



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	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
Nursery Development Matters	<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>					
Reception	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>					
Year One	<p><u>New Beginnings</u></p> <p>Belonging: Pupils know they belong to a community and feel safe within their class. Pupils can explain how they are similar or different to a group and know</p>	<p><u>Getting on and falling out</u></p> <p>Friendship: Pupils can explain what it means to be a good friend; they can listen well to other</p>	<p><u>Going for Goals</u></p> <p><u>Knowing myself</u></p>	<p><u>Good to be me</u></p> <p><u>Knowing myself</u></p> <p>Pupils can talk about their gifts and talents; they are</p>	<p><u>Relationships</u></p> <p><u>Knowing myself</u></p>	<p><u>Changes</u></p> <p><u>Knowing myself</u></p> <p>Pupils can describe some things about themselves that have changed and some things that will</p>



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p>how to make people feel welcome.</p> <p><u>Self-awareness:</u> Pupils know how they are the same as and different from their friends and feel good about their strengths.</p> <p><u>Managing my feelings:</u> Pupils know some ways to calm themselves down when they are feeling scared or upset.</p> <p><u>Understanding the feelings of others:</u> Pupils are beginning to recognise how other people are feeling and how to make them feel better.</p> <p><u>Making choices:</u> Pupils know some ways to solve problems.</p> <p><u>Understanding rights and responsibilities</u></p> <p>Pupils are able to help to make their class a safe and fair place for all and a good place to learn.</p>	<p>people when they are talking.</p> <p>Pupils can make someone else feel good by giving them a compliment; 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 point of view.</p> <p><u>Working together:</u> Pupils can work in a group and decide how effective the group has been.</p> <p><u>Managing feelings - anger:</u> Pupils are able to recognise if they are feeling angry (they recognise changes inside and outside of their body); they are beginning to find ways to calm down to avoid feeling overwhelmed.</p> <p><u>Resolving conflict</u></p> <p>Pupils are beginning to use peaceful problem solving to resolve conflicts with friends</p> <p><u>Say no to bullying</u></p>	<p>Pupils know that we all learn in different ways; they can explain some of their strengths 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 problem; they can predict and understand the consequences of reaching their goal.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can break their goal down into small realistic steps.</p> <p><u>Persistence</u></p> <p>Pupils can resist distractions; they can work towards a reward or the satisfaction of finishing a task.</p> <p>Pupils recognise when they are becoming bored or frustrated and know some ways to overcome these feelings.</p> <p><u>Making choices</u></p> <p>Pupils can think of lots of ideas or solutions to problems, predicting the consequences; they can choose between their ideas and give reasons.</p>	<p>able to explain something that makes them feel proud.</p> <p>Pupils know when they learn best and are able to explain what they have learnt.</p> <p>Pupils are able to explain their strengths and weaknesses; they can discuss their behaviour towards tasks.</p> <p>Pupils can tell when they are being impulsive and when they are thinking things through; they understand when a feeling is weak and when it is strong.</p> <p><u>Understanding my feelings</u></p> <p>Pupils are able to use a variety of words to describe different feelings; they can explain what makes them feel anxious or worried.</p> <p>Pupils can tell when they are feeling proud 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 stressed and relaxed mean; they can show relaxed by being still and</p>	<p>Pupils know the people who are important to them.</p> <p>Pupils can tell when they feel cared for; they can tell when they love or care for someone.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can describe something that has made them jealous; they can tell when they feel jealous.</p> <p>Pupils understand that being unkind and hurting someone doesn't make them feel better.</p> <p>Pupils can explain how they feel when they lose someone or something they care about.</p> <p><u>Managing my feelings</u></p> <p>Pupils can feel proud on behalf of their friends when they have done something well.</p> <p>Pupils can think of ways to make themselves feel better when they feel hurt; they can make themselves feel better without hurting others.</p> <p>Pupils can share people they care about.</p>	<p>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 learn to do things.</p> <p>Pupils can explain what a habit is and know that it is hard to change one.</p> <p>Pupils know what it means when something is or isn't your fault.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can describe a plan they have made to change something about their behaviour; they can think about and plan to overcome obstacles.</p> <p><u>Making choices</u></p> <p>Pupils can describe changes 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 choices about their behaviour.</p>
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Churchside Federation Long Term Planning



Subject: PSHE 2024-2025

		<p>Pupils are able to explain what bullying is.</p> <p>Pupils know some of the ways in which they are the same as and different from their friends; they are proud of their differences.</p> <p>Pupils are able to explain how someone who is bullied might feel; they can be kind to children who are bullied.</p> <p>Pupils understand how feeling of sadness affect the way people behave and think.</p> <p>Pupils know what to do if they are bullied; they know some people in and out of school who they can talk to about their feelings.</p>	<p><u>Evaluation and Review</u></p> <p>Pupils can explain what they have learned from their successes; they can evaluate what went well and how they might do things differently in the future.</p>	<p>quiet and finding ways and places to relax.</p> <p>Pupils can change their behaviour if they need to; they can explain some things that help them stop worrying.</p> <p><u>Standing up for myself</u></p> <p>Pupils know when and how to stand up for themselves.</p> <p><u>Making choices</u></p> <p>Pupils can use the problem-solving process.</p>	<p>Pupils can talk about their feelings when they feel alone 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 love them.</p> <p>Pupils understand that people have to make hard choices and sometimes they have no choice.</p>	
Year Two	<p><u>New Beginnings</u></p> <p><u>Belonging:</u> Pupils know they belong to a community and feel safe within their class. Pupils can explain how they are similar or different to a group and know how to make people feel welcome.</p> <p><u>Self-awareness:</u> Pupils know how they are the same as and different from their friends and feel good about their strengths.</p>	<p><u>Getting on and falling out</u></p> <p><u>Friendship:</u> Pupils can explain what it means to be a good friend; they can listen well to other people when they are talking.</p> <p>Pupils can make someone else feel good by giving them a compliment; they know what to say when someone gives them a compliment.</p>	<p><u>Going for Goals</u></p> <p><u>Knowing myself</u></p> <p>Pupils know that we all learn in different ways; they can explain some of their strengths as a learner.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can say what they want to happen when</p>	<p><u>Good to be me</u></p> <p><u>Knowing myself</u></p> <p>Pupils can talk about their gifts and talents; they are able to explain something that makes them feel proud.</p> <p>Pupils know when they learn best and are able to explain what they have learnt.</p>	<p><u>Relationships</u></p> <p><u>Knowing myself</u></p> <p>Pupils know the people who are important to them.</p> <p>Pupils can tell when they feel cared for; they can tell when they love or care for someone.</p>	<p><u>Changes</u></p> <p><u>Knowing myself</u></p> <p>Pupils can describe some things about themselves that have changed 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 learn to do things.</p>



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p><u>Managing my feelings:</u> Pupils know some ways to calm themselves down when they are feeling scared or upset.</p> <p><u>Understanding the feelings of others:</u> Pupils are beginning to recognise how other people are feeling and how to make them feel better.</p> <p><u>Making choices:</u> Pupils know some ways to solve problems.</p> <p><u>Understanding rights and responsibilities</u></p> <p>Pupils are able to help to make their class a safe and fair place for all and a good place to learn.</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 point of view.</p> <p><u>Working together:</u> Pupils can work in a group and decide how effective the group has been.</p> <p><u>Managing feelings - anger:</u> Pupils are able to recognise if they are feeling angry (they recognise changes inside and outside of their body); they are beginning to find ways to calm down to avoid feeling overwhelmed.</p> <p><u>Resolving conflict</u></p> <p>Pupils are beginning to use peaceful problem solving to resolve conflicts with friends</p> <p><u>Say no to bullying</u></p> <p>Pupils are able to explain what bullying is.</p> <p>Pupils know some of the ways in which they are the same as and different from their friends; they are proud of their differences.</p>	<p>there is a problem; they can predict and understand the consequences of reaching their goal.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can break their goal down into small realistic steps.</p> <p><u>Persistence</u></p> <p>Pupils can resist distractions; they can work towards a reward or the satisfaction of finishing a task.</p> <p>Pupils recognise when they are becoming bored or frustrated and know some ways to overcome these feelings.</p> <p><u>Making choices</u></p> <p>Pupils can think of lots of ideas or solutions to problems, predicting the consequences; they can choose between their ideas and give reasons.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can explain what they have learned from their successes; they can evaluate what went well and how they might do things differently in the future.</p>	<p>Pupils are able to explain their strengths and weaknesses; they can discuss their behaviour towards tasks.</p> <p>Pupils can tell when they are being impulsive and when they are thinking things through; they understand when a feeling is weak and when it is strong.</p> <p><u>Understanding my feelings</u></p> <p>Pupils are able to use a variety of words to describe different feelings; they can explain what makes them feel anxious or worried.</p> <p>Pupils can tell when they are feeling proud 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 stressed and relaxed mean; they can show relaxed by being still and quiet and finding ways and places to relax.</p> <p>Pupils can change their behaviour if they need to; they can explain some things that help them stop worrying.</p>	<p><u>Understanding my feelings</u></p> <p>Pupils can describe something that has made them jealous; they can tell when they feel jealous.</p> <p>Pupils understand that being unkind and hurting someone doesn't make them feel better.</p> <p>Pupils can explain how they feel when they lose someone or something they care about.</p> <p><u>Managing my feelings</u></p> <p>Pupils can feel proud on behalf of their friends when they have done something well.</p> <p>Pupils can think of ways to make themselves feel better when they feel hurt; they can make themselves feel better without hurting others.</p> <p>Pupils can share people they care about.</p> <p>Pupils can talk about their feelings when they feel alone 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 can explain what a habit is and know that it is hard to change one.</p> <p>Pupils know what it means when something is or isn't your fault.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can describe a plan they have made to change something about their behaviour; they can think about and plan to overcome obstacles.</p> <p><u>Making choices</u></p> <p>Pupils can describe changes 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 choices about their behaviour.</p>
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Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



		<p>Pupils are able to explain how someone who is bullied feels; they can be kind to children who are bullied.</p> <p>Pupils understand how feeling of sadness affect the way people behave and think.</p> <p>Pupils know what to do if they are bullied; they know some people in and out of school who they can talk to about their feelings.</p>		<p><u>Standing up for myself</u></p> <p>Pupils know when and how to stand up for themselves.</p> <p><u>Making choices</u></p> <p>Pupils can use the problem-solving process.</p>	<p>Pupils understand that if someone leaves them, they might still love them.</p> <p>Pupils understand that people have to make hard choices and sometimes they have no choice.</p>	
Year Three	<p><u>Belonging</u></p> <p>Pupils know something about everyone in their class; they know that they are valued at school and how to make someone feel welcomed and valued at school.</p> <p>Pupils know what it feels like to be unwelcome; they also know how to join a group.</p> <p><u>Self-awareness</u></p> <p>Pupils are able to explain something special 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 feeling these emotions; they can predict how they will feel in</p>	<p><u>Friendship</u></p> <p>Pupils know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view.</p> <p>Pupils can explain how to give 'friendship tokens' 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 point of view.</p> <p><u>Working together</u></p>	<p><u>Say no to bullying (focusing on witnesses)</u></p> <p>Pupils know what it means to be a witness to bullying; they are aware that witnesses can make the situation better or worse with their actions.</p> <p>Pupils know how it might feel to be a witness and a target of bullying.</p> <p>Pupils can explain why witnesses sometimes join in with bullying and don't tell.</p> <p>Pupils can explain some ways of helping to make someone who</p>	<p><u>Knowing myself</u></p> <p>Pupils know that they are responsible for their own learning and behaviour and how their feelings can have an influence; they understand and use their strengths 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 realistic goal by foreseeing obstacles and planning to overcome them.</p> <p><u>Planning to reach a goal</u></p>	<p><u>Knowing myself</u></p> <p>Pupils can tell when something is their fault and when something is not their fault.</p> <p>Pupils can take responsibility for their behaviour.</p> <p>Pupils can explain the things that hurt their feelings.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can express feelings of guilt; they can say when they might feel guilty and know some things to do when they feel guilty.</p>	<p><u>Knowing myself</u></p> <p>Pupils know that change can be good 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 behave; they can explain why they behave in a certain way when they are finding a change difficult.</p> <p><u>Understanding my feelings</u></p> <p>Pupils know that even changes we want to happen can sometimes feel</p>



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p>a new situation 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 cope with these feelings.</p> <p>Pupils can manage their feelings and usually find a way to calm down when necessary.</p> <p><u>Social Skills</u></p> <p>Pupils can give and accept a compliment.</p> <p><u>Making Choices</u></p> <p>Pupils know some more ways to solve a problem.</p> <p><u>Rights and Responsibilities</u></p> <p>Pupils can contribute towards making a class charter and understand their rights and responsibilities in the school.</p> <p>Pupils understand why we need to have different rules in different places, and know what the rules are in school.</p>	<p>Pupils can take on a role in a group 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 triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when they start feeling angry.</p> <p>Pupils understand why it is important to calm down before they are overwhelmed 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 peaceful problem solving to sort out difficulties; they can explain what a 'win-win' solution is and</p>	<p>is being bullied feel better.</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 solve a bullying problem with others.</p>	<p>Pupils can set success criteria and break down a goal into small steps; they know how others can help them to achieve their goals and they can help others.</p> <p><u>Persistence</u></p> <p>Pupils can recognise when they find learning difficult and persevere when they need to.</p> <p>Pupils can manage frustration and keep going even when a task is difficult or boring; they know when to keep trying and when to try something else.</p> <p>Pupils can identify some barriers to their learning, including some thoughts.</p> <p><u>Making choices</u></p> <p>Pupils can identify advantages and disadvantages of the solutions or goals they set for themselves; they can predict the consequences of their actions/solutions/</p>	<p><u>Managing my feelings</u></p> <p>Pupils can explain when they feel ashamed 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 hurt others.</p> <p>Pupils know how most people feel when they lose something or someone they love.</p> <p><u>Social skills</u></p> <p>Pupils can explain how they can make someone who is important to them happy; they can explain some ways to make amends if they have done something cruel or unkind.</p> <p>Pupils can explain how they feel about the important people or animals in their life.</p> <p>Pupils know some ways to celebrate the</p>	<p>uncomfortable; they can explain how they would feel if a change they didn't want was imposed on them.</p> <p>Pupils know some of the reasons that change can feel uncomfortable and scary.</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> <p><u>Managing my feelings</u></p> <p>Pupils know some ways of dealing 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 group, and know it is important for everyone.</p>
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Churchside Federation Long Term Planning



Subject: PSHE 2024-2025

		always try to find one in a conflict situation.		goals for themselves or others and make a choice about what to do.	life of someone they care about. Pupils can describe someone they no longer see; they understand that we can remember people even if we no longer see them. <u>Making choices</u> Pupils know how to make a good choice . Pupils can take responsibility for what they choose to do.	
Year Four	<p><u>New Beginnings</u></p> <p><u>Belonging</u></p> <p>Pupils know something about everyone in their class; they know that they are valued at school and how to make someone feel welcomed and valued at school.</p> <p>Pupils know what it feels like to be unwelcome; they also know how to join a group.</p> <p><u>Self-awareness</u></p> <p>Pupils are able to explain something special about themselves.</p>	<p><u>Getting on and falling out</u></p> <p><u>Friendship</u></p> <p>Pupils know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view.</p> <p>Pupils can explain how to give 'friendship tokens' to other people.</p>	<p><u>Bullying</u></p> <p><u>Say no to bullying (focusing on witnesses)</u></p> <p>Pupils know what it means to be a witness to bullying; they are aware that witnesses can make the situation better or worse with their actions.</p> <p>Pupils know how it might feel to be a witness and a target of bullying.</p>	<p><u>Going for Goals!</u></p> <p><u>Knowing myself</u></p> <p>Pupils know that they are responsible for their own learning and behaviour and how their feelings can have an influence; they understand and use their strengths 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 realistic goal by foreseeing obstacles</p>	<p><u>Good to be me</u></p> <p><u>Knowing myself</u></p> <p>Pupils can tell when something is their fault and when something is not their fault.</p> <p>Pupils can take responsibility for their behaviour.</p> <p>Pupils can explain the things that hurt their feelings.</p> <p><u>Understanding my feelings</u></p>	<p><u>Relationships</u></p> <p><u>Knowing myself</u></p> <p>Pupils know that change can be good 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 behave; they can explain why they behave in a certain way</p>



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<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 feeling these emotions; they can predict how they will feel in a new situation 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 cope with these feelings.</p> <p>Pupils can manage their feelings and usually find a way to calm down when necessary.</p> <p><u>Social Skills</u></p> <p>Pupils can give and accept a compliment.</p> <p><u>Making Choices</u></p> <p>Pupils know some more ways to solve a problem.</p> <p><u>Rights and Responsibilities</u></p> <p>Pupils can contribute towards making a class charter and understand their rights and responsibilities in the school.</p> <p>Pupils understand why we need to have different rules in</p>	<p><u>Seeing things from another point of view</u></p> <p>Pupils know how to see things from someone else's point of view.</p> <p><u>Working together</u></p> <p>Pupils can take on a role in a group 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 triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when they start feeling angry.</p> <p>Pupils understand why it is important to calm down before they are overwhelmed 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</p>	<p>Pupils can explain why witnesses sometimes join in with bullying and don't tell.</p> <p>Pupils can explain some ways of helping to make someone who is being bullied feel better.</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 solve a bullying problem with others.</p>	<p>and planning to overcome them.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can set success criteria and break down a goal into small steps; they know how others can help them to achieve their goals and they can help others.</p> <p><u>Persistence</u></p> <p>Pupils can recognise when they find learning difficult and persevere when they need to.</p> <p>Pupils can manage frustration and keep going even when a task is difficult or boring; they know when to keep trying and when to try something else.</p> <p>Pupils can identify some barriers to their learning, including some thoughts.</p> <p><u>Making choices</u></p> <p>Pupils can identify advantages and disadvantages of the</p>	<p>Pupils can express feelings of guilt; 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 ashamed 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 hurt others.</p> <p>Pupils know how most people feel when they lose something or someone they love.</p> <p><u>Social skills</u></p> <p>Pupils can explain how they can make someone who is important to them happy; they can explain some ways to make amends if they have done something cruel or unkind.</p>	<p>when they are finding a change difficult.</p> <p><u>Understanding my feelings</u></p> <p>Pupils know that even changes we want to happen can sometimes feel uncomfortable; they can explain how they would feel if a change they didn't want was imposed on them.</p> <p>Pupils know some of the reasons that change can feel uncomfortable and scary.</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> <p><u>Managing my feelings</u></p> <p>Pupils know some ways of dealing 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 group, and know it is important for everyone.</p>
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Churchside Federation Long Term Planning



Subject: PSHE 2024-2025

	<p>different places, and know what the rules are in school.</p>	<p>this happening to them.</p> <p><u>Resolving conflict</u></p> <p>Pupils can use peaceful problem solving to sort out difficulties; they can explain what a 'win-win' solution is and always try to find one in a conflict situation.</p>		<p>solutions or goals they set for themselves; they can predict the consequences of their actions/solutions/goals for themselves or others and make a choice about what to do.</p>	<p>Pupils can explain how they feel about the important people or animals in their life.</p> <p>Pupils know some ways to celebrate the life of someone they care about.</p> <p>Pupils can describe someone they no longer see; they understand that we can remember people even if we no longer see them.</p> <p><u>Making choices</u></p> <p>Pupils know how to make a good choice.</p> <p>Pupils can take responsibility for what they choose to do.</p>	
Year Five	<p><u>New Beginnings</u></p> <p><u>Belonging</u></p> <p>Pupils have worked with and talked to everyone in their class;</p>	<p><u>Getting on</u></p> <p><u>Friendship</u></p> <p>Pupils know that different ways of behaving are</p>	<p><u>Bullying</u></p> <p>Pupils understand how rumour-spreading and name-calling can be bullying behaviours.</p>	<p><u>Going for Goals</u></p> <p><u>Knowing myself</u></p> <p>Pupils know the skills and attributes to be an effective learner and try to develop these skills;</p>	<p><u>Good to Me</u></p> <p><u>Knowing myself</u></p> <p>Pupils accept themselves for what and who they are.</p>	<p><u>Relationships</u></p> <p><u>Knowing myself</u></p> <p>Pupils can think about what embarrasses them; they are able to learn something about</p>



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p>they know they are valued at school.</p> <p><u>Understanding my feelings</u></p> <p>Pupils understand how it feels to do or start something new, and why.</p> <p><u>Managing my feelings</u></p> <p>Pupils have some strategies to cope with uncomfortable feelings and to calm 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 valued and welcomed.</p> <p><u>Social skills</u></p>	<p>appropriate to different types of relationships.</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 barrier to friendship.</p> <p>Pupils try to recognise when they, or other people, are prejudging 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 perspective; they know how it might feel to be excluded or treated badly because of</p>	<p>Pupils can explain the difference between direct and indirect 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 reasons why people use bullying behaviours.</p> <p>Pupils know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>Pupils can explain a range of strategies they have for managing their feelings in bullying situations; they can explain problem solving strategies for bullying situations.</p>	<p>they are aware of what some people like or admire about them and can celebrate their own achievements.</p> <p>Pupils can recognise when they are using an excuse instead of finding a way around a problem.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can set themselves a goal or challenge.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can make a personal or learning long-term plan and break it down into smaller, achievable goals; they know that it is up to them to get</p>	<p><u>Understanding my feelings</u></p> <p>Pupils can tell the difference between showing they are proud and boasting; 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 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 situations to avoid 'losing it'.</p> <p><u>Managing my feelings</u></p>	<p>themselves that they didn't know before.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can describe a time they felt embarrassed and what it felt like.</p> <p>Pupils understand that there is not just one way to grieve.</p> <p><u>Managing my feelings</u></p> <p>Pupils know some things to do when they feel embarrassed that will not make things worse.</p> <p>Pupils can use some strategies to manage feelings associated with loss.</p> <p>Pupils can tell when they are hiding a feeling and then choose to share it with someone.</p> <p><u>Understanding the feelings of others</u></p>
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Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p>Pupils can work well in a group 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 solving a problem and can give examples.</p> <p><u>Rights and responsibilities</u></p> <p>Pupils understand their rights and responsibilities 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 rules 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>being different in some way.</p> <p><u>Working together</u></p> <p>Pupils can explain some things that a good leader should do.</p> <p>When they are working in a group, pupils can tell people if they agree or disagree 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 triggers for anger are; what happens when they get angry; what happens when they are overwhelmed by feelings of anger; some</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 trying again; 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 personal life and behaviour; they can consider the consequences of possible solutions or reaching their goal for themselves or others.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can apply what they have learned and explain what they need to</p>	<p>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.</p> <p>Pupils know when to avoid upsetting or annoying situations; they recognise when they are feeling worried and know what to do about this.</p> <p>Pupils know when to stop and think before they act.</p> <p><u>Standing up for myself</u></p> <p>Pupils can disagree with someone without falling out; they can cope when someone disagrees with them.</p>	<p>Pupils have helped someone who felt embarrassed; they know how to make people feel good about themselves.</p> <p>Pupils know some of the feelings people have when someone close dies or leaves; 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 put-down.</p> <p>Pupils recognise stereotyping; 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</p>
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Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



		<p>ways to calm themselves down.</p> <p>Pupils can consider the short- and long-term consequences of their behaviour so as to make a wise choice, even when they are feeling angry, they know they are responsible for the choices 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</p>		<p>learn next; they can be a critical friend to others and themselves.</p>	<p>Pupils are able to stand up for what they think after listening to others and making their own choices; 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.</p> <p><u>Making choices</u> Pupils can make a judgement about whether to take a risk.</p>	<p>because they have lost someone or something.</p> <p>Pupils can think about when to forgive 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 problem-solving approach to sorting out an embarrassing situation.</p>
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Churchside Federation Long Term Planning



Subject: PSHE 2024-2025

		<p>people sometimes do or say in a conflict situation that usually make things worse.</p> <p>Pupils can use their skills for solving problems peacefully to help other people resolve conflict; they can use language ('I messages') that does not make conflict situations worse.</p>				
Year Six	<p><u>Belonging</u></p> <p>Pupils have worked with and talked to everyone in their class; they know they are valued at school.</p> <p><u>Understanding my feelings</u></p>	<p><u>Friendship</u></p> <p>Pupils know that different ways of behaving are appropriate to different types of relationships.</p> <p>Pupils can accept and appreciate people's friendship and try not to demand more than they</p>	<p><u>Knowing myself</u></p> <p>Pupils know the skills and attributes to be an effective learner and try to develop these skills; they are aware of what some people like or admire about them and can celebrate their own achievements.</p>	<p><u>Knowing myself</u></p> <p>Pupils accept themselves for what and who they are.</p> <p><u>Understanding my feelings</u></p> <p>Pupils can tell the difference between showing they are proud</p>	<p><u>Knowing myself</u></p> <p>Pupils can think about what embarrasses them; they are able to learn something about themselves that they didn't know before.</p> <p><u>Understanding my feelings</u></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 loss.</p> <p>Pupils can tell you some of the good things about themselves</p>



Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p>Pupils understand how it feels to do or start something new, and why.</p> <p><u>Managing my feelings</u></p> <p>Pupils have some strategies to cope with uncomfortable feelings and to calm 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 valued and welcomed.</p> <p><u>Social skills</u></p> <p>Pupils can work well in a group and explain what helps a group to work well together.</p> <p><u>Making choices</u></p>	<p>are able to or wish to give; they know that sometimes difference can be a barrier to friendship.</p> <p>Pupils try to recognise when they, or other people, are prejudging 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 perspective, they know how it might feel 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 good leader should do.</p>	<p>Pupils can recognise when they are using an excuse instead of finding a way around a problem.</p> <p><u>Setting a realistic goal</u></p> <p>Pupils can set themselves a goal or challenge.</p> <p><u>Planning to reach a goal</u></p> <p>Pupils can make a personal or learning long-term plan and break it down into smaller, achievable goals; they know that it is up to them to get 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 trying again; they are</p>	<p>and boasting; 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 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 situations to avoid 'losing it'.</p> <p><u>Managing my feelings</u></p> <p>Pupils are able to use strategies to help them if they feel useless or inadequate; they are able to feel positive</p>	<p>Pupils can describe a time they felt embarrassed and what it felt like.</p> <p>Pupils understand that there is not just one way to grieve.</p> <p><u>Managing my feelings</u></p> <p>Pupils know some things to do when they feel embarrassed that will not make things worse.</p> <p>Pupils can use some strategies to manage feelings associated with loss</p> <p>Pupils can tell when they are hiding a feeling and then choose to share it with someone.</p> <p><u>Understanding the feelings of others</u></p>	<p>that their classmates like and value.</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 'sore spots'; they recognise when they might overreact because someone has touched a 'sore spot' but know that their behaviour is their responsibility, even when this happens.</p> <p>Pupils are aware that it is natural to be wary of change, and can explain why.</p> <p>Pupils know that all feelings, including uncomfortable ones, have a purpose and give us information; they understand why they behave the way they sometimes do when they feel uncomfortable.</p>
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Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



	<p>Pupils can explain how they go about solving a problem and can give examples.</p> <p><u>Rights and responsibilities</u></p> <p>Pupils understand their rights and responsibilities 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 rules 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>When they are working in a group, pupils can tell people if they agree or disagree 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 triggers for anger are; what happens when they get angry; what happens when they are overwhelmed by feelings of anger; some ways to calm themselves down.</p> <p>Pupils can consider the short- and long-term consequences of their behaviour so as to make a wise choice, even when they are feeling angry, they know they</p>	<p>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 personal life and behaviour; they can consider the consequences of possible solutions or reaching their goal for themselves or others.</p> <p><u>Evaluation and Review</u></p> <p>Pupils can apply what they have learned and explain what they need to learn next; they can be a critical friend to others and themselves.</p>	<p>even when things go wrong.</p> <p>Pupils know when to avoid upsetting or annoying situations; they recognise when they are feeling worried and know what to do about this.</p> <p>Pupils know when to stop and think before they act.</p> <p><u>Standing up for myself</u></p> <p>Pupils can disagree with someone without falling out; they can cope when someone disagrees with them.</p> <p>Pupils are able to stand up for what they think after listening to others and making their own choice; they understand that the majority view is not always right.</p>	<p>Pupils have helped someone who felt embarrassed; they know how to make people feel good about themselves.</p> <p>Pupils know some of the feelings people have when someone close dies or leaves; 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 put-down.</p> <p>Pupils recognise stereotyping; they can try to challenge stereotypes.</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 respond differently to changes and challenges.</p> <p>Pupils are aware that many children have mixed feelings 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>
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Churchside Federation Long Term Planning

Subject: PSHE 2024-2025



		<p>are <i>responsible</i> for the choices 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 conflict situation that usually make things worse.</p> <p>Pupils can use their skills for solving problems peacefully to help other people resolve conflict; they</p>		<p>Pupils can behave in an <i>assertive</i> way using appropriate body language and tone of voice.</p> <p><u>Making choices</u></p> <p>Pupils can make a judgement about whether to take a risk.</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 lost someone or something.</p> <p>Pupils can think about when to forgive 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 problem-solving approach to sorting out an embarrassing situation.</p>	<p>Pupils have some <i>strategies</i> for managing the feelings they might have when they change schools.</p> <p>Pupils know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p><u>Belonging to a community</u></p> <p>Pupils know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>
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Churchside Federation Long Term Planning



Subject: PSHE 2024-2025

		can use language ('I messages') that does not make conflict situations worse.				
Events:						