



# 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><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</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</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 <b>gifts and talents</b>; 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 <b>changed</b> and some things that will</p>



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	<p>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>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>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 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><i>Say no to bullying</i></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>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>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 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</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 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>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 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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# Churchside Federation Long Term Planning

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		<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 might feel</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><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>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>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>	
Year Two	<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>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>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</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><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>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><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>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><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 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>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>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>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 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>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 when they have done something well.</p> <p>Pupils can think of ways to make themselves feel <b>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 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 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><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>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>Year Three/Four/Five/Six</p>	<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</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><u>Say no to bullying (focusing on witnesses)</u></p> <p>Pupils know what it means to be a <b>witness to 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 of</b> 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</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><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>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</p>



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	<p>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><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>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> 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</p>	<p>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>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 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/</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 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</p>	<p><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> <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 2024-2025

		<p>always try to find one in a <b>conflict</b> situation.</p>		<p>goals for themselves or others and make a choice about what to do.</p>	<p>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>Events:</p>						