

LEYS FARM JUNIOR SCHOOL

PSHE PROGRESSION OF UNDERSTANDING AND SKILLS

Puzzle Piece	Pre-KS2 (KS1)	Year 3	Year 4	Year 5	Year 6
<b><i>Being me in my world</i></b>	<p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p>	<p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others.</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices.</p>	<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions.</p>	<p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued.</p>

	<p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried.</p>				
<b><i>Celebrating difference</i></b>	<p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p>	<p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment.</p>	<p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong.</p>	<p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied.</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy.</p>

	<p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p> <p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Recognise that they shouldn't judge people because they are different.</p>				
<b>Dreams and Goals</b>	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p>	<p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p>	<p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people</p>

<p>Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future Recognise how working with others can be helpful Be able to 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 Be able to describe their own achievements and the feelings linked to this</p>	<p>Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time.</p>	<p>Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time.</p>	<p>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 Appreciate the opportunities learning and education can give them.</p>	<p>when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations 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.</p>
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	<p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling.</p>				
<b>Healthy Me</b>	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approach them</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p> <p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Feel positive about caring for their bodies and keeping it healthy</p>	<p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice.</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with.</p>	<p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy.</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness.</p>

	<p>Have a healthy relationship with food          Desire to make healthy lifestyle choices          Identify when a feeling is weak and when a feeling is strong          Express how it feels to share healthy food with their friends.</p>				
<b>Relationships</b>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings          Can suggest ways to make a friend or help someone who is lonely          Can use different ways to mend a friendship          Can recognise what being angry feels like          Can use Calm Me when angry or upset          Can express how it feels to be part of a family and to care for family members          Can say what being a good friend means          Can identify forms of physical contact they prefer          Can say no when they receive a touch they don't like          Can show skills of friendship</p>	<p>Can identify the responsibilities they have within their family          Know how to access help if they are concerned about anything on social media or the internet          Can empathise with people from other countries who may not have a fair job or are less fortunate          Understand that they are connected to the global community in many different ways          Can use Solve it together in a conflict scenario and find a win-win outcome          Can identify similarities in children's rights around the world          Can identify their own wants and needs and how these</p>	<p>Can identify feelings and emotions that accompany jealousy          Can suggest positive strategies for managing jealousy          Can identify people who are special to them and express why          Can identify the feelings and emotions that accompany loss          Can suggest strategies for managing loss          Can tell you about someone they no longer see          Can suggest ways to manage relationship changes including how to negotiate.</p>	<p>Can suggest strategies for building self-esteem of themselves and others          Can identify when an online community/social media group feels risky, uncomfortable, or unsafe          Can suggest strategies for staying safe online/ social media          Can say how to report unsafe online/social network activity          Can identify when an online game is safe or unsafe          Can suggest ways to monitor and reduce screen time          Can suggest strategies for managing unhelpful pressures online or in social networks.</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of          Can help themselves and others when worried about a mental health problem          Recognise when they are feeling grief and have strategies to manage them          Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control          Can resist pressure to do something online that might hurt themselves or others          Can take responsibility for their own safety and well-being.</p>

	<p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared.</p>	<p>may be similar or different from other children in school and the global community.</p>			
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<p><b>Changing Me</b></p>	<p>Recognise that changing class can elicit happy and/or sad emotions          Can say how they feel about changing class/ growing up          Can identify how they have changed from a baby          Can say what might change for them they get older          Can identify positive memories from the past year in school/home          Understand and accept that change is a natural part of getting older          Can suggest ways to manage change, e.g. moving to a new class          Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)          Can express why they enjoy learning          Can say who they would go to for help if worried or scared          Can say what types of touch they find comfortable/uncomfortable</p>	<p>Can express how they feel about puberty          Can say who they can talk to about puberty if they have any worries          Can suggest ways to help them manage feelings during changes they are more anxious about          Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry          Can express how they feel about babies          Can describe the emotions that a new baby can bring to a family          Can identify changes they are looking forward to in the next year.</p>	<p>Can appreciate their own uniqueness and that of others          Can express any concerns they have about puberty          Have strategies for managing the emotions relating to change          Can express how they feel about having children when they are grown up          Can say who they can talk to about puberty if they are worried          Can apply the circle of change model to themselves to have strategies for managing change.</p>	<p>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 ask questions about puberty to seek clarification          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          Can express how they feel about becoming a teenager          Can say who they can talk to if concerned about puberty or becoming a teenager/adult.</p>	<p>Recognise ways they can develop their own self-esteem          Can express how they feel about the changes that will happen to them during puberty          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          Recognise how they feel when they reflect on the development and birth of a baby          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>
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	<p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year.</p>				
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