



PSHE Progression of Skills

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

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

	<ul style="list-style-type: none"> Be able to work as part of a group, listening and contributing effectively 	<ul style="list-style-type: none"> Share aspects of their own culture with peers Discuss their own attitudes about people from different faith and cultural backgrounds 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up and give reasons why 	<ul style="list-style-type: none"> Be motivated to keep themselves healthy and happy <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Debate whether they would choose to smoke or drink alcohol as an adult Discuss positives about their body image 		<ul style="list-style-type: none"> Can express how they feel about becoming a teenager <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Can ask questions about puberty to seek clarification Can say who they can talk to if concerned about puberty or becoming a teenager/adult
<p style="text-align: center;">Year 6</p>	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Be able to compare their life with the lives of those less fortunate. Demonstrate empathy and understanding towards others. Can demonstrate attributes of a positive role model. Can take positive action to help others. Often regulate their emotions. <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Be able to contribute towards a group task effectively, explaining how their role in the group supports a collective goal 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Appreciate people for who they are <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Vocalise their thoughts and feelings about prejudice and discrimination and why it happens 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Explain why it is important to stretch the boundaries of their current learning Confidently discuss their achievements and the achievements of others Discuss their plans for the future 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Identify healthy ways to cope with different life situations Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Explain how they intend to have a healthy lifestyle 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Begin to challenge the stigma around mental health. Identify feelings and emotions that accompany grief and suggest strategies for managing it. Demonstrate ways to intervene in situations where others are trying to gain power or control. Take responsibility for their own safety and well-being, including resisting pressure online. <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Talk to a trusted adult when I am worried about a mental health problem of themselves or others. 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Recognise how they feel when they reflect on the development and birth of a baby 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 Can celebrate what they like about their own and others' self- image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school <p><u>Communication/Oracy</u></p> <ul style="list-style-type: none"> Can express how they feel about the changes that will happen to them during puberty Talk about their thoughts and feelings about moving to secondary school