



# PSHE Progression of Skills – 2024/2025

	Being my in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>Reception</b>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify feelings associated with belonging</li> <li>Identify feelings of happiness and sadness</li> <li>Skills to play cooperatively with others</li> <li>Be able to consider others' feelings</li> <li>Be responsible in the setting</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Verbalise what they like about school.</li> <li>Ask someone 'How are you?' or 'Are you ok?'</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify feelings associated with being proud</li> <li>Identify their own strengths</li> <li>Consider similarities and differences between their family and other families</li> <li>Identify and use skills to make a friend</li> <li>Identify and use skills to stand up for themselves</li> <li>Recognise emotions when they or someone else is upset, frightened or angry</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Vocalise success for themselves and talk about others successes</li> <li>Talk about their family</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Understand that challenges can be difficult</li> <li>Explore the setting and try new things</li> <li>Recognise how kind words can help people</li> <li>Recognise the feeling of pride and celebrate a success</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Begin to use growth mindset phrases such as "I can't do it yet" and "I won't give up" when practising a new skill.</li> <li>Talk about a time that they kept on trying and achieved a goal.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise that exercise changes how the body feels.</li> <li>Explore their opinions about different foods, identifying what they like and dislike</li> <li>Can explain simply what they need to do to stay healthy</li> <li>Can give examples of healthy food</li> </ul> <p><u>Communication &amp; Oracy</u></p> <ul style="list-style-type: none"> <li>Talk about how they feel after exercising</li> <li>Tell an adult if they are feeling unwell</li> <li>Explain what to do if a stranger approaches them</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify what jobs they do in their family and those carried out by parents/carers and siblings.</li> <li>Suggest ways to make a friend or help someone who is lonely.</li> <li>Recognise what being angry feels like.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Communicate who lives in their house and who is in their family.</li> <li>Seek help to mend a friendship.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify how they have changed from a baby</li> <li>Recognise that changing class can elicit happy and/or sad emotions</li> <li>Identify positive memories from the past year in school or at home</li> </ul> <p><u>Communication &amp; Oracy</u></p> <ul style="list-style-type: none"> <li>Say how they feel about changing class/ growing up</li> <li>Say what might change for them they get older</li> </ul>
<b>Year 1</b>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Understand that they have choices and try to make a choice that has good consequences.</li> <li>Be safe in the classroom.</li> <li>Show helpful behaviours for safety and learning.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Communicate if they are happy or sad.</li> <li>Ask for a turn in a game</li> <li>Explain how to be safe in the classroom.</li> <li>Express their views and opinions and know that they are important.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <li>Explain some ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Identify some ways they can be different and the same as others</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Talk about similarities and differences between themselves and others.</li> <li>Verbalise some of the attributes that make them unique and special.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise things that they do well</li> <li>Recognise their own feelings when faced with a challenge</li> <li>Recognise their own feelings when they are faced with an obstacle</li> <li>Recognise how they feel when they overcome an obstacle</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Explain how they learn best to another person</li> <li>Celebrate an achievement with a friend</li> <li>Use growth mindset phrases such as "I can't do it yet" and "I won't give up" when practising a new skill.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special</li> <li>Keep themselves safe in the classroom</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise what frightened or scared feels like</li> <li>Recognise how being healthy helps them to feel happy</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Know how to ask for help when feeling frightened or scared</li> <li>Talk about what makes them special</li> <li>Tell someone how to stay safe in their class</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify the strengths of themselves and their peers</li> <li>Identify forms of physical contact they prefer</li> <li>Express how it feels to be part of a family</li> <li>Understand what being a good friend means</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Say no when they receive a touch they don't like.</li> <li>Participate in group discussions independently of an adult.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Understand and accepts that change is a natural part of getting older</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Have a strategy to manage change</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Express why they enjoy learning</li> <li>Talk about positives for the next school year</li> <li>Suggest ways to manage change e.g. moving to a new class</li> </ul>
<b>Year 2</b>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise own feelings and know when and where to get help.</li> <li>Show active listening skills.</li> <li>Recognise the feeling of being worried.</li> <li>Make choices that show helpful behaviours for safety and learning, including listening to peers.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Be able to work cooperatively in a group or pair, sharing, listening and taking turns.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Understand that boys and girls can be similar or different in lots of ways and know that this is acceptable</li> <li>Understand that they should show kindness towards someone who is being bullied</li> <li>Know how to stand up for themselves when they need to</li> <li>Recognise that they shouldn't judge people because they are different</li> <li>Understand that everyone's differences make them special and unique</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Explain how being bullied can make someone feel</li> <li>Talk to an adult about their friendships</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise their own strengths as a learner</li> <li>Recognise how working with others can be helpful</li> <li>Work effectively with a partner</li> <li>Be able to choose a partner with whom they work well</li> <li>Be able to work as part of a group Recognise how it feels to be part of a group that succeeds</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Confidently use growth mindset phrases such as "I can't do it yet" and "I won't give up" when practising a new skill.</li> <li>Describe their own achievements and the feelings linked to this</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Desire to make healthy lifestyle choices</li> <li>Identify when a feeling is weak and when a feeling is strong</li> <li>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Express how it feels to share healthy food with their friends</li> <li>Talk about how to stay healthy with others</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise the types of physical contact that is acceptable and unacceptable.</li> <li>Identify the feelings associated with trust, including feelings around keeping a secret.</li> <li>Explain the different values, roles and responsibilities within their family.</li> <li>Use positive strategies to resolve friendship conflicts.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Give and receive compliments.</li> <li>Talk to a trusted adult when I am sad, worried or scared.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Appreciate that changes will happen and that some can be controlled and others not</li> <li>Recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>Understand what responsibilities and freedoms they may have in the future</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Say what types of touch they find comfortable/ uncomfortable</li> <li>Express how they feel about changes</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> </ul>

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<b>Year 3</b>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise that they are important, beginning to understand self-worth.</li> <li>Identify some personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>Begin to show compassion and empathy for others</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Be able to work cooperatively in a group or pair, beginning to give feedback and counter views</li> <li>Give compliments to their peers</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Be able to show appreciation for their families, parents and/or carers</li> <li>Use an appropriate technique to calm and resolve conflicts with friends and family</li> <li>Empathise with people who are bullied</li> <li>Be able to 'problem-solve' a bullying situation with support</li> <li>Recognise feelings associated with receiving a compliment</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Tell friends how they are making them feel</li> <li>Be able to recognise, accept and give compliments</li> <li>Seek support with incidents of bullying if necessary</li> <li>Explain how to help someone being bullied</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise other people's achievements in overcoming difficulties</li> <li>Imagine how it will feel when they achieve their dream / ambition</li> <li>Can break down a goal into small steps</li> <li>Recognise how other people can help them to achieve their goals</li> <li>Can manage feelings of frustration linked to facing obstacles, showing resilience</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Talk about an achievement they have made, sharing their success with others</li> <li>Describe how they achieved something they are proud of</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Able to set themselves a fitness challenge</li> <li>Recognise what it feels like to make a healthy choice</li> <li>Identify how they feel about drugs</li> <li>Can take responsibility for keeping themselves and others safe</li> <li>Respect their own bodies and appreciate what they do</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Explain why it is important to respect their body and make healthy choices.</li> <li>Can express how being anxious or scared feels</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Express how they feel about puberty and share any worries.</li> <li>Suggest ways to manage feelings about changes in the body.</li> <li>Begin to challenge stereotypical roles within families.</li> <li>Express how they feel about babies, including the new emotions it can bring to a family.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Listen actively, questioning and responding to others.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Can identify stereotypical family roles and challenge these ideas</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can identify the emotions that a new baby can bring to a family</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Can express how they feel about babies</li> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> </ul>
<b>Year 4</b>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify the feelings associated with being included, excluded, motivated or unmotivated</li> <li>Can make others feel valued and included</li> <li>Use strategies to make others feel cared for and welcomed</li> <li>Begin to use strategies to regulate their emotions</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Be able to take on a role in a group discussion task and contribute to the overall outcome.</li> <li>Help friends make positive choices.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Try to accept &amp; tolerate people for who they are</li> <li>Identify influences that have made them think or feel positively or negatively about a situation</li> <li>Identify feelings that a bystander might feel in a bullying situation</li> <li>Identify reasons why a bystander might join in with bullying</li> <li>Revisit techniques to practise conflict and bullying scenarios</li> <li>Identify positives about the way they look</li> <li>Be non-judgemental about others who are different</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Talk about what makes them unique</li> <li>Discuss a time when a first impression they had was right or wrong</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Can identify resilience and the feeling of disappointment</li> <li>Be able to cope with some disappointment</li> <li>Help others to cope with disappointment</li> <li>Use growth mindset techniques in order to show resilience</li> <li>Participate as part of a group challenge</li> <li>Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Can talk about their hopes and dreams and the feelings associated with these</li> <li>Can discuss a time when they have felt disappointed</li> <li>Can define disappointment and resilience to a peer or adult.</li> <li>Can easily share their success with others</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise how different people and groups they interact with impact on them</li> <li>Identify which people they most want to be friends with</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Know how to reject peer pressure</li> <li>Initiate and maintain friendships confidently</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Talks about their friends and different friendship groups in their lives and can discuss their feelings on this</li> <li>Use words and actions to communicate that they don't want to participate in something their peers are pressuring them to do if necessary</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify feelings and emotions that accompany jealousy and suggest strategies for managing it.</li> <li>Identify feelings and emotions that accompany loss and suggest strategies for managing it.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Talk about someone they no longer see.</li> <li>Talk about people who are special to them and express why.</li> <li>Begin to negotiate and compromise within friendships.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Can appreciate their own uniqueness and that of others</li> <li>Can express how they feel about having children when they are grown up</li> <li>Can express any concerns they have about puberty</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> <li>Have strategies for managing the emotions relating to change</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Ask questions about puberty and share any worries with a trusted adult</li> <li>Discuss their thoughts about having children of their own</li> </ul>
<b>Year 5</b>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Use strategies to regulate their emotions.</li> <li>Be able to identify what they value most about school.</li> <li>Show empathy for people whose lives are different from their own.</li> <li>Consider their own actions and the effect they have on themselves and others.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Use their voice in a democratic process, such as electing school council or wellbeing ambassadors.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Identify their own culture and different cultures within their class community</li> <li>Identify a range of strategies for managing their own feelings in bullying situations</li> <li>Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>Appreciate the value of happiness regardless of material wealth</li> <li>Develop respect for cultures different from their own</li> </ul> <p><u>Communication/Oracy</u></p>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Appreciate the contributions made by people in different jobs</li> <li>Appreciate the opportunities learning and education can give them</li> <li>Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>Appreciate the differences between themselves and someone from a different culture</li> <li>Understand why they are motivated to make a positive contribution to supporting others</li> </ul> <p><u>Communication/Oracy</u></p>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Can make informed decisions about whether or not they choose to smoke or drink alcohol when they are older</li> <li>Recognise strategies for resisting pressure</li> <li>Can identify ways to keep themselves calm in an emergency</li> <li>Can reflect on their own body image and know how important it is that this is positive</li> <li>Accept and respect themselves for who they are</li> <li>Respect and value their own bodies</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Suggest strategies for building self-esteem.</li> <li>Identify when they feel uncomfortable or unsafe online, including when using social media and online games.</li> <li>Manage their own screen time use.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Share their experiences of using the internet and how they have stayed safe online.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Can suggest ways to boost self-esteem of self and others</li> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can express how they feel about having a romantic relationship when they are an adult</li> <li>Can express how they feel about having children when they are an adult</li> </ul>

	<ul style="list-style-type: none"> <li>Be able to work as part of a group, listening and contributing effectively</li> </ul>	<ul style="list-style-type: none"> <li>Share aspects of their own culture with peers</li> <li>Discuss their own attitudes about people from different faith and cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise what they would like their life to be like when they are grown up and give reasons why</li> </ul>	<ul style="list-style-type: none"> <li>Be motivated to keep themselves healthy and happy</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Debate whether they would choose to smoke or drink alcohol as an adult</li> <li>Discuss positives about their body image</li> </ul>		<ul style="list-style-type: none"> <li>Can express how they feel about becoming a teenager</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Can ask questions about puberty to seek clarification</li> <li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>
<p style="text-align: center;"><b>Year 6</b></p>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Be able to compare their life with the lives of those less fortunate.</li> <li>Demonstrate empathy and understanding towards others.</li> <li>Can demonstrate attributes of a positive role model.</li> <li>Can take positive action to help others.</li> <li>Often regulate their emotions.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Be able to contribute towards a group task effectively, explaining how their role in the group supports a collective goal</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Empathise with people who are different and be aware of my own feelings towards them</li> <li>Identify feelings associated with being excluded</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> <li>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>Appreciate people for who they are</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Set success criteria so that they know when they have achieved their goal</li> <li>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>Empathise with people who are suffering or living in difficult situations</li> <li>Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Explain why it is important to stretch the boundaries of their current learning</li> <li>Confidently discuss their achievements and the achievements of others</li> <li>Discuss their plans for the future</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Identify healthy ways to cope with different life situations</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Explain how they intend to have a healthy lifestyle</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Begin to challenge the stigma around mental health.</li> <li>Identify feelings and emotions that accompany grief and suggest strategies for managing it.</li> <li>Demonstrate ways to intervene in situations where others are trying to gain power or control.</li> <li>Take responsibility for their own safety and well-being, including resisting pressure online.</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Talk to a trusted adult when I am worried about a mental health problem of themselves or others.</li> </ul>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>Recognise ways they can develop their own self-esteem</li> <li>Recognise how they feel when they reflect on the development and birth of a baby</li> <li>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul> <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> <li>Can express how they feel about the changes that will happen to them during puberty</li> <li>Talk about their thoughts and feelings about moving to secondary school</li> </ul>