

PSHE including Citizenship

Programme of Study Unit:

3. Managing Feelings

Content of this grid is adapted from the National Curriculum, the PSHE Association planning framework for pupils with SEND, and Development Matters non-statutory curriculum guidance for early years. Primary composites will continue beyond Key Stage 2 according to developmental levels and progression rate.

C = links also to Citizenship Programmes of Study/Citizenship Assessment Framework

Managing Feelings - Primary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
Identifying and expressing feelings	a. Develops a tangible awareness of self b. Demonstrates an appropriate response to a routine C c. Demonstrates an appropriate response to a preferred activity C d. Indicates when feeling uncomfortable e. Shows pleasure/ enjoyment f. Relaxes their body – e.g. when comfortable/with a familiar trusted key adult g. Being able to relax in their own company h. Shows discomfort i. Attends to stimuli regarding feelings j. Responds to stimuli	a. Identifies different kinds of feelings we may have experienced; those we like and those we don't like b. Identifies things that make us feel happy. c. Identifies things that may make us cry/feel sad. d. Identifies what makes us feel upset, angry, worried, anxious, frightened e. Able to show a preference through their preferred communication method C f. Describes some good g. (comfortable) feelings and not so good (uncomfortable) h. feelings: describe how they	a. Demonstrates vocabulary/communication skills for expressing the intensity of a feeling b. Recognises and names feelings C c. Explains that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). d. Explains why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.

	regarding feelings (cry when uncomfortable, smile and relax when happy and content) k. Expresses likes and dislikes l. Expresses preferences m. Responds to physical touch n. Demonstrates an awareness that people will have different behaviours, facial expressions representing different emotions/feelings.	might make our body feel. i. Demonstrates an understanding of when a routine, or planned activity, changes C j. Recognises that when we experience a change or a loss, we may feel sad/unhappy. k. Knows signs, actions, facial expressions, body language which can help us identify how others might be feeling.	
Managing feelings	a. Demonstrates an awareness of others b. Seeks attention from adults c. Seeks reassurance from familiar people when distressed d. Seeks comfort e. Calms when reassured physically f. Indicates the need of changing positioning g. Requests a change of position h. Tolerates nurturing touch i. Recognises when an activity/ event makes us feel good/ bad j. Realises that there are activities and experiences that make us feel good/ bad	a. Identifies some different ways of communicating feelings and needs to others. b. Demonstrates vocabulary/communication skills to express a range of different feelings. c. Demonstrates simple strategies that can help us manage not so good (uncomfortable) feelings d. Demonstrate a range of appropriate feelings in the relevant context. C e. Describe simple strategies that can help us manage not so good (uncomfortable) feelings. f. Begin to demonstrate appropriate responses to feelings through self-regulation techniques and request of co-	a. Gives simple reasons why it is important that others know how we are feeling. b. Describes some simple ways we can help others to feel better if they are feeling sad or upset. c. Explains how rest and spending time doing things we enjoy can help to make us feel happy. d. Explains that when we get upset, angry or frustrated our actions can affect others as well as ourselves. e. Describes or demonstrates how to respond appropriately to others' feelings. f. Actively deals with their feelings in a positive way C

	(e.g. listening to music makes me feel good/calm) consistently k. Shows anticipation when transitioning from one environment/activity/ person to another l. Shows anticipation of a positive/ negative feeling when exposed to familiar and unfamiliar experiences m. Responds positively when they are in a group n. Is aware that some likes and dislikes can change over time, and some stay the same o. Attends to stimuli about some of the different ways we can communicate our feelings, needs, likes and dislikes to others p. Responds to stimuli about some of the different ways we can communicate our feelings, needs, likes and dislikes to others q. Demonstrates realisation of personal likes and dislikes with food C r. Demonstrates personal realisation of personal likes	regulation C g. Indicates understanding of some of the people who can help us (regulation and co-regulation) h. Demonstrates ways to manage transitions from one environment to another i. Demonstrates ways to manage transitions from one activity to another. j. Demonstrates ways to manage transitions from one person to another k. Demonstrates simple strategies to help us manage very strong feelings, including in response to change and loss.	
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	and dislikes over sensory environment C s. Demonstrates realisation of personal likes and t. dislikes over activities C u. Demonstrates anticipation of preferred location C v. Demonstrates a range of feelings C w. Demonstrates an appropriate response to feelings through the support of co-regulation; deep pressure; calm tone and physical contact C		
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Managing Feelings – Secondary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
Self-esteem and unkind comments	Please refer first to Managing Feelings unit – Identifying Feelings KS1/KS2 a. Demonstrates an awareness that we are all different/ special. b. Explores and attends positive comments from people around us. c. Responds to positive touch d. Responds to positive comments.	a. Is comfortable with own strengths and weaknesses b. Identifies things we can do which help us to feel good about ourselves. c. Identifies things that we may say or do that could affect how we or others feel about us. d. Identifies things that others may say or do that could affect how we feel about ourselves.	a. Explains the difference between helpful/kind and unhelpful/unkind comments. b. Demonstrates simple strategies to help manage our feelings about unhelpful/unkind comments. c. Demonstrates polite and assertive ways of challenging unkind comments directed at us or others. d. Knows ways to resolve conflict and/or differences C e. Considers social and moral dilemmas that they come across in everyday life (for example aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues) C - f.
Strong Feelings	<i>Please refer to Unit Managing Feelings KS1/KS2</i>	a. Recognises when others may be feeling happy or unhappy from their facial expression and body language. b. Describes strong emotions (e.g., anger, fear, frustration, excitement, anxiety, jealousy). c. Gives examples of when we might feel strong emotions.	a. Identifies some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. a. Describes how when we feel strong emotions, we might feel like doing something we would not usually do. b. Recognises how their behaviour affects other people C c. Describes how this could affect ourselves or other people.

		d. Describes some simple strategies we can use to feel and stay happy. e. Identifies how we can help others who may be feeling unhappy. f. Identifies whom to ask or tell if we are feeling unhappy and/or need help.	d. Understands how to manage strong emotions by using simple strategies to help ourselves and others. e. Displays evidence of what might be needed when preparing for change C f. Explains or demonstrates things we can do to help and support others when they are experiencing strong emotions. g. Recognises signs that they or someone we know might need help to cope with strong emotions and whom to speak to. h. To recognise that they have a responsibility to help meet the need of others. C i. Show responsibility when helping a younger or less able pupil. C j. Identifies reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).
Romantic Feelings and Sexual Attraction	<i>Please refer to Unit "Different types of relationships" KS1/2</i>	a. Demonstrates an understanding that having a romantic relationship is reliant on building on strong friendship. b. Knows the difference between 'liking' someone and 'fancying' someone. c. Explains how part of growing up might be to experience strong	a. Explains that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. b. Demonstrates appropriate use of the vocabulary associated with sex c. Demonstrates appropriate use of the vocabulary associated with sexual reproduction d. Demonstrates appropriate use of the

		feelings about people we like or 'fancy.' d. Shows an understanding of what 'dating' is.	vocabulary associated with gender identity and sexual orientation. e. Recognises that everyone of all genders and sexual orientation is unique, special and worthy of respect. f. Identifies reliable sources of advice g. Explains how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.
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The Redway