

Year 1Autumn A: Making friends: playing and learning together			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
To learn about the importance of ground rules in PSHE lessons. Lesson 1 Ground rules, rule!	- Identify why rules are needed for different situations. - Suggest ways of making others feel safe and included in PSHE lessons - Contribute to and develop class ground rules for PSHE education.	Some rules that we follow at school include: <i>we wash our hands; we clear up after ourselves; we say ‘please’ and ‘thank you’; we talk quietly; if someone is upset, we help them</i> etc. Because PSHE education involves learning about our own lives, and the lives of others, it is important that everyone feels comfortable to say what they are thinking and to share their ideas, opinions and experiences, even when they are different to our own.	rules, ground rules, respect, safe, opinion
To learn how to work and play with others. Lesson 2 Learning and playing together	- Identify what is needed to get along with others. - Demonstrate good listening skills. - Describe different ways to learn and play.	To get along with others, we need to listen well. This might include: - looking at the person speaking - waiting for the other person to finish before taking your turn to speak - giving your full attention to the speaker - thinking about what they are saying. To work well together, we also need to: - encourage each other - settle disagreements - speak clearly - take turns.	learn, play, listen, think, interrupt, respect, take turns
To learn how friendships are made. Lesson 3 – Let’s be Friends	- Identify different ways that people meet and become friends - Describe some things that friends and classmates have in common - Recognise that friends can have similarities and differences - Demonstrate some ways of being a good friend	Some people have one or two friends, and some people have lots of friends – either is ok. We have lots of opportunities to meet friends and make friendships in different ways. Friends can like the same things and friends can also like different things. Friends play together, have fun, laugh and share. Friends also play fairly, include each other and follow the rules of the game they are playing.	Friend, friendship, cooperation, fairness
To learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness. Lesson 4 – Let’s make up	- Identify some causes of arguments between friends - Demonstrate strategies for positive play with friends - Explain some ways to positively resolve arguments between friends - Recognise and ask for help when they are feeling lonely or unhappy, and how to help someone else	Lots of things can cause friends to break up, fall out or have an argument – that’s normal. This could be due to <i>misunderstandings over toys and belongings; sharing their friends with other people; feeling that something is unfair; not following the rules; saying something unkind; hurting other people’s feelings.</i> When friends fall out, the friendship can be repaired by <i>saying sorry; taking turns; asking an adult for help; both choosing to play with something else.</i> If someone feels lonely, it is important that they speak to a trusted adult in school or at home.	Break up, make up, fall out, repair, make a deal, compromise, win-win situation
To learn about kind behaviour and know what to do if they witness unkind behaviour. Lesson 5 – Let’s be kind	- recognise kind behaviour at school or at home - talk about how unkind behaviour can make people feel and talk about how feeling can change people’s behaviour - explain what to do if we see or experience someone being unkind	Kindness makes people feel happy, safe, and wanted. In school, we might show kindness by sharing a book with a friend, asking someone to join our game or saying thank you to the cook at lunch time. Sometime at home and school, people experience unkind behaviour. Often this is unintentional – this means that a person didn’t mean to be unkind. Sometimes unkind behaviour <i>is</i> intentional – this means that a person meant to be unkind. This might be by teasing someone, making jokes about someone and even bullying – where unkind behaviours are repeated more than once. Unkind words and behaviour can make someone feel sad, scared and lonely. If someone has been unkind, you might tell the other person to <i>tell an adult; say ‘leave me alone’ or ‘don’t do that’; tell them they are being unkind; say ‘you are hurting my feelings’; walk away; play with someone else.</i>	Kind, kindness, unkind, unkindness, teasing, joking, bullying, witness
To learn what it means to ask for permission. Lesson 6 Consent – Lesson 1 – Asking for permission	- Say why they should ask other people for permission in different situations, including when touching someone else. - Use simple phrases to ask for, give or not give permission.	Asking for permission / asking if we are allowed to do something is a part of everyday life and something we do lots of times every day e.g asking to go to the toilet, asking someone if you can join their game. Sometimes when people ask our permission, we can say yes but it is always okay to say no if you’re not sure whether you want to say yes. Whether we want to give permission or not, it is important that we try to do it in a polite way. We should always ask for permission before holding someone’s hand or trying to hug them. Different ways of not giving permission might include: <i>No thank you”, “I don’t want to do that”, “Let’s do something different”, “Please don’t do that”, “I don’t want to do that”</i>	Permission, asking, sharing, giving, yes, no

Year 2Autumn A: Mental health and wellbeing			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
To learn about thoughts and feelings and how noticing them can be helpful. <i>Lesson 1 – Noticing and naming feelings</i>	- Identify a range of feelings, including how pleasant they are - Describe how feelings can vary in strength - Explain how noticing and naming feelings can help us to manage them	Different feelings can be felt more, or less, strongly. Noticing and naming them can help us to manage them. Everyone experiences a range of pleasant and unpleasant feelings. You might notice the strength of the feeling by how you feel inside e.g <i>Angry: feeling hot, feeling tense, crossing her arms or stamping feet, crying, shouting.</i> <i>Scared: crying, staying very still/freezing, running away, hiding, sweating, heart beating faster.</i> When you have an unpleasant feeling, there are strategies that you can try to help yourself feel better.	Feelings, pleasant, unpleasant, strength, strongly, strategies
To learn about different kinds of distraction. <i>Lesson 2 – Different distractions</i>	- Identify whether a distraction is helpful or not - Describe how different distractions can make someone feel - Explain how to notice, name and manage distractions	Some distractions are helpful and some distractions are not so helpful. A helpful distraction can tell us something useful or helps us to stop focussing on what’s upsetting us. A not so helpful distraction can stop someone from doing something, including things they enjoy, or could be unsafe. Our brain helps us to notice how we feel, and this helps us to manage feelings. Noticing distractions can also help us manage them better too. If you know when you are being distracted, you can decide whether it is a helpful distraction or not.	distraction, helpful, not helpful, brain, manage, feelings
To learn about different ways of changing thoughts and feelings. <i>Lesson 3 – Changing thoughts and feelings</i>	- Explain that the brain helps us remember, repeat and change what we pay attention to - Describe how to pay attention to more pleasant thoughts and feelings more often - Notice when we are paying attention to something enjoyable and how it can help us feel good	Thoughts and feelings can change. We can help to change them. Paying attention to something enjoyable can help us to have pleasant feelings. Some feelings (excited, calm, happy) are ‘up’ and some feelings (disappointed, scared, shocked) are ‘down.’ Paying attention to the more pleasant thoughts can help us to manage unpleasant feelings. If we can repeat noticing the more pleasant thoughts and feelings, our brain will pay attention to them more often and we can enjoy ourselves more.	Up, down, more pleasant, less pleasant, thoughts, feelings, manage
To learn how to manage unhelpful thoughts. <i>Lesson 4 – Managing unhelpful thoughts</i>	- Identify how helpful and unhelpful thoughts might affect someone’s feelings and behaviours - Explain different ways to change unhelpful thoughts to helpful ones - Explain how some types of distraction can help us manage unhelpful thoughts	Unhelpful thoughts can affect our behaviour negatively. For example, not trying a new activity because we think we won’t be good at it might stop us from trying new things in the future. Having helpful thoughts can affect our behaviour positively. For example, trying a new activity might mean we learn a new skill or meet new people. Having unhelpful thoughts about something can mean that we have unhelpful thoughts or feelings about it next time too. This is because our brains remember and often repeat the same thoughts and feelings. Everyone has unhelpful thoughts and feelings sometimes. It is possible to change unhelpful thoughts to more helpful ones, and with practice, this becomes easier.	Unhelpful, behaviour, negative, positive, helpful, thoughts, feelings, change
To learn about ways of managing reactions and responses. <i>Lesson 5 – Reactions and responses</i>	- Identify ways of reacting to different situations - Describe how our reactions and responses can change, based on how calm or tense we feel - Explain how practising different strategies helps us to manage our responses	We can’t always help how we react, but we can manage how we respond. Our response is what we do afterwards. Different people have different ways of reacting to things. Pausing and thinking ‘helpful thoughts’ before responding to something can be useful, especially when someone’s reaction involves unpleasant feelings. Sometimes, managing our response might be more difficult, this might happen when feelings are particularly unpleasant or strong. This can cause someone to feel tense. When someone feels tense, they might have a less helpful response to something happening. But if they notice that they feel tense, they could use an activity to help them feel calmer. This can make it easier for them to manage their response.	React, reaction, respond, response, helpful thoughts, unpleasant feelings, manage, strong, tense, calmer
To learn about different kinds of change and how change can affect people. <i>Lesson 6 – What happens when things change?</i>	- Recognise what change means - Identify different changes that people might experience - Recognise the relationship between change and loss - Describe how change and loss might affect people and who can help them	Change means that something is different to how it was before. Everyone experiences change and change is a normal part of life and growing up. Some changes feel good, some feel less good and some might feel difficult and upsetting. Some changes are temporary (they will only last for a little while), while others are permanent (the change will last forever.) The feelings associated with a change, especially after a permanent loss, can be very difficult and can make someone feel really sad, or angry, guilty or moody but these feelings will change over time and will often get better. It is really important to tell an adult if you or someone you know is struggling to manage their feelings so that the right help can be put in place.	Change, loss, feelings, emotion, permanent, temporary

Year 3		Autumn A: Me, my friends and belonging	
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
To learn about the importance of ground rules in PSHE lessons. Lesson 1 Ground rules, rule!	- Identify why rules are needed for different situations. - Suggest ways of making others feel safe and included in PSHE lessons - Contribute to and develop class ground rules for PSHE education.	Some rules that we follow at school include: <i>we wash our hands; we clear up after ourselves; we say ‘please’ and ‘thank you’; we talk quietly; if someone is upset, we help them</i> etc. Because PSHE education involves learning about our own lives, and the lives of others, it is important that everyone feels comfortable to say what they are thinking and to share their ideas, opinions and experiences, even when they are different to our own.	rules, ground rules, respect, safe, opinion
To learn about personal identity and how people express their identity Lesson 2 Personal identity	- identify a range of factors that can contribute to a person’s identity - describe ways people may express their identity and individuality - recognise individuality by identifying personal qualities and interests - explain how recognising personal qualities can develop a sense of self-worth	There are inner things and outer things that contribute to our personal identity. Inner things might be our personal qualities and outer things might include our appearance and our talents. People can express their identity in how they look, how they speak or what they do. People can also show their identity by things they enjoy and share with others, how they behave and being with other people who have things in common with them. Although we are all similar, everyone is a unique individual. People might choose to express their individuality in different ways. Everyone has a personal identity, and we should all feel proud of ourselves and our identities	Attributes, characteristics, identity, individual, individuality, personality, self-worth, skills, talents, qualities, unique
We are learning about friendship, including why it is important and what makes a good friend. Lesson 3 What makes a good friend (L1)	- I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which we belong, neighbours). - I can explain why friendship and having friends is valuable. - I can describe how friends show they care for and value each other. - I can evaluate what is most important in a friendship.	Most people have different types of relationships – some might be friendships, while others might be acquaintances (people they know less well.) Friendship is important. Qualities of a friendship include having fun, laughing together, trusting and helping each other. More important qualities of a friendship include speaking politely to each other, listening and being kind. Less important qualities include wearing the same clothes, being the same religion, not having any other friends.	Relationship, friendship, good friend, qualities, care, value
We are learning about how to maintain good friendships and about solving disagreements and conflicts with peers. Lesson 4 Falling out with friends (L2)	- I can identify what helps maintain friendships. - I can describe feelings when disagreements and conflict occur. - I can identify what can help and not help if there are friendship problems. - I can demonstrate strategies for solving arguments with peers.	Friends sometimes fall out. This might happen if someone feels hurt, if someone feels they’ve been treated unfairly, a misunderstanding, or sometimes people grow apart or find new friends. Some things can help including: time to cool off, talking about it, listening to the other person, saying sorry or asking an adult for help if needed.	Fall out, hurt, help, conflict, disagreement, problems, argument, solve
To learn about belonging to a group or community and the positive impact of belonging. Lesson 5 Belonging to a community (L2)	- identify different groups people can belong to - describe how it can feel to belong to a group or community - identify behaviours that can make people feel they don’t belong - describe behaviours that can help people in a group feel valued and welcome	When someone belongs to a group, they might feel valued, confident, happy, welcome, accepted. It is OK to feel confused or anxious about belonging. People are likely to experience these feelings from time to time – for example, they might feel unsure of their place in a group, or they might feel left out. If someone feels this way, they can ask a trusted adult for help.	Belonging, group, community, welcome, valued, included, excluded

Year 4Autumn A: Mental health and wellbeing			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
To learn how describing emotions and their intensity can help to manage them. Lesson 1 Describing emotions	- describe a wide range of emotions and their intensity - identify the parts of the brain that can help someone to notice thoughts and emotions - explain how noticing, naming and describing emotions can help someone manage them	Emotion is how someone makes sense of their thoughts and feelings in different situations. Noticing and describing emotions is the first step in knowing what to do next, and what strategy might be best to use having helpful or unhelpful thoughts can change the way we feel or behave The more someone practises noticing and naming emotions, the better their brain will get at helping them with this!	Emotion, thoughts, feelings, intensity, anterior cingulate cortex (ACC), insula, brain
To learn about internal and external distractions and how they can be managed. Lesson 2 Understanding internal and external distractions	- identify a range of internal and external distractions and evaluate their helpfulness - describe what happens in the brain when someone is distracted - evaluate strategies to manage distraction in different situations	There are different types of distraction – for example, helpful and unhelpful, internal and external. There are strategies people can use to manage distraction, such as ‘watching thoughts’. The more someone practises strategies to manage unhelpful distractions, the better their brain will get at helping them with this.	Unhelpful, helpful, internal, external, distraction, amygdala, PreFrontal Cortex (PFC)
To learn about different ways of thinking and how this impacts wellbeing. Lesson 3 Exploring different thinking habits	- describe how the brain reacts differently to pleasant and unpleasant experiences - assess a range of strategies to develop positive thinking habits - describe how repetition of these strategies over time makes them easier and supports wellbeing	The brain can find it easier to focus on unpleasant things. There are strategies that can help people to shift their attention to more pleasant experiences and positive thoughts. Repeating these strategies over time makes them easier and supports wellbeing.	Pleasant, unpleasant, positive thinking, habits, repetition
To learn strategies that can help manage worries and positively impact emotions and behaviour. Lesson 4 Different ways to manage worries	- describe how changing unhelpful thoughts to helpful thoughts can impact emotions and behaviours - explain how the brain can help to manage worry by changing unhelpful thoughts and that this can become easier over time - evaluate strategies to manage worry in a range of situations	Changing unhelpful thoughts (like worries) to helpful thoughts, can positively impact emotions and behaviours. People can use different strategies to manage worries, depending on the situation and what works best for them. Repeating these strategies over time makes them easier - as parts of the brain like the ventral striatum (VS) and PFC get stronger.	Unhelpful, helpful, behaviour, worry, strategies, manage
To learn strategies that can help someone manage their responses. Lesson 5 Strategies for calm	- identify factors that can affect someone’s reactions - demonstrate or describe self-calming strategies - explain how these strategies can have a positive impact on emotions, wellbeing and the brain	There are certain factors that can affect our responses to different situations. These include: sleep; movement, rest, food and drink; time with family and friends and time outdoors. Prioritising these can help people to feel calmer and have more helpful reactions and helpful responses. There are self-calming strategies that can be used to help people feel calmer. This helps our brain to remember these strategies over time.	Tense, calm, respond,
To learn about the impact of different life changes, and strategies for dealing with grief. Lesson 6 How do people manage change and loss? (Years 3-4)	- recognise that life is made up of different stages and that death is when life ends - describe different situations that may cause someone to grieve - identify some different responses someone might have to grief - identify activities, actions and sources of support that can help a person to manage grief	Plants, animals and people move through the stages of the life cycle at different times. In the same way that all flowers, plants and trees live to be different ages, people and animals do not only die when they are old, although most do. Grief is a natural response to loss and can cause someone to experience a wide range of feelings, emotions, or physical reactions. If someone is grieving, there might be changes to their personality, behaviour and friendships. This is normal. It is important that people have time to grieve and can access help and support if needed. Some people like to create a memory box to help them manage their grief	Change, loss, grief, death, separation, bereavement

Year 5Autumn A: Friendships, stereotypes and bullying			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
To learn about the benefits and importance of including others. <i>Lesson 1 – Including others</i>	- identify some of the differences between friends, what they might have in common, and what brings them together - describe the benefits of friendship and being part of a group, and identify ways to include others - explain what might make someone feel excluded and how to support them	Golden Value – We include everyone. Included – belonging to a friendship group or being a part of something. Excluded – being left out of a group or not being allowed to be part of something. Friends are often made because of shared interests or similarities. To make someone feel included, you could: talk to them; work with them in class; ask them questions about themselves; encourage them when they do well.	Included, excluded, support, friendship, group
To learn about positive friendships and communicating respectfully. <i>Lesson 2 – Positive and respectful relationships</i>	- explain the benefits of friendship and the positive impact it can have - identify different types of friendships, including how they might change over time - describe the importance of communicating respectfully in friendships, including online, and strategies to do this	There is no ‘right’ way to be friends with someone; one person may have lots of friendships or belong to a large friendship group, whereas someone else may have one or two very close friends. Sometimes friendships change (or even end) and that this is common, especially as someone grows older. Everyone should try to still be kind and respectful to each other, even if they are no longer close friends. communicating online is different to being with someone in real life. This means misunderstandings or hurting someone’s feelings might happen more often. It is important to keep what is said respectful	Online, change, kind, respectful, misunderstanding
To learn about the impact of bullying and how to seek support. <i>Lesson 3 – Bullying and its impact</i>	- identify different types of bullying, including online - describe the role of peer influence and how to manage this in relation to bullying - explain the impact of bullying on someone, and how to safely report and seek support for bullying if it is witnessed or experienced	Bullying is behaviour that hurts someone physically or mentally, is repeated and deliberate, and usually involves a power imbalance. Different types of bullying include: verbal, physical, social, online and prejudice-based. Peer influence is when someone chooses to do something they wouldn’t usually do, because they want to feel accepted or valued by someone else. Peer influence can be positive. But it can also have a negative impact – for example, people might take part in behaviour that harms someone else, like bullying. Someone who is being bullied might feel differently and show different behaviour.	Bullying, power imbalance, physical, verbal, social, online, prejudice, peer influence, accepted, harm
To learn how stereotypes can influence behaviours and attitudes towards different groups of people. <i>Lesson 4 – Challenging stereotypes</i>	- identify what a stereotype is - explain the effects of stereotyping, including on someone’s behaviour, aspirations and feelings - suggest positive actions to challenge stereotyping	A stereotype is an assumption about what someone will be like (e.g their personal qualities, behaviour or attributes) based on a group they belong to. Stereotyping can relate to sex, age, religion or belief, race, nationality, sexual orientation (who someone is attracted to), and disability. These are just a few examples. These are all ‘protected characteristics’ – special characteristics that are protected by law (specifically by the 2010 Equalities Act). Stereotypes can affect people’s behaviour, feelings and aspirations. Prejudice - An unfair and unreasonable opinion, feeling or attitude about a person or group of people, especially when formed without experience, thought or knowledge. Discrimination - treating someone differently because they belong to a particular group or have a particular characteristic. Discrimination often takes place because of stereotypes and/or prejudice.	Stereotype, typical, behaviour, characteristics, assumptions, discrimination
To learn: - how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extreme views - how to resist or challenge these viewpoints <i>Lesson 5 – Addressing extremism</i>	- describe some of the ways in which people may be influenced by others - explain what is meant by prejudiced or extreme views - identify different ways to manage negative influences - describe where, when and how to seek support for self and others because of worries about prejudice or extremism	Influences can be positive or unhelpful and negative. It is important to be aware of positive and negative influences, as this is the first step in being able to encourage positive influences and manage or challenge negative influences. Extremism - Vocal or active opposition to commonly held values, particularly British values, such as democracy and the rule of law. Extremist views - Extreme political or religious views, that could promote illegal, violent or other extreme action. A very small minority of people hold views which are far beyond what most people think of as acceptable. Such views can be offensive and go against the values that the vast majority of people share (which, in the UK, are often referred to as ‘British values’). Expressing these views could also be against the law, for example if what they say encourages violence against a certain group. Sometimes people who hold these views use manipulation, persuasion or violence to try and influence others to take on their views.	Influence, persuasion, pressure, extremism, extremist, prejudice

Year 6Autumn A: Mental health and wellbeing			
Lesson Objective	Learning Outcomes	Key Knowledge	Key Vocabulary
To learn how noticing and naming emotions can help someone to regulate them. <i>Lesson 1</i> <i>Regulating emotions</i>	- analyse the pleasantness of different emotions and how energised they can make people feel - explain how noticing and naming emotions can help someone manage them - assess the impact of noticing and managing emotions	Emotions can be pleasant or unpleasant. Emotions can make someone feel more energised and alert or make you feel like you have less energy. The brain is important in helping us to notice and manage our emotions. The anterior cingulate cortex (ACC) helps monitor attention and thoughts. The insula monitors emotionally-relevant feelings in the body. Writing in a diary can help someone to reflect on their emotions throughout the day, and consider when and how they might notice and name them. This can, in turn, help someone to manage emotions in the future and lead to more positive outcomes.	Energised, alert, energy, ACC, insula, reflect, notice, name
To learn a variety of strategies for managing internal and external distractions. <i>Lesson 2</i> <i>Managing distraction</i>	- assess how helpful internal and external distractions are and evaluate different strategies for managing them - identify parts of the brain that are activated when someone is distracted - describe how focusing on goals can help to manage distractions and support wellbeing	There are strategies that we can use if we are becoming distracted in an unhelpful way (see strategies for managing distractions poster) Parts of the brain that help manage distractions: amygdala – active when there is danger Ventrum striatum (VS) – active when there is reward and pleasure Pre frontal cortex (PFC) - Helps to regulate the amygdala and VS and helps to shift attention away from distractions. The process model of self-regulation, which has five steps, can help us to focus on our goals and manage distractions.	Distraction, internal, external, helpful, unhelpful
To learn about developing positive thinking habits and how this supports wellbeing. <i>Lesson 3</i> <i>Developing positive thinking habits</i>	- explain what negativity bias is and how it can be managed - explain how brain plasticity, including strengthening the reward system, can support wellbeing - evaluate how different strategies can help to develop positive thinking habits	Our brains are wired to be alert to danger and focus on more negative thoughts. If someone experiences two different emotions, but one is negative and the other positive, their attention will often be drawn to the negative one more strongly. This is known as ‘ negativity bias ’. Savouring a positive experience means that someone spends more time focusing on it and making the most of it Noticing and savouring positive experiences will activate the ventral striatum (VS) and, as someone does this more often, the hippocampus remembers, making it easier to repeat the strategy and strengthen the connections in the brain.	Negative, negativity bias, positive experience, savour
To learn about strategies for managing rumination and worry, and the impact on emotions and behaviour. <i>Lesson 4</i> <i>Managing rumination and worry</i>	- describe the effects of rumination and worry on someone’s emotions and behaviour - evaluate strategies for managing rumination and worry - explain why brain plasticity is important in managing rumination and worry	Using reappraisal to change the way we think about an event can help manage worry and rumination. Using problem solving and asking for support can help stop worries ‘growing bigger’ Practising strategies to manage worry and rumination can help strengthen the connections in the brain, making it easier.	Reappraisal, rumination, brain plasticity, worry, problem solving
To learn about managing stress. <i>Lesson 5</i> <i>Managing stress</i>	- explain how the body and brain respond to stress - evaluate strategies to manage stress - explain how practising these strategies can help reduce stress and support long-term wellbeing	Experiencing stress activates the ‘fight, flight or freeze’ response, which increases the heart rate and can make you feel tense. While this can be helpful in some situations, in other situations it can be unhelpful. Using emotional regulation strategies can help to reduce the stress response. Strategies – helpful to make someone feel calmer more quickly Daily activities – help to support someone’s wellbeing by helping them feel good in general	Brain, stress, tense, emotional regulation, strategies, daily activities
To learn about the impact of loss and bereavement and strategies for dealing with grief. <i>Lesson 6</i> <i>How do people manage loss and support each other?</i>	- explain a range of ways that loss, bereavement and feelings of grief might affect someone - describe self-help strategies for managing change, loss or bereavement - identify ways to support someone who is grieving - describe different sources of support and information available to help someone who is grieving	Grief is a natural response to change and loss and can cause someone to experience a wide range of feelings, emotions or physical reactions. Grief can be experienced in response to bereavement, illness, separation from home or family or changes to family arrangements. Grieving is not a linear process and feelings can change from day to day. It is better to acknowledge that someone is grieving than ignore it. Speak to someone that you trust in school or at home if you are experiencing grief, or worried about someone else who is grieving.	Grief, bereavement, change, loss, linear, feelings, support, self-help strategies