

PSHE Progression of Skills Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Get Heartsmart	<u>Personal, Social and Emotional Development (PSED)</u> I can see myself as a valuable person -show understanding of their own feelings and those of others and begin to regulate behaviour accordingly	• Begin to understand that choices can help or hurt my own and others hearts. • Begin to understand that I am a source of power. • Begin to understand some different emotions I feel. • Begin to understand that I can look after my heart. • Identify someone that I am grateful for and am beginning to think about a reason why. • Begin to understand what healthy choices for my mind and body look like.	• Understand that choices can help or hurt my own and others hearts. • Describe a way that I can use my power in a positive and negative way. • Begin to understand that the decisions I make can affect my reputation • Begin to understand how my heart affects my actions, words and behaviours. • Describe how different people's families may look. • Describe a way my family shows me love. • List a food from each of the 5 food groups. • Think of a choice I have made that has helped my heart. • Think of a choice I have made that has helped someone else's heart.	Suggest a way that I can show love to myself. • Suggest a way that I can show love to others. • List ways to be kind to one another. • Describe some ways that others are 'meant to be treated'. • Recall a memory and associate a feeling with it. • Begin to understand that my heart needs protecting. • List some things that my heart needs protecting from. • List some people that I am grateful for in my life and give some reasons for why I am grateful for them. • Identify some benefits of a healthy lifestyle. • Identify some risks of an unhealthy lifestyle. • Begin to think about some ways that I can care for my heart. • Begin to think about some ways that I can care for other people's hearts	Suggest several ways that I can show love to myself. • Suggest several ways that I can show love to others. • Begin to think about the consequences of the words we use. • Describe some consequences of using kind and unkind words. • Suggest some characteristics that I would like to see in my classroom. • Suggest some ways I can cultivate some of those characteristics. • Name someone that I trust and I can give one reason for why I trust them. • List some characteristics of a healthy family life. • Explain what "mental wellbeing" means. • List something that positively affects my mental wellbeing. • List something that negatively affects my mental wellbeing. • Suggest some ways that I can care for my heart. • Suggest some ways that I can care for other people's	• I can explain some ways that I can protect my own and other's heart • Understand that being bossy is about trying to control others. • Describe some qualities of a good leader. • Describe some qualities of the heart reputation I would like to have. • Suggest some ways to know what I should and shouldn't watch. • List some things I should avoid watching. • Explain how another person has supported or encouraged me and how that made me feel. • Express gratitude to someone. • Suggest some ways to help myself sleep well. • List some benefits of sleeping well.	• Reflect on choices I make that can help my heart. • Reflect on the choices I make that can hurt my heart. • Explain how I feel differently when moving or posing in different ways. • Suggest ways people can become 'hard-hearted'. • Suggest ways to keep my heart soft and strong. • Explain the benefits of a soft-strong heart over a hard heart. • Explain when a secret should be kept and when it should be shared • Describe what a commitment is. • Plan a healthy meal. • Reflect on how I protect my own and other's hearts
Don't Forget to Let Love In	<u>Personal, Social and Emotional Development (PSED)</u> I can build a respectful relationship	• Start to describe myself in a positive way. • Start to think about some great things about myself. • Suggest a touch that I	• Recall a way someone has shown love to me through kind words or actions. • Describe something I like about myself.	• Recall some ways that people have shown love to me through kind words or actions. • Start to describe myself in a positive way.	• Recall different ways someone has shown me love through kind words or actions. • Describe myself in a positive way	• I reflect on ways that people show me love through kind words or actions. • Start to describe myself in a positive way	• I reflect on ways that people show me love through kind words or actions. • Describe myself in a positive way consistently.

	-Work with others and take turns -Form positive attachments to adults and peers	like and touch that I don't like. • Begin to understand the difference between the truth and lies. • Begin to understand that not everything is true. • Begin to understand what truth sounds like. • Begin to make choices based on my preferences. • Begin to understand that I am unique. • Begin to understand that there is a difference between spending and saving. • Begin to understand that I can choose to 'save' or 'spend'. • Begin to understand that a reward comes from saving. • Identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. • Begin to be able to recall a kind word or action from my week	• Say some of my strengths. • Understand that I am unique. • Understand the difference between truths and lies. • Suggest my own trash and truth statement. • Use positive adjectives to describe myself. • Describe a different range of emotions. • Understanding that thankfulness changes my attitude. • Find my pulse. • Describe how I feel after physical activity. • Share the best thing about me.	• Think of words to encourage others. • Accept encouragement from others. • Sort words into what love is and what love isn't. • List some things that I am grateful for. • Explain why I am grateful for them. • Begin to understand that some choices I make will affect my physical health • Share some amazing things about myself.	• Identify some ways that I most feel love. • Give an example of a time when I have been loved • Identify some of my strengths and achievements. • Record and list some unique facts and figures about me. • Highlight five things about my body that I am grateful for. • Suggest some ways that bacteria spreads. • Share several amazing things about myself.	consistently • Understand that I have value and purpose. • Be aware of how the words I listen to about myself can make me feel. • Identify some lies that I believe/listen to. • Suggest opposing truths to those lies • Describe how listening to and believing lies makes me feel. • Describe how listening to and believing truth makes me feel. • Begin to understand and demonstrate different ways I can respond to pressured scenarios. • Recall a significant event and person in my life. • Recognise someone to go to when I need help.	• Understand that I am valued. • Encourage others with kind and positive words • Accept the encouragement given to me. • Recall significant events and people in their lives so far. • Recognise that every person is unique. • Suggest some early signs of illness.
Too Much Selfie isn't Healthy	<u>Personal, Social and Emotional Development (PSED)</u> Think about the perspective of others -show sensitivity to their needs and others	Think about ways to show love for others. • Begin to demonstrate ways to love others. • Begin to notice the people around me • Begin to think about ways that I can help others • Begin to think about ways I have been helped by others. • Think of someone who looks after me. • Begin to think about how being looked after makes me feel. • Suggest ways to show appreciation for others. • Begin to understand how to work as a team. • Begin to think about some ways to keep safe	• Suggest a way to show love for others. • Suggest a way to demonstrate love to others. • Suggest ways to 'look out' for other people's needs and the needs of the environment around me. • Learn to spot and act on opportunities to do something kind for others. • List the people working in my local community that look after and protect me. • Learn to appreciate the important work they do. • List ways that we are all different. • List ways that we are all the same. • Suggest some ways to keep safe in real	• Suggest ways to show love for others. • Suggest ways to demonstrate loving others. • Suggest something that I can do for another person. • Describe how the person I helped felt. • Describe how helping someone else made me feel • Explain how to respond in an emergency. • Recognise and celebrate the impact kindness has on another person. • Work together with others to complete a task. • Learn how to listen well to one another and	• Begin to show understanding of ways to show love for others. • Demonstrate ways to love others. • To become more aware of my surroundings and the people around me by noticing differences. • Make the link about being observant and being aware of those around us. • Suggest how a person is feeling from their expression and body language. • Suggest who the unseen heroes of my community are. • Suggest times when I need help from others. • Demonstrate good	• Understand there are many different ways I can show love for others. • Demonstrate ways to love others. • identify someone to go to if I feel lonely. • Suggest things to do to avoid feeling lonely. • List some skills needed to listen to others well. • Suggest ways I can demonstrate honour. • Understand the purpose and role of groups eg charities, raising awareness. • Know what I should and shouldn't share online. • Suggest ways that I have shown love for others.	Reflect on the different ways to show love for others. • Consistently demonstrate ways to love others. • To know there are ways we are different and ways we are the same. • Understand that while there are some differences between us, there are more similarities. • Listen carefully to my classmate and feedback what they have said. • Suggest people who have benefitted from overcoming a challenge. • Explain why I am grateful for those people. • List 3 benefits of social media.

		online. • Suggest a way that I have shown love for others. • Begin to think about how loving others makes me feel.	life. • Suggest some online safety rules. • Understand that online safety rules are similar to safety rules in real life. • Suggest ways they have shown love for others. • Describe how loving others makes me feel	respect each other's views. • List some information that identifies me eg name, address. • Know why it is important to keep personal information private. • Suggest ways I have shown love for others. Describe how caring for others makes me feel. • Suggest ways I have shown love for others. • Describe how caring for others makes me feel	teamwork skills (clear communication, listening and negotiating) • Suggest ways to use my technology devices responsibly. • Suggest ways that I have shown love for others. • Describe how caring for others makes people feel	• Describe how caring for others makes people feel	• List 3 dangers of social media. • Describe ways that I have shown love for others. • Describe how caring for others makes people feel
Don't Hold On to What's Wrong	<u>Personal. Social and Emotional Development (PSED)</u> Express feelings and consider the feelings of others	• Begin to understand that what I do affects others. • Begin to understand when I need to say sorry. • Begin to understand that forgiveness helps my heart. • Begin to understand when I am feeling a negative emotion eg anger, sadness, disappointment. • Begin to understand that I can choose kind or unkind words. • Suggest an example of a positive attribute of the kind of friend I would like to be. • Begin to understand something I can do if I feel sad or mad.	• Understand that letting the bad feelings out of my heart helps me feel happy again. • Understand that what I do affects others • Begin to understand when I need to say sorry. • Begin to understand that forgiveness helps my heart. • Give an example of a person, place or activity that helps my heart when I am sad. • Begin to understand ways to help me let go of hurt or disappointment. • Suggest a way I can protect myself and others from bullying. • Suggest something I can do if I feel sad or mad.	• Begin to understand what 'forgiveness' means. • Describe how saying sorry can help a situation. • Describe the effects of choosing to forgive or not. • Describe a way that holding on to hurt can make us sad. • List ways to build trust between friends. • Think of someone that I trust. • Give an example of a stereotype. • Suggest a couple of things I can do if I feel sad or mad	• Suggest a way to fix a broken friendship. • Describe some benefits of forgiveness. • Recognise positive and negative stress. • Suggest ways to manage negative stress. • Suggest some healthy boundaries I can use both in life and online. • Recognise online abuse and know who to report it to. • Suggest positive uses of the internet. • List several things I can do if I feel sad, or mad	• Describe forgiveness. • Explain why forgiveness keeps my heart healthy. • Describe some practical steps I could take to resolve conflict. • Describe how different emotions feel. • Explain why emotions are important. • Describe some healthy ways to respond to my mistakes. • Suggest ways to deal with bullying. • List different types of negative emotion. • Identify when I am experiencing negative emotion. • Suggest ways that will help me when I am experiencing negative emotion.	• Demonstrate choosing forgiveness. • Demonstrate choosing strategies to help resolve conflicts and disputes. • Explain my point of view. • Listen and take account of a response from another person. • Model resolving a dispute. • Explain some benefits of forgiveness. • Suggest some barriers to forgiveness • Understand that our tone and body language communicates more than our words. • Give examples of how a trustworthy friend behaves. • Explain when it is ok to break a confidence. • List some effects bullying can have. • Explain how to get help if I or someone I know are being bullied. • Identify when I am experiencing negative emotion. • Suggest ways that will help me when I am experiencing negative emotion

Fake is a Mistake	<u>Personal, Social and Emotional Development (PSED)</u> Identify and moderate their own feeling socially and emotionally Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -good sleep routine -safe pedestrian -sensible amounts of screen time	• Suggest an amazing fact about myself. • Explain why we don't need to lie about ourselves. • Begin to understand that I don't need to pretend to be anything I am not - I can be myself! • Suggest some ways to look after my teeth. • Name a person I can talk to when I feel upset. • Begin to understand that small lies can have a big impact.	• Suggest a couple of amazing facts about myself. • Explain why we don't need to lie about ourselves. • Name something unique about myself. • Name an unkind thought that I have about myself. • Name a kind thought I have about myself. • Describe how an emotion feels. • Describe times when I have felt different emotions. • Suggest some ways to demonstrate good manners. • Demonstrate different ways to greet another person. • Describe some ways to stay safe in the sun. • Use positive words to describe	• Suggest a couple of amazing facts about myself. • Explain why we don't need to lie about ourselves. • Begin to know the real me is the best me. • Give a simple explanation of what shame is. • Suggest appropriate and inappropriate types of touch. • Suggest safe people to talk to if I am concerned. • Explain why telling the truth is important to build a friendship. • Explain what an allergy is.	• Explain why we don't need to lie about ourselves. • List 3 great things about myself. • Explain that I am not what I 'do'. • Identify some important voices in my life. • Recognise the difference between kind and unkind voices in my life. • Give examples of when I have been afraid to tell the truth. • Explain when dares are no longer fun. • Explain the consequences of dares. • List some of the risks associated with smoking.	• Explain why we don't need to lie about ourselves. • List 5 great things about myself. • Discuss how unrealistic images can make me feel. • Explain some things I can do when I feel like I need to hide how I really feel. • Give a simple description of what vulnerability is. • Identify qualities that build trust for vulnerability. • Identify the difference between 'No Entry' and 'Welcome' responses to feedback. • List some risks associated with alcohol use in young people. • Give some advice against drinking alcohol.'	Present different opinions respectfully. • Explain how to communicate the truth lovingly. • Understand we are loved just as we are. • Understand how to replace negative self-talk with positive self-talk. • Define what a boundary is. • Explain how using boundaries means we can have respectful friendships. • Find out facts about vaccinations from credible sources. • Suggest ways to discern if information online is credible. • Know some physical and mental health risks associated with taking drugs. • Suggest some ways to avoid drug taking.
No Way Through isn't True	<u>Personal, Social and Emotional Development (PSED)</u> Show resilience and perseverance in the face of challenge _be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own personal hygiene	Begin to understand when I feel stuck. • Begin to choose to persevere in completing a challenge. • Explore strategies when when I feel stuck. • Begin to understand the value of having a friend's support when I feel stuck. • Differentiate between secrets I should and shouldn't keep. • Know what to do if someone asks me to keep a secret that makes me feel uncomfortable. • Begin to understand that I have an impact on my class, family and community. • Think of a person, pet or toy that I miss. • Share a memory of that	Begin to understand when I feel stuck. • Begin to choose to persevere in completing a challenge. • Begin to be able to find alternative solutions to a problem. • Begin to recognise alternative routes. • Begin to think about different ways I can look at situations. • Suggest a different way I could try to overcome a challenging situation. • Replace worry phrases with positive "what if" phrases. • Identify signs of energy being used. • Suggest some ways to conserve energy. • Recall a time when I felt	Identify when I feel stuck. • Choose to persevere when I feel stuck or in completing a challenge. • Identify an area of my life where I am doing well. • Describe what a setback is. • Give an example of a setback. • Demonstrate basic first aid skills. • Identify a dream I have. • List some attitudes I need to develop to achieve my dreams. • Describe what 'change' is and give some examples in my life. • Suggest something I can do that helps me to manage change. • Recall a time when I felt stuck but found a way	• Describe a situation where I felt stuck. • Suggest some ways I can persevere when I feel stuck. • List some skills and attitudes needed to meet the challenges. • Identify habits I need to develop or lose in order to achieve my goals. • Think of someone who encourages me. • Think of someone I can encourage. - I can recall a time when I felt stuck but found a way through!	Describe situations where I feel stuck. • Suggest ways to persevere when I feel stuck. • Say when I find a situation difficult or challenging. • Give some examples of internal success. • Give an example of something I would like to grow in internally to meet a goal I have. • Name some tools that help me to live with hope. • Describe ways to look after my health and wellbeing as I grow up. • Recall a time when I felt stuck but found a way through.	• Describe situations where I get stuck. • Suggest ways to persevere when I feel stuck. • Describe the impact of changing my thinking from 'I can't do it' to 'I can't do it yet'. • Explain the importance of practice. • Recognise "How am I feeling?", "Why am I feeling that way?" and suggest ideas for "What do I need?" • Explain the effects of having hope. • Demonstrate choosing hope. • Describe some things that may try to keep me in my comfort zone. • Suggest what could

		person, pet or toy. • Start to be able to recall times where I felt stuck but found a way through!	stuck but found a way through!	through!			happen when I step outside my comfort zone
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