behaviours to make other <b>choices</b>.</p> <p>Pupils can explain a range of strategies they have for <b>managing their feelings in bullying situations</b>; they can explain <b>problem solving</b> strategies</p>	<p><b><u>Going for Goals</u></b></p> <p><b><u>Knowing myself</u></b></p> <p>Pupils know the <b>skills</b> and <b>attributes</b> to be an effective learner and try to develop these skills; they are aware of what some people like or <b>admire</b> about them and can celebrate their own <b>achievements</b>.</p> <p>Pupils can recognise when they are using an <b>excuse</b> instead of finding a way around a problem.</p> <p><b><u>Setting a realistic goal</u></b></p> <p>Pupils can set themselves a <b>goal</b> or <b>challenge</b>.</p> <p><b><u>Planning to reach a goal</u></b></p> <p>Pupils can make a <b>personal</b> or <b>learning long-term plan</b> and break it down into smaller, <b>achievable</b> goals; they know that it is up to them to get</p>	<p><b><u>Good to Me</u></b></p> <p><b><u>Knowing myself</u></b></p> <p><b>Pupils accept themselves for what and who they are.</b></p> <p><b><u>Understanding my feelings</u></b></p> <p><b>Pupils can tell the difference between showing they are proud and boasting; they are aware that boasting can make others feel inadequate or useless.</b></p> <p><b>Pupils can explain how they are feeling even if they have mixed feelings; they are aware that at times the feeling part of the brain takes over and they might make mistakes. Pupils understand that strong, overwhelming feelings can build up and how to use a calming-down strategy in these</b></p>	<p><b><u>Relationships</u></b></p> <p><b><u>Knowing myself</u></b></p> <p>Pupils can think about what <b>embarrasses</b> them; they are able to learn something about themselves that they didn't know before.</p> <p><b><u>Understanding my feelings</u></b></p> <p>Pupils can describe a time they felt <b>embarrassed</b> and what it felt like.</p> <p>Pupils understand that there is not just one way to <b>grieve</b>.</p> <p><b><u>Managing my feelings</u></b></p> <p>Pupils know some things to do when they feel <b>embarrassed</b> that will not make things worse.</p> <p>Pupils can use some strategies to manage feelings associated with <b>loss</b></p> <p>Pupils can tell when they are hiding a feeling and then choose to <b>share</b> it with someone.</p>



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	<p>Pupils can work well in a <b>group</b> and explain what helps a group to work well together.</p> <p><u>Making choices</u></p> <p>Pupils can explain how they go about <b>solving a problem</b> and can give examples.</p> <p><u>Rights and responsibilities</u></p> <p>Pupils understand their <b>rights and responsibilities</b> in the school.</p> <p>Pupils know some of the things that help children in school to learn and play well together.</p> <p>Pupils understand the need for <b>rules</b> in society and school; if they don't agree with something in school, pupils know how to go about trying to change things.</p>	<p>to be excluded or treated badly because of being different in some way.</p> <p><u>Working together</u></p> <p>Pupils can explain some things that a <b>good leader</b> should do.</p> <p>When they are working in a group, pupils can tell people if they <b>agree or disagree</b> with them and why; they are able to listen to people when they don't agree and think about what they have said.</p> <p><u>Managing feelings – anger</u></p> <p>Pupils know: what their <b>triggers</b> for <b>anger</b> are; what happens when they get angry; what happens when they are <b>overwhelmed</b> by feelings of anger; some ways to <b>calm</b> themselves down.</p> <p>Pupils can consider the short- and long-term <b>consequences</b> of their behaviour so as to</p>	<p>for bullying situations.</p>	<p>things done by taking the first step.</p> <p><u>Persistence</u></p> <p>Pupils know that if at first, they do not succeed, it is worth <b>trying again</b>; they are able to try again even when they have been unsuccessful.</p> <p><u>Making choices</u></p> <p>Pupils can make long-term plans, broken down into smaller steps in their <b>personal life</b> and <b>behaviour</b>; they can consider the <b>consequences</b> of possible solutions or reaching their goal for themselves or others.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can <b>apply</b> what they have learned and explain what they need to learn next; they can be a <b>critical friend</b> to others and themselves.</p>	<p><b>situations to avoid 'losing it'.</b></p> <p><u>Managing my feelings</u></p> <p><b>Pupils are able to use strategies to help them if they feel useless or inadequate; they are able to feel positive even when things go wrong.</b></p> <p><b>Pupils know when to avoid upsetting or annoying situations; they recognise when they are feeling worried and know what to do about this.</b></p> <p><b>Pupils know when to stop and think before they act.</b></p> <p><u>Standing up for myself</u></p> <p><b>Pupils can disagree with someone without falling out; they can cope when someone disagrees with them.</b></p> <p><b>Pupils are able to stand up for what they think after</b></p>	<p><u>Understanding the feelings of others</u></p> <p>Pupils have helped someone who felt <b>embarrassed</b>; they know how to make people feel <b>good</b> about themselves.</p> <p>Pupils know some of the feelings people have when someone close <b>dies</b> or <b>leaves</b>; they understand that different people show their feelings in different ways.</p> <p><u>Social skills</u></p> <p>Pupils can break friends with someone without hurting their feelings.</p> <p>Pupils recognise when they are using a <b>put-down</b>.</p> <p>Pupils recognise <b>stereotyping</b>; they can try to challenge stereotypes.</p> <p>Pupils can describe the people who are important to them.</p> <p>Pupils can help support someone who is unhappy because they have <b>lost</b> someone or something.</p>
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		<p>make a wise choice, even when they are feeling angry, they know they are <b>responsible</b> for the <b>choices</b> they make and the way they behave at all times.</p> <p>Pupils understand how their behaviour is linked to their thoughts and feelings; they can stop and try to get an accurate picture before they act.</p> <p><u>Resolving conflict</u></p> <p>Pupils are able to say and do things that are likely to make a difficult situation better; they can tell you things that people sometimes do or say in a <b>conflict situation</b> that usually make things worse.</p> <p>Pupils can use their skills for <b>solving problems peacefully</b> to help other people resolve conflict; they can use language ('<b>I messages</b>') that does not make</p>			<p><b>listening to others and making their own choice; they understand that the majority view is not always right. Pupils can behave in an assertive way using appropriate body language and tone of voice.</b></p> <p><b><u>Making choices</u></b> Pupils can make a judgement about whether to take a risk.</p>	<p>Pupils can think about when to <b>forgive</b> someone and they are able to forgive someone.</p> <p><u>Making choices</u></p> <p>Pupils understand when breaking friends might be the best thing to do.</p> <p>Pupils can use a <b>problem-solving</b> approach to sorting out an embarrassing situation.</p>
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# Churchside Federation Long Term Planning

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		conflict situations worse.				
<b>Year Six</b>	<p><u>Belonging</u></p> <p>Pupils have worked with and talked to everyone in their class; they know they are <b>valued</b> at school.</p> <p><u>Understanding my feelings</u></p> <p>Pupils understand how it <b>feels</b> to do or start something new, and why.</p> <p><u>Managing my feelings</u></p> <p>Pupils have some strategies to <b>cope</b> with uncomfortable feelings and to <b>calm</b> themselves down when necessary.</p> <p><u>Understanding the feeling of others</u></p> <p>Pupils know how others may be feeling when they are in an unfamiliar situation; they can help them to feel <b>valued</b> and <b>welcomed</b>.</p> <p><u>Social skills</u></p>	<p><u>Friendship</u></p> <p>Pupils know that different ways of behaving are appropriate to <b>different</b> types of <b>relationships</b>.</p> <p>Pupils can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give; they know that sometimes difference can be a <b>barrier</b> to friendship.</p> <p>Pupils try to recognise when they, or other people, are <b>prejudging</b> people and they make an effort to overcome their own assumptions.</p> <p><u>Seeing things from another point of view</u></p> <p>Pupils are able to see a situation from another person's <b>perspective</b>, they know how it might feel to be excluded or treated badly because</p>	<p><u>Knowing myself</u></p> <p>Pupils know the <b>skills</b> and <b>attributes</b> to be an effective learner and try to develop these skills; they are aware of what some people like or <b>admire</b> about them and can celebrate their own <b>achievements</b>.</p> <p>Pupils can recognise when they are using an <b>excuse</b> instead of finding a way around a problem.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can set themselves a <b>goal</b> or <b>challenge</b>.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can make a <b>personal</b> or <b>learning long-term plan</b> and break it down into smaller, <b>achievable</b> goals; they know that it is up to them to get</p>	<p><u>Knowing myself</u></p> <p>Pupils <b>accept themselves</b> for what and who they are.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can tell the difference between showing they are <b>proud</b> and <b>boasting</b>; they are aware that boasting can make others feel inadequate or useless.</p> <p>Pupils can explain how they are feeling even if they have <b>mixed feelings</b>; they are aware that at times the feeling part of the brain takes over and they might make mistakes. Pupils understand that strong, <b>overwhelming</b> feelings can build up and how to use a <b>calming-down strategy</b> in these situations to avoid 'losing it'.</p> <p><u>Managing my feelings</u></p>	<p><u>Knowing myself</u></p> <p>Pupils can think about what <b>embarrasses</b> them; they are able to learn something about themselves that they didn't know before.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can describe a time they felt <b>embarrassed</b> and what it felt like.</p> <p>Pupils understand that there is not just one way to <b>grieve</b>.</p> <p><u>Managing my feelings</u></p> <p>Pupils know some things to do when they feel <b>embarrassed</b> that will not make things worse.</p> <p>Pupils can use some strategies to manage feelings associated with <b>loss</b></p> <p>Pupils can tell when they are hiding a feeling and then</p>	<p><u>Knowing myself</u></p> <p>Pupils are aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing <b>loss</b>.</p> <p>Pupils can tell you some of the good things about themselves that their classmates like and <b>value</b>.</p> <p><u>Understanding my feelings</u></p> <p>Pupils understand how it might feel when a change takes you away from familiar people and places.</p> <p>Pupils can describe their '<b>sore spots</b>'; they recognise when they might <b>overreact</b> because someone has touched a 'sore spot' but know that their behaviour is their <b>responsibility</b>, even when this happens.</p> <p>Pupils are aware that it is natural to be <b>wary</b> of change, and can explain why.</p> <p>Pupils know that all feelings, including <b>uncomfortable</b> ones, have a purpose and give us information; they</p>



# Churchside Federation Long Term Planning

## Subject: PSHE 2023-2024



	<p>Pupils can work well in a <b>group</b> and explain what helps a group to work well together.</p> <p><u>Making choices</u></p> <p>Pupils can explain how they go about <b>solving a problem</b> and can give examples.</p> <p><u>Rights and responsibilities</u></p> <p>Pupils understand their <b>rights and responsibilities</b> in the school.</p> <p>Pupils know some of the things that help children in school to learn and play well together.</p> <p>Pupils understand the need for <b>rules</b> in society and school; if they don't agree with something in school, pupils know how to go about trying to change things.</p>	<p>of being different in some way.</p> <p><u>Working together</u></p> <p>Pupils can explain some things that a <b>good leader</b> should do.</p> <p>When they are working in a group, pupils can tell people if they <b>agree or disagree</b> with them and why; they are able to listen to people when they don't agree and think about what they have said.</p> <p><u>Managing feelings – anger</u></p> <p>Pupils know: what their <b>triggers</b> for <b>anger</b> are; what happens when they get angry; what happens when they are <b>overwhelmed</b> by feelings of anger; some ways to <b>calm</b> themselves down.</p> <p>Pupils can consider the short- and long-term <b>consequences</b> of their behaviour so as to make a wise choice, even when they are feeling angry, they</p>	<p>things done by taking the first step.</p> <p><u>Persistence</u></p> <p>Pupils know that if at first, they do not succeed, it is worth <b>trying again</b>; they are able to try again even when they have been unsuccessful.</p> <p><u>Making choices</u></p> <p>Pupils can make long-term plans, broken down into smaller steps in their <b>personal life</b> and <b>behaviour</b>; they can consider the <b>consequences</b> of possible solutions or reaching their goal for themselves or others.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can <b>apply</b> what they have learned and explain what they need to learn next; they can be a <b>critical friend</b> to others and themselves.</p>	<p>Pupils are able to use strategies to help them if they feel useless or inadequate; they are able to feel <b>positive</b> even when things go wrong.</p> <p>Pupils know when to avoid <b>upsetting</b> or <b>annoying</b> situations; they recognise when they are feeling <b>worried</b> and know what to do about this.</p> <p>Pupils know when to <b>stop and think</b> before they act.</p> <p><u>Standing up for myself</u></p> <p>Pupils can <b>disagree</b> with someone without falling out; they can <b>cope</b> when someone disagrees with them.</p> <p>Pupils are able to <b>stand up</b> for what they think after listening to others and making their own choice; they understand that the <b>majority view</b> is not always right. Pupils can behave in an <b>assertive</b> way using appropriate <b>body</b></p>	<p>choose to <b>share</b> it with someone.</p> <p><u>Understanding the feelings of others</u></p> <p>Pupils have helped someone who felt <b>embarrassed</b>; they know how to make people feel <b>good</b> about themselves.</p> <p>Pupils know some of the feelings people have when someone close <b>dies</b> or <b>leaves</b>; they understand that different people show their feelings in different ways.</p> <p><u>Social skills</u></p> <p>Pupils can break friends with someone without hurting their feelings.</p> <p>Pupils recognise when they are using a <b>put-down</b>.</p> <p>Pupils recognise <b>stereotyping</b>; they can try to challenge stereotypes.</p> <p>Pupils can describe the people who are important to them.</p>	<p>understand why they behave the way they sometimes do when they feel uncomfortable.</p> <p><u>Understanding the feelings of others</u></p> <p>Pupils can try to understand why people might behave the way they do when they are facing a difficult change; they know that people <b>respond</b> differently to changes and challenges.</p> <p>Pupils are aware that many children have <b>mixed feelings</b> about going to secondary school.</p> <p>Pupils try to understand other people's behaviour by thinking about what they might be feeling or thinking; they can describe how people might feel and behave when they go to a new school.</p> <p><u>Managing my feelings</u></p> <p>Pupils know that when they move to secondary school many things in their life will stay the same.</p> <p>Pupils have some <b>strategies</b> for managing the feelings they might have when they change schools.</p> <p>Pupils know that sometimes there can be <b>positive</b></p>
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		<p>know they are <b>responsible</b> for the <b>choices</b> they make and the way they behave at all times.</p> <p>Pupils understand how their behaviour is linked to their thoughts and feelings; they can stop and try to get an accurate picture before they act.</p> <p><u>Resolving conflict</u></p> <p>Pupils are able to say and do things that are likely to make a difficult situation better; they can tell you things that people sometimes do or say in a <b>conflict situation</b> that usually make things worse.</p> <p>Pupils can use their skills for <b>solving problems peacefully</b> to help other people resolve conflict; they can use language ('I <b>messages</b>') that does not make conflict situations worse.</p>		<p><b>language and tone of voice.</b></p> <p><u>Making choices</u> Pupils can make a judgement about whether to take a <b>risk</b>.</p>	<p>Pupils can help support someone who is unhappy because they have <b>lost</b> someone or something.</p> <p>Pupils can think about when to <b>forgive</b> someone and they are able to forgive someone.</p> <p><u>Making choices</u></p> <p>Pupils understand when breaking friends might be the best thing to do.</p> <p>Pupils can use a <b>problem-solving</b> approach to sorting out an embarrassing situation.</p>	<p>outcomes from changes that we didn't welcome initially.</p> <p><u>Belonging to a community</u></p> <p>Pupils know how change can <b>interfere</b> with our feeling of belonging and can make us feel <b>insecure</b> and <b>unconfident</b>.</p>
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