

## PSHE progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Lifelong learning</b>	<p>I can keep trying even when they find it hard</p> <p>I can try a different approach if something doesn't work</p> <p>I can listen, learn and think at carpet time</p> <p>I can set myself a target to achieve</p> <p>I can stop and think before acting</p>	<p>I can keep going when things are hard even when others find it easy</p> <p>I cannot let others distract them</p> <p>I can review my achievements against the steps to success</p> <p>I can share my learning with the class</p> <p>I can know when they need to make changes to my behaviour for learning</p> <p>I can begin to understand how to manage classroom distractions</p>	<p>I can look for new ways to solve problems</p> <p>I can complete my work in the time allowed</p> <p>I can set and review targets for my learning</p> <p>I can take time to consider my experience and what they need to do next</p> <p>I can talk about my attitudes to learning</p> <p>I can try new things even when they feel apprehensive</p>	<p>I can recognise when they need to try a new approach</p> <p>I can monitor how things are going and make revisions</p> <p>I can describe effective learning and compare it to my own</p> <p>I can stay calm when they find things difficult</p> <p>I can use strategies they have been taught to help myself when they're stuck</p> <p>I can know that learning occurs when we make mistakes and learn from them</p>	<p>I can understand how they learn best</p> <p>I can understand how my self-image can affect my learning</p> <p>I can know what conditions are best for my learning</p> <p>I can set success criteria in a group and reflect on achievements</p> <p>I can make a constructive judgement about someone else's work</p> <p>I can draw out lessons and generalisations from my reflections and discuss them</p>	

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<p><b>Living in the wider world</b></p>	<p>I can know how to contribute to the life of the classroom</p> <p>I can help construct, and agree to follow, group and class rules</p> <p>I can understand how these rules help them to recognise that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p>I can identify what improves and harms my local, natural and built environments and about some of the ways people look after them (strong link to eco schools)</p> <p>I can recognise that they belong to various groups and communities such as family and school</p> <p>I can develop my understanding of my responsibilities in the wider community</p>	<p>I can know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>I can identify the role money plays in my lives including how to manage my money, keep it safe, choices about spending money and what influences those choices.</p> <p>I can understand that everyone has human rights, all peoples and all societies and that children have my own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>I can understand that these universal</p>	<p>I can understand why and how rules and laws that protect myself and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>I can recognise that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment what being part of a</p>	<p>I can explore and critique how the media present information</p> <p>I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	
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<b>Relationships</b>	<p>I can recognise how my behaviour affects other people</p> <p>I can recognise what is kind and unkind</p> <p>I can recognise what is fair and unfair</p> <p>I can identify and respect the differences and similarities between people</p> <p>I can identify special people in my life (family, friends, carers)</p> <p>I can identify what makes them special and how special</p>	<p>I can communicate my feelings to others</p> <p>I can recognise how others show feelings and how to respond</p> <p>I can recognise what is right and wrong</p> <p>I can share my opinions on things that matter to them</p> <p>I can explain my views through discussions with one other person and the whole class</p> <p>I can listen to other people and play and work cooperatively (including strategies</p>	<p>I can work collaboratively towards shared goals</p> <p>I can recognise and care about other people's feelings by listening and respond respectfully to a wider range of feelings in others</p> <p>I can offer constructive support and feedback to others</p> <p>I can improve my learning by working with and imitating others positive behaviours</p>	<p>I can recognise what constitutes a positive, healthy relationship</p> <p>I can develop the skills to develop and maintain positive and healthy relationships</p> <p>I can appreciate a range of feelings, emotions and viewpoints, recognising we are all different</p> <p>I can work with others to deepen my learning</p> <p>I can give rich and constructive feedback and support to benefit</p>	<p>I can recognise that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend my lives together and who are of the legal age to make that commitment</p> <p>I am aware that marriage is a commitment freely entered into by both people, that no one should</p>	<p>I can develop strategies to resolve disputes and conflict through negotiation, assertiveness and appropriate compromise</p> <p>I can give rich and constructive feedback and support to benefit others as well as myself</p> <p>I can use the strengths of others they work with to develop my learning</p> <p>I can read the body language of others to enhance</p>

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	people should care for one another	to resolve simple arguments through negotiation)	I can give an opinion about someone else's work	others as well as myself  I can extend my vocabulary to enable them to explain both the range and intensity of my feelings to others	enter into a marriage if they don't absolutely want to do so  I am aware of different types of relationship, including those between acquaintances, friends, relatives and families ☐ I can continue to work as a team effectively	my listening and understanding of others  I can know about people who are responsible for helping them stay healthy and safe and ways that they can help these people
<b>Emotional well-being</b>	I can recognise words to describe my feelings to others  I can develop simple strategies for managing feelings  I can identify people who look after them, my family networks, who to go to if they are worried and how to attract my attention, ways that	I can recognise of good and not so good feelings and how to manage these feelings  I can continue to understand benefit of positive talk  I can recognise change and loss and the associated feelings (including moving home, losing toys, pets or friends)	I can understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'  I can judge what kind of physical contact is acceptable, comfortable,	I can recognise as they approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way  I can recognise that they may experience conflicting emotions and when they might need to listen	I can understand what is meant by the term 'habit' and why habits can be hard to change  I can recognise what positively and negatively affects my physical, mental and emotional health (including the media)	I can feel confident managing my own emotions, including positive self-talk  I can know how my emotions may change as they approach and move through puberty  I can identify change, including transitions

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	<p>pupils can help these people to look after them</p> <p>I can identify at least one strength and one weakness, recognising we all have strengths and weaknesses in different areas.</p> <p>I can think about myself and to learn from my experiences ☐ I can start to understand benefits of positive self-talk</p>	<p>I can identify the difference between secrets and surprises and the importance of not keeping adults secrets, only surprises.</p> <p>I can recognise and celebrate my strengths and set simple but challenging goals, developing awareness of the range of strengths and weaknesses</p> <p>I can start to understand the importance of keeping myself mentally, as well as physically, healthy</p>	<p>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>I can try to see, respect and if necessary constructively challenge my points of view</p> <p>I can deepen my understanding of good and not so good feelings</p> <p>I can feel more confident managing own feelings</p> <p>I can use positive self-talk to support wellbeing</p>	<p>to my emotions or overcome them</p> <p>I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals to recognise diversity of ability within class</p> <p>I can recognise and manage 'dares'</p> <p>I can feel confident to raise my own concerns</p> <p>I can feel increasingly confident in managing my own emotions</p>	<p>I can identify how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</p> <p>I can recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>I can recognise when my brain is tricking them into unhelpful thinking.</p> <p>I can use positive self-talk effectively</p>	<p>(between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>I can know strategies for keeping emotionally safe, including pressures from the media and peers</p> <p>I can understand, and feel confident and proud of my own strengths and weaknesses, remembering we are all unique</p>
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