



	Nursery	Reception	Ideas for Coverage
<b>Theme 1: New Beginnings</b> (Belonging, Self-Awareness, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Understanding Rights and Responsibilities).	<p>I know I belong to my class/group.</p> <p>I know the people in my class/group.</p> <p>I know that people in my group/class like me.</p> <p>I can tell if I am happy or sad.</p> <p>I know that everybody in the world has feelings.</p> <p>I can share in a group.</p> <p>I can take turns in a group.</p> <p>I know what to do in my setting.</p>	<p>I like belonging to my group/class/school.</p> <p>I know that people in my group/class like me.</p> <p>I like the ways we are all different.</p> <p>I can tell you something special about me.</p> <p>I can let you know if I feel happy, excited, sad or scared.</p> <p>I know that it is not okay to hurt other people.</p> <p>I know some ways to calm myself down when I feel scared or upset.</p> <p>I can join in with other children playing a game.</p> <p>I know how to be kind to people who are new or visiting the classroom.</p> <p>I know what to do in my classroom.</p>	<ul style="list-style-type: none"><li>• Circle Time – children share a like/dislike with the group</li><li>• Say something kind or something they like about another child</li><li>• Use fairy wand as visual aid to share something special about each individual</li><li>• Happy/sad faces or ‘Feelings Fan’ to promote talk about different emotions and begin to share examples of what makes them feel happy/sad/excited/scared</li><li>• Model turn-taking</li><li>• Display children’s photos/names/targets in class, to promote sense of belonging</li><li>• Use photos/names of children and visual timetables, to help explain expectations of the setting</li></ul>



	Year 1	Year 2	Ideas for Coverage
<b>Theme 1: New Beginnings</b> (Belonging, Self-Awareness, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Understanding Rights and Responsibilities).	<p>I know that I belong to a community.</p> <p>I feel safe and content within my class.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I know that it is okay to have any feeling but that it is not okay to behave in any ways we like (if it hurts other people).</p> <p>I know some ways to solve a problem, with adult support.</p> <p>I know what I have to do myself to make sure the classroom and school a safe and fair place for everyone.</p>	<p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I know how to make someone feel welcome.</p> <p>I feel good about my strengths.</p> <p>I know some more ways to calm myself down when I feel scared or upset.</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>I know some ways to solve a problem.</p> <p>I can help to make the class a safe and fair place.</p> <p>I know it is not okay for other people to make the classroom feel unsafe or unfair.</p> <p>I can help to make my class a good place to learn.</p>	<ul style="list-style-type: none"><li>• Class charters</li><li>• Children to pull a name from a hat at random and say 1 similarity and 1 difference between them and the person they picked out</li><li>• Sharing strategies for calming down and practising these in groups</li><li>• Drawing a picture that would help someone else to feel better</li><li>• Fair/unfair role plays</li><li>• Stories that are appropriate to the age and understanding of the children</li></ul>



	Year 3	Year 4	Ideas for Coverage
<b>Theme 1: New Beginnings</b> (Belonging, Self-Awareness, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Understanding Rights and Responsibilities).	<p>I know something about most children in my class.</p> <p>I know that I am valued at school.</p> <p>I know how to join a group.</p> <p>I can tell you one special thing about me.</p> <p>I know how it feels to be happy, sad or scared and can sometimes tell if other people are feeling these emotions.</p> <p>I know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p>I can give and accept a compliment.</p> <p>I can contribute towards making a class charter.</p> <p>I understand my rights and responsibilities in the school.</p>	<p>I know something about everyone in my class.</p> <p>I know how to make someone feel valued at school.</p> <p>I know what it feels like to be unwelcome.</p> <p>I can tell you more than one special thing about me, or about skills that I have.</p> <p>I can predict how I am going to feel in a new situation or meeting new people.</p> <p>I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p>I know some more ways to solve a problem.</p> <p>I understand my rights and responsibilities in the school.</p> <p>I understand why we need to have different rules in different places, and to know what the rules are in school.</p>	<ul style="list-style-type: none"><li>• Work in table groups – everyone takes turn to share one thing about themselves. Children then have to try and remember what each person on their table said</li><li>• Discussions about meaning of ‘value’ share ideas and key questions – what makes them feel valued? How do you know that a particular person values you? Children make posters on sugar paper and present to class afterwards</li><li>• Scenario cards to promote discussion around problem-solving</li><li>• Children to be given a name of another child in the class (anonymously). Each child writes a compliment about the person they were given. Teacher then reads these out to the class – children won’t know who has said the compliment about them</li></ul>



	Year 5	Year 6	Ideas for Coverage
<p><b>Theme 1: New Beginnings</b> (Belonging, Self-Awareness, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Understanding Rights and Responsibilities).</p>	<p>I have worked with and talked to lots of other people in my class.</p> <p>I know that I am valued at school and how to make others feel valued and welcome.</p> <p>I understand how it feels to do or start something new.</p> <p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>I know how others may be feeling when they are in a similar situation.</p> <p>I work well in a group.</p> <p>I can explain how I go about solving a problem.</p> <p>I understand my rights and responsibilities in the school.</p> <p>I know some of the things that help us in school to learn and play well together.</p>	<p>I have worked with and talked to everyone in my class.</p> <p>I know that I am valued at school and I know how to show others they are valued and welcome.</p> <p>I understand how it feels to do or start something new, and why I feel this way.</p> <p>I have more strategies to cope with uncomfortable feelings and utilise these to calm myself down when necessary.</p> <p>I know how others may be feeling when they are in a similar situation, and can offer support to them if they need it.</p> <p>I work well in a group and can tell you what helps my group to work well together.</p> <p>I can explain how I go about solving a problem and can give examples of problems I have solved.</p> <p>I understand my rights and responsibilities in the school.</p>	<ul style="list-style-type: none"><li>• Scenario cards to promote discussion around problem-solving</li><li>• <b>'Kindness Catcher'</b> (resource we have in school) could be used as part of group work or whole class activities</li><li>• Create pieces of work about how to make someone else feel valued</li><li>• Discuss appropriate coping strategies when feeling upset/angry and why these would be ideal. Discuss strategies that are not appropriate and talk about possible consequences</li><li>• Children write responses to 'agony aunt-style' problems with advice</li><li>• Make posters based on pupil rights/responsibilities in school – these could be displayed in class or on display boards in corridor</li></ul>



	If I don't agree with something in school, I know how to try changing things.	I understand the need for rules in society and why we have the rules we do in school.	
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	Nursery	Reception	Ideas for Coverage
<p><b>Theme 2: Getting On and Falling Out</b> (Friendship, Seeing things from Another Point of View, Working Together, Managing Anger, Resolving Conflict).</p>	<p>I can play with other children.</p> <p>I know how to be nice.</p> <p>I can take turns when I play a game.</p> <p>I can share a toy.</p> <p>I can tell when I am feeling angry.</p> <p>I can begin to express my feelings when I am angry.</p> <p>I can make up with a friend when we have fallen out.</p>	<p>I know how to be friendly towards others.</p> <p>I can say sorry when I have been unkind.</p> <p>I can work in a group with other children.</p> <p>I can wait for my turn to say something in the classroom.</p> <p>I can ask for help when I am stuck.</p> <p>I can tell when other people are angry.</p> <p>I can express my feelings when I am angry.</p> <p>I can make myself feel better when I am angry.</p> <p>I can think of ways to sort things out when we don't agree.</p>	<ul style="list-style-type: none"> <li>• Free and structured play activities</li> <li>• Formal/informal observations of the children's play</li> <li>• Paired activities where children play with a given peer</li> <li>• Modelling of 'good sharing' and turn-taking</li> <li>• Visual representations of different feelings e.g. red/green faces, emotions fan</li> <li>• Demonstrate and practise strategies for dealing with angry feelings - counting to 3 and taking deep breaths with children (ask them to imagine they are blowing out candles on a cake)</li> </ul>



	Year 1	Year 2	Ideas for Coverage
<b>Theme 2: Getting On and Falling Out</b> (Friendship, Seeing things from Another Point of View, Working Together, Managing Anger, Resolving Conflict).	<p>I can tell you what being a good friend means to me.</p> <p>I can make someone else feel good by giving them a compliment.</p> <p>I know that people don't always see things in the same way.</p> <p>I can work well in a group.</p> <p>I know when I am starting to feel angry.</p> <p>I know some ways to calm down when I am starting to feel angry.</p> <p>I know how to make up with a friend when we have fallen out.</p> <p>I can begin to problem-solve.</p>	<p>I can listen well to other people when they are talking.</p> <p>I know what to say when someone gives me a compliment.</p> <p>I can begin to see things from someone else's point of view.</p> <p>I can decide with my group about how well we have worked together.</p> <p>I know what happens to on the inside and outside of my body when I start to get angry.</p> <p>I know that sometimes anger builds up and that I can be overwhelmed by my feelings.</p> <p>I can use peaceful problem-solving to sort out problems so that both people feel okay.</p> <p>I can use my ability to see things from the other point of view to make a conflict situation better.</p>	<ul style="list-style-type: none"><li>• Structured/unstructured activities</li><li>• Formal/informal observations of the children's interactions, particularly during group work</li><li>• Model how to collaborate</li><li>• Class mind-map based on 'what makes a good friend'</li><li>• Children to share verbal compliments with each other and consider how it can make someone feel</li><li>• 'Role on the wall' activity where children have gingerbread man-style outline, and identify how they feel on the inside/outside of their body when angry</li><li>• Class discussions based on problem-solving scenarios</li></ul>



			<ul style="list-style-type: none"> <li>• Demonstrate/practise strategies for dealing with angry feelings - counting to 5, taking deep breaths, telling an adult</li> </ul>
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	Year 3	Year 4	Ideas for Coverage
<p><b>Theme 2: Getting On and Falling Out</b> (Friendship, Seeing things from Another Point of View, Working Together, Managing Anger, Resolving Conflict).</p>	<p>I know how to look and sound friendly.</p> <p>I know how to be a good listener.</p> <p>I know how to see things from someone else’s point of view.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I know what some of my triggers for anger are and understand that our bodies change when we start to get angry.</p> <p>I understand why it is important to calm down before I am overwhelmed by feelings of anger.</p> <p>I can use peaceful problem-solving to try sorting out some difficulties.</p>	<p>I know how to listen and take turns effectively.</p> <p>I can give and receive compliments.</p> <p>I can explain someone else’s point of view.</p> <p>I can discuss in a group how well we are working collaboratively together.</p> <p>I know how it feels to be overwhelmed with feelings of anger.</p> <p>I know some ways to calm down when I start feeling angry.</p> <p>I can tell you some of the ways I can stop myself from being overwhelmed by feelings of anger.</p> <p>I can tell you what a ‘win-win’ situation is and always try to find one in a conflict scenario.</p>	<ul style="list-style-type: none"> <li>• Practise facial expressions – children to identify how person is feeling and why they know that</li> <li>• Write about why listening to a range of people (staff, parents, friends) is important, and possible consequences of not listening</li> <li>• Share effective examples of pupils collaborating in lesson</li> <li>• Discuss benefits of calming down</li> <li>• ‘Role on the wall’ activity where children have gingerbread man-style outline, and identify how they feel on the inside/outside of their body when angry</li> <li>• Group discussions based on problem-solving scenarios involving conflict</li> </ul>



			<ul style="list-style-type: none"> <li>• Demonstrate/practise strategies for dealing with angry feelings - counting to 10, deep breaths, walking away (when appropriate), speaking to an adult or friend</li> </ul>
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	Year 5	Year 6	Ideas for Coverage
<p><b>Theme 2: Getting On and Falling Out</b> (Friendship, Seeing things from Another Point of View, Working Together, Managing Anger, Resolving Conflict).</p>	<p>I know that different ways of behaving are appropriate to different types of relationships.</p> <p>I know that sometimes difference can be a barrier to friendship.</p> <p>I am able to see a situation from another's perspective.</p> <p>I can tell you what a good leader should do.</p> <p>When working in a group, I can tell people if I agree or disagree with them, and why.</p> <p>I know what my triggers for anger are and what happens when I get angry.</p> <p>I can practise trying strategies to calm down.</p> <p>I can consider some consequences of my behaviour so as to make a wise choice, even when I am feeling angry.</p> <p>I know I am responsible for the choices I make and the way I behave, even if angry.</p>	<p>I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</p> <p>I try to recognise when I, or other people are pre-judging others and I make an effort to overcome my own assumptions.</p> <p>I know how it might feel to be excluded/badly treated because of being different in some way.</p> <p>When I am working in a group, I can listen to people when they don't agree with me and think about what they have said.</p> <p>I understand my triggers for anger and what happens when I am overwhelmed by feelings.</p> <p>I can implement strategies to calm myself down.</p> <p>I can consider short-term and long-term consequences of my behaviour. I can consider the effects my actions have on others.</p> <p>I know how my behaviour is linked to my thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>• Compile table of dos/don'ts in different types of relationships</li> <li>• Discuss positive differences, and those that may be a barrier</li> <li>• List qualities of a good leader and explain how these could be shown</li> <li>• Writing about the same situation but from various perspectives of the different people involved</li> <li>• Group discussions and role-plays based on conflict resolution</li> <li>• Reinforce array of calming down strategies – reminder that pupils are responsible for their actions</li> <li>• Pupils share examples of a situation where they felt angry – how they dealt with effectively</li> </ul>



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	<p>I can stop before I act.</p> <p>I can say and do things that are likely to make a difficult situation better.</p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p>	<p>I can stop and try to get an accurate picture of the situation before I act.</p> <p>I can use my problem-solving skills to help other people resolve conflict.</p> <p>I can use language that does not make conflict situations worse.</p>	<ul style="list-style-type: none"> <li>• Visual activity where behaviour/ thoughts/feelings are linked in triangle – pupils to complete</li> <li>• Practise 3 steps to conflict resolution: self-check, honest communication, find a solution</li> </ul>
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	Nursery	Reception	Ideas for Coverage
<p>Theme 3: Say No to Bullying</p>	<p>I know I belong in my classroom setting.</p> <p>I know everyone is different.</p> <p>I can tell you something a person could do that would make someone else feel sad.</p> <p>I can be kind.</p> <p>I can talk to teachers in school.</p> <p>I know what to do if someone makes me feel sad.</p>	<p>I know I belong in my classroom setting.</p> <p>I like the ways we are all different and can tell you something special about me.</p> <p>I can tell you some ways in which children can be unkind and bully others.</p> <p>I can begin to tell you how it feels when someone bullies you.</p> <p>I can be kind to children who might have been bullied.</p> <p>I know who I could talk to in school if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am being bullied.</p>	<ul style="list-style-type: none"> <li>• Circle Time conversations - pass around a talking object for children to share an example of how they could be kind to another person.</li> <li>• ‘Elmer’ story books and ‘The Ugly Duckling’ - use to talk about characters’ feelings and actions.</li> <li>• ‘Giraffe is Left Out’ story - opportunity to discuss excluding others, and the value of kindness.</li> <li>• ‘The Pirates Next Door’ story - talking about acceptance and difference.</li> <li>• ‘Dandy Lion’ story – promotes friendship and diversity. Children</li> </ul>



			can talk about what makes them special and unique.
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	Year 1	Year 2	Ideas for Coverage
<i>Theme 3: Say No to Bullying</i>	<p>I can begin to tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I can be kind to children who might have been bullied.</p> <p>I know what makes me feel sad.</p> <p>I know some people I could talk to if I was feeling unhappy.</p> <p>I can begin to tell you what I could do if I am being bullied.</p>	<p>I can tell you what bullying is.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is being bullied feels and can be kind to them.</p> <p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling sad or being bullied.</p> <p>I know what to do if I am bullied.</p>	<ul style="list-style-type: none"> <li>• Explain the definition of bullying to children</li> <li>• Pass around a talking object for children to share an example of what makes them sad, and how they could feel better</li> <li>• Circle Time activity where each child in the class says something kind about another child</li> <li>• Children discuss in table groups what they have in common (similarities) and how they are different, then share with class</li> <li>• Anti-Bullying Alliance resources</li> </ul>



- Kidscape resources

	<b>Year 3</b>	<b>Year 4</b>	<b>Ideas for Coverage</b>
<b>Theme 3: Say No to Bullying</b>	<p>I know what it means to be a witness to bullying.</p> <p>I can understand how it might feel to be a target of, bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying or don't tell.</p> <p>I can tell you a way to help make someone who is being bullied feel better.</p> <p>I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but am not sure.</p>	<p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I can explain how it might feel to be a witness to, and a target of, bullying.</p> <p>I can explain what an 'active bystander' is.</p> <p>I can tell you more ways of helping to make someone who is being bullied feel better.</p> <p>I can problem-solve a bullying situation with others.</p> <p>I know which staff to speak to in school if I have any worries about bullying.</p>	<ul style="list-style-type: none"><li>• Remind children of the definition of bullying</li><li>• Role play scenarios where children act as bully/victim/bystander, with good and bad choice options demonstrated – discussions</li><li>• Persuasive writing to encourage a witness to tell an adult if they see bullying going on</li><li>• Create posters to promote being active bystanders</li><li>• Anti-Bullying Alliance resources</li></ul>



			<ul style="list-style-type: none"> <li>• Kidscape resources</li> </ul>
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	Year 5	Year 6	Ideas for Coverage
<p><i>Theme 3: Say No to Bullying</i></p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can give examples of direct and indirect types of bullying.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you some strategies which I have for managing my feelings in bullying situations.</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours, and how this can make other people feel.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>	<ul style="list-style-type: none"> <li>• Ensure children understand the definition of bullying</li> <li>• 2 apples - 1 gets dropped/hit several times before the lesson (away from pupils). Cut into both apples in view of the children to demonstrate both look fine on the outside but internally, dropped apple has lots of damage that cannot be seen externally. Shows that words/actions have impact on others (feelings, self-esteem)</li> </ul>



			<ul style="list-style-type: none"> <li>• Role play scenarios showcasing bullying behaviour and the effect this has on the victim</li> <li>• Anti-Bullying Alliance resources</li> <li>• Kidscape resources</li> </ul>
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	Nursery	Reception	Ideas for Coverage
<b>Theme 4: Going for Goals (Knowing Myself, Setting/Planning to reach realistic goals, Persistence, Making)</b>	<p>I know that I can do more things now than I could when I was younger.</p> <p>I can tell you what I like doing.</p> <p>I can try new things.</p> <p>I can begin to tell you what a goal is.</p> <p>I can set a goal for myself, with support.</p> <p>I can focus my attention and start a task.</p>	<p>I know that I will be able to do more things when I am older.</p> <p>I can tell you what I like doing, and learning.</p> <p>I can try new things in my learning.</p> <p>I know that we are all good at different things.</p> <p>I can set a goal for myself.</p> <p>I can tell you what I want to achieve and how I am going to do so.</p>	<ul style="list-style-type: none"> <li>• Circle Time</li> <li>• Targets with photo of each child – they identify something they want to achieve by the end of Nursery/Reception</li> <li>• Sharing what job they would like to have when they grow up</li> <li>• Play opportunities for new learning to take place</li> </ul>



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	<p>I can work to reach my goal.</p> <p>I can tell you what I have done.</p>	<p>I can say what I am going to do next.</p> <p>I can concentrate on what I am doing.</p> <p>I know that working hard is important to reaching my goal.</p> <p>I can tell you what I have done and the things that worked well.</p>	
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	Year 1	Year 2	Ideas for Coverage
<p><b>Theme 4: Going for Goals (Knowing Myself, Setting/Planning to reach realistic goals, Persistence, Making</b></p>	<p>I know we learn in different ways.</p> <p>I can say what I want to happen when there is a problem (set a goal).</p> <p>I can choose a realistic goal.</p> <p>I can resist distractions.</p> <p>I can recognise when I am becoming bored or frustrated.</p>	<p>I can tell you some of my strengths as a learner.</p> <p>I can predict and understand the consequences of reaching my goal.</p> <p>I can break a goal down into small steps.</p> <p>I can work towards a reward or for the satisfaction of finishing a task.</p> <p>I know some ways to overcome boredom and frustration.</p>	<ul style="list-style-type: none"> <li>• Share information about different learning styles (visual, auditory, kinaesthetic)</li> <li>• Refer to individual targets in classrooms that children set themselves; discuss with Talking Partners what they need to do to achieve their goal</li> <li>• Teacher presents scenarios for children to problem-solve – they</li> </ul>



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	<p>I can think of an idea or solution to a problem.</p> <p>I can choose between my ideas.</p> <p>I can tell you what I have learned.</p> <p>I can tell you why things have been successful.</p> <p>I can tell you what has gone wrong with a plan and why.</p>	<p>I can think of lots of ideas or solutions to problems.</p> <p>I can predict and understand the consequences of my solutions or ideas.</p> <p>I can choose between my ideas and give reasons.</p> <p>I can learn from my successes.</p> <p>I can tell you what I might do differently to learn more effectively.</p> <p>I can talk about the bits that went well and the bits that I need to change if I used my plan again.</p>	<p>have multiple choice options to pick from</p> <ul style="list-style-type: none"> <li>• Model examples of children breaking goals down into small steps, and achieving (successes) – helps put into a real-life content for children</li> </ul>
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	Year 3	Year 4	Ideas for Coverage
<p><b>Theme 4: Going for Goals (Knowing Myself, Setting/Planning to reach realistic goals, Persistence, Making</b></p>	<p>I can tell you about myself as a learner.</p> <p>I know what I need to learn effectively.</p> <p>I know how my feelings can influence my learning.</p> <p>I can foresee obstacles when I am setting goals.</p> <p>I can set success criteria so that I will know whether or not I have reached my goal.</p>	<p>I can use my strengths as a learner.</p> <p>I know that I am responsible for my own learning and behaviour.</p> <p>I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>I can break down a goal into a number of steps and wait for the result.</p>	<ul style="list-style-type: none"> <li>• Group work to break a goal down into steps on sugar paper</li> <li>• Present their goal using a ‘mountain’ analogy – what are the obstacles and how might they be able to overcome these?</li> <li>• Refer to individual targets in classrooms that children set themselves; discuss what they need to do to reach their goal</li> </ul>



<p>I know how others can help me to achieve my goals, and how I can help others.</p> <p>I can recognise when I find learning difficult and persevere when I need to.</p> <p>I know when to keep trying and when to try something else.</p> <p>I can identify some barriers to my learning.</p> <p>I can identify advantages and disadvantages of the solutions or goals I set myself.</p> <p>I can tell you how I am going to apply what I have learned.</p> <p>I can recognise when I have reached my goal or been successful with my learning.</p>	<p>I can manage frustration by using a number of strategies.</p> <p>I can tell you how I keep going even when the task is difficult or boring.</p> <p>I can think of ways to overcome my barriers to learning.</p> <p>I can understand that some thoughts help me reach my goal and some are a barrier.</p> <p>I can predict the consequences of my actions/ solutions or goals for myself, individuals or groups.</p> <p>I can make a choice about what to do based upon my predictions of the likely consequences.</p> <p>I am able to take responsibility for my actions and learning when the outcomes are positive/negative.</p>	<ul style="list-style-type: none"> <li>• Share examples of perseverance</li> <li>• Create posters to promote different ways to overcome feelings of frustration/boredom</li> <li>• Sort thoughts into categories – positive + helpful thoughts vs negative + unhelpful thoughts. Discuss potential consequences of thinking in these ways</li> </ul>
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	Year 5	Year 6	Ideas for Coverage
<p><b>Theme 4: Going for Goals</b> <i>(Knowing Myself, Setting/Planning to reach)</i></p>	<p>I know some of the skills and attributes to be an effective learner.</p> <p>I know what some of the people in my class like or admire about me.</p> <p>I can recognise and celebrate my own achievements.</p>	<p>I know the skills and attributes to be an effective learner and I can try to develop these skills.</p> <p>I can recognise when I am using an excuse instead of finding a way around a problem.</p> <p>I can set myself more than one goal or challenge.</p>	<ul style="list-style-type: none"> <li>• Class mind-maps of skills and attributes for effective learning</li> <li>• Refer to individual targets in classrooms that children set themselves; discuss what they need to do to reach their goal</li> </ul>



PSHE PROGRESSION OF KNOWLEDGE AND SKILLS



	<p>I can set myself a goal or challenge.</p> <p>I know that it is up to me to get things done by taking the first step.</p> <p>I know that if at first I don't succeed it is worth trying again.</p> <p>I can consider the consequences of possible solutions or reaching my goal for myself.</p> <p>I can apply what I have learned.</p> <p>I can tell you what I need to learn next.</p>	<p>I can make a personal or learning long-term plan and break it down into achievable goals.</p> <p>I can try again even when I have been unsuccessful.</p> <p>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.</p> <p>I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p> <p>I can apply what I have learned.</p> <p>I can tell you what I need to learn next.</p> <p>I can be a critical friend to others and myself.</p>	<ul style="list-style-type: none"> <li>• Pupils compile a rap based on their goal and what steps they will have to take to achieve this</li> <li>• Children research famous people who achieved their goals when faced with difficulties e.g. Rosa Parks, Ludwig van Beethoven etc</li> <li>• <b>'Let's Talk Resilience'</b> cards (resource we have in school)</li> </ul>
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	Nursery	Reception	Ideas for Coverage
<p><b>Theme 5: Good to be Me</b> <b>(Knowing Myself,</b></p>	<p>I can tell you the things I like doing and the things I don't like doing.</p> <p>I can tell when I am feeling excited.</p> <p>I can say when I am feeling happy.</p>	<p>I can say how I feel when I am feeling proud.</p> <p>I can tell or show how I feel when I am excited.</p> <p>I can say and show you when I am feeling good and happy.</p>	<ul style="list-style-type: none"> <li>• Circle Time conversations - pass around a talking object for children to share examples of things they like/dislike</li> </ul>



PSHE PROGRESSION OF KNOWLEDGE AND SKILLS



	<p>I can sometimes stay still and quiet for a short time with help.</p> <p>I can sometimes say what I need.</p>	<p>I can tell or show what feeling proud looks like.</p> <p>I can stay still and quiet for a short time.</p> <p>I can relax with help.</p> <p>I can say what I need.</p> <p>I can stand up for my own needs and rights without hurting others.</p>	<ul style="list-style-type: none"> <li>• Sorting pictures of activities into happy face/sad face columns, or into tick/cross categories</li> <li>• Staff/children to model what happiness can look like using facial expressions</li> <li>• Practise expectations and manners with children – what should they say if they need the toilet, or aren't feeling well etc</li> <li>• Explain and encourage simple ideas for relaxation e.g. 'sleeping lions', sitting in quiet corner</li> </ul>
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	Year 1	Year 2	Ideas for Coverage
<p><b>Theme 5:</b> <b>Good to be Me</b></p>	<p>I can tell you about my gifts and talents.</p> <p>I can tell you what I have learnt.</p>	<p>I can tell you something that makes me feel proud.</p> <p>I know when I learn best.</p>	<ul style="list-style-type: none"> <li>• 'Show and Tell' opportunities for children to share achievements, talents and what they're proud of</li> </ul>



	<p>I can tell you the things that I am good at and those that I find more difficult.</p> <p>I know more names for feelings than I did before.</p> <p>I can tell when I am feeling worried.</p> <p>I can tell when I am feeling proud and I can tell you something that makes me feel proud.</p> <p>I know what it feels like to be relaxed.</p> <p>I can show or tell you what relaxed means.</p> <p>I can tell you what places help me to relax.</p> <p>I know how to stand up for myself.</p> <p>I can think about how to change my behaviour.</p> <p>I can begin to use the problem-solving process.</p>	<p>I can tell when I am being impulsive and when I am thinking things through.</p> <p>I can tell when a feeling is weak and when it is strong.</p> <p>I can use more words to express my feelings.</p> <p>I can tell when I am feeling worried or anxious and can tell you some things that make me feel this.</p> <p>I can help another person feel proud.</p> <p>I can be still and quiet and relax my body.</p> <p>I know what makes me feel relaxed and what makes me feel stressed.</p> <p>I can explain some things that help me stop worrying.</p> <p>I can change my behaviour if I stop and think about what I am doing.</p> <p>I can tell when it is right to stand up for myself.</p>	<ul style="list-style-type: none"> <li>• Appropriate questions from staff, for children to consolidate learning – talking partners to ask questions to each other also</li> <li>• Class mind-maps of synonyms for words such as: happy, sad, cross</li> <li>• Children write about their happy place – what they do there and why it makes them feel relaxed</li> <li>• Read <b>‘Dealing with Feeling . . . Proud’</b> book (resource we have in school) with the children. Additional titles in this series for other emotions may also be useful (author = Isabel Thomas)</li> <li>• Explain and encourage additional ideas for relaxation e.g. doing an activity you enjoy, playing with friends</li> </ul>
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	Year 3	Year 4	Ideas for Coverage
<p><b>Theme 5: Good to be Me</b></p>	<p>I know about myself and how I learn.</p> <p>I can tell you the things I am good at.</p>	<p>I can extend my learning.</p>	<ul style="list-style-type: none"> <li>• Children mime a particular emotion and others have to guess</li> </ul>



<p><b>I can tell you what feeling surprised is like.</b></p> <p>I can explain what hopeful and disappointed mean.</p> <p>I know why it is sometimes important to stop and think when we feel angry or stressed.</p> <p><b>I know that most people have worries.</b></p> <p><b>I can tell when I should share a worry.</b></p> <p>I can recognise when I am beginning to get upset or angry and have some ways to calm down.</p> <p>I can choose when to show my feelings and when to hide them.</p> <p>I can tell when it is good to relax.</p> <p><b>I know how to be assertive.</b></p>	<p>I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</p> <p>I can tell you whether I like surprises or I like things to stay the same.</p> <p>I understand why we sometimes fight or run away when we feel threatened.</p> <p>I can stop and think before I act.</p> <p>I can think about my worries and decide what I might do about them.</p> <p>I can use strategies to help me cope with feelings of disappointment or feelings of hopelessness.</p> <p>I can tell if I have hidden my feelings.</p> <p>I can relax when I want to.</p> <p>I can choose to act assertively.</p> <p>I can express myself assertively in a variety of ways.</p>	<ul style="list-style-type: none"> <li>• Discuss strategies to manage stress and anger, and children to role-play some of these ideas</li> <li>• Read pages/use activities from Usborne’s <b>‘The Unworry Book’</b> (resource we have in school)</li> <li>• Share age-appropriate texts to promote recognition of sadness/anger and ways of dealing with these feelings</li> <li>• Model how to find a positive in a stressful/disappointing situation. Pupils to do the same, with given scenarios or using own examples</li> <li>• Pupils look up definition of ‘assertive’ in dictionary. Class discussions and writing about when/how this could be applied</li> <li>• Explain and encourage further ways of relaxation e.g. listening to calm music, reading</li> </ul>
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	Year 5	Year 6	Ideas for Coverage
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**Theme 5: Good to be Me (Knowing Myself, Understanding and Managing my Feelings, Standing up for Myself, Making Choices).**

I accept myself for who and what I am.

I can tell the difference between showing I am proud and boasting.

I can explain how I am feeling even if I have mixed feelings.

I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.

I can use some strategies to help me when I feel useless or inadequate.

I can feel positive even when things are going wrong.

I can recognise when I am feeling worried and I know how to do something about my worry.

I know when and how to stop and think before I act.

I can cope when someone disagrees with me.

I can stand up for what I think after listening to others and making my own choice.

I accept others for who and what they are.

I know that boasting can make other people feel inadequate or useless.

I understand that sometimes the feeling part of my brain takes over and I might make mistakes.

I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.

I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.

I can avoid situations that are likely to hurt my feelings or make me angry.

I can disagree with someone without falling out.

I understand that the majority view is not always right.

I can behave in an assertive way using appropriate body language and tone of voice.

I can make a judgement about whether to take a risk.

- Pupils define 'boasting', share examples and write about effects this may have on self/others
- Create posters about what they do to help themselves feel better, when they are overwhelmed
- Read pages/use activities from Usborne's **'The Unworry Book'** (resource we have in school)
- Discuss mature ways to deal with situations/conflict resolution, and how to stand up for yourself appropriately
- Explore further what being assertive involves and how body language/tone/expressions can impact on this
- Use relevant sections from **'Looking after your Mental Health'** book (resource we have in school)
- Explain and model more sophisticated ways of relaxation e.g. mindfulness activities



	Nursery	Reception	Ideas for Coverage
<p><b>Themes 6 and 7: Relationships and Changes</b>                      (Knowing Myself, Understanding my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Planning to reach a Goal, Belonging to a Community).</p>	<p>I can tell when I am feeling sad or angry.</p> <p>I can show someone when I am feeling angry, sad or happy.</p> <p>I am beginning to understand that if someone leaves me they can still love me.</p> <p>I can tell if someone is happy or sad.</p> <p>I can tell you what is fair and unfair.</p> <p><i>I can tell you what I can do now that I couldn't do when I started nursery.</i></p> <p><i>I can remember feelings I have had, and why I felt like that.</i></p> <p><i>I can sometimes tell you how change makes me feel.</i></p> <p><i>I know how to help someone when they are feeling sad.</i></p> <p><i>I can tell you what I did with my group to make the outdoor area/classroom setting better.</i></p>	<p>I can tell you how it feels when things are unfair.</p> <p>I can tell you how I feel if I am missing someone or have lost someone or something I care about.</p> <p>I can remember someone I care about even if they are not there.</p> <p>I can talk about how I can feel better when I am feeling sad or missing someone.</p> <p>I can tell if someone is angry.</p> <p>I can tell you when I think things are fair/unfair.</p> <p>I know some ways I can make things fair.</p> <p><i>I can tell you how I have changed.</i></p> <p><i>When I feel bad, I know that it helps to do something different.</i></p> <p><i>I know that sometimes when people are not nice to me it is because they don't feel good inside.</i></p> <p><i>I can tell you about a plan I have made with my class to change something in our school.</i></p> <p><i>I can plan to overcome obstacles that might get in the way.</i></p>	<ul style="list-style-type: none"> <li>• Use 'Mr Wolf's Pancakes' to explore concepts of fair/unfair</li> <li>• Other age-appropriate stories with relevant messages for Early Years</li> <li>• Sad/angry faces or 'Feelings Fan' to promote talk about different emotions</li> <li>• Refer to children's targets for previous terms to reflect on changes/achievements</li> </ul>



	Year 1	Year 2	Ideas for Coverage
<p><b>Themes 6 and 7: Relationships and Changes</b>            (Knowing Myself, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Planning to reach a Goal, Belonging to a Community).</p>	<p>I know the people who are important to me.</p> <p>I can tell when I feel cared for.</p> <p>I can tell when I feel jealous.</p> <p>I can tell you how I feel when I lose someone or something I care about.</p> <p>I can think of ways to make me feel better when I feel hurt.</p> <p>I can share people I care about.</p> <p>I understand that if someone leaves me they might still love me.</p> <p><i>I can tell you some things about me that have changed and some things that will not change.</i></p> <p><i>I know that some changes are natural and happen 'by themselves'.</i></p> <p><i>I know what it means when something is or isn't your fault.</i></p> <p><i>I can tell you about a plan I have made to change something about my behaviour.</i></p> <p><i>I can make some changes quickly and easily.</i></p> <p><i>I know that I make my own choices about my behaviour.</i></p>	<p>I can tell when I love or care for someone.</p> <p>I can tell you something that has made me jealous.</p> <p>I understand that being unkind and hurting someone doesn't make me feel better.</p> <p>I can feel proud on behalf of my friends when they have done something well.</p> <p>I can make myself feel better without hurting others.</p> <p>I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</p> <p>I understand that people have to make hard choices and sometimes they have no choice.</p> <p><i>I can tell you how I might change in the future.</i></p> <p><i>I know different ways that help me to learn to do things.</i></p> <p><i>I can tell you what a habit is and know that it is hard to change one.</i></p> <p><i>I can think about and plan to overcome obstacles.</i></p> <p><i>I can tell you about changes that I can make happen.</i></p> <p><i>I know that to make some changes is hard and takes a long time.</i></p>	<ul style="list-style-type: none"> <li>• Draw picture of their important people and favourite things</li> <li>• Read '<b>Dealing with Feeling . . . Jealous/Caring</b>' books (resources we have in school) with the children. Additional titles in this series for other emotions may also be useful (author = Isabel Thomas)</li> <li>• Class mind-map sharing ideas of how children could make themselves feel better</li> <li>• Identifying which trusted people children could speak to about feelings</li> <li>• Go through examples of easy/difficult changes – children to imagine selves in scenarios</li> <li>• Refer to committees e.g. School Council, Eco Warriors, Junior Safety Officers to discuss steps they may take to make changes</li> </ul>



	Year 3	Year 4	Ideas for Coverage
<p><b>Themes 6 and 7: Relationships and Changes</b>                      (Knowing Myself, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Planning to reach a Goal, Belonging to a Community).</p>	<p>I can tell when something is/is not my fault.</p> <p>I can tell you the things that hurt my feelings and can understand how I might hurt others.</p> <p>I can express feelings of guilt.</p> <p>I can tell you how I can make someone who is important to me happy.</p> <p>I can tell you how I feel about the important people or animals in my life.</p> <p>I can tell you about someone I no longer see and I understand that we can remember people even if we no longer see them.</p> <p>I know how to make a good choice.</p> <p><i>I know that everybody goes through many different sorts of changes all the time.</i></p> <p><i>I can tell you about some of the things that have changed in my life and how I feel about them.</i></p> <p><i>I know that even changes we want to happen can sometimes feel uncomfortable.</i></p> <p><i>I know some of the reasons that change can feel uncomfortable and scary.</i></p> <p><i>I know some ways of dealing with the feelings that sometimes arise from changes.</i></p>	<p>I can take responsibility for my behaviour/choices.</p> <p>I can say when I might feel guilty, know when I will feel guilty and use this when I make a choice.</p> <p>I know some things to do when I feel guilty.</p> <p>I can tell when I feel ashamed about something and know when to tell somebody about this.</p> <p>I know how most people feel when they lose something or someone they love.</p> <p>I can tell you some ways to make amends if I have done something cruel or unkind.</p> <p>I know some ways to celebrate someone's life.</p> <p><i>I know change can be really good and can tell you about some changes that have made our lives better.</i></p> <p><i>I know what we feel and think affects what we do.</i></p> <p><i>I can say how I behave when finding change difficult.</i></p> <p><i>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</i></p> <p><i>I sometimes understand why others are behaving as they are when they are finding a change difficult.</i></p> <p><i>I can tell you how it feels to belong to a group, and know it is important for everyone.</i></p>	<ul style="list-style-type: none"> <li>• Write about what their responsibilities are</li> <li>• Children to recognise and share examples of good choices peers have made (staff to highlight when observing positive choices)</li> <li>• <b>'Let's Talk Feelings'</b> cards (resource we have in school)</li> <li>• 'Millie Fierce' story - talking about actions having consequences and the difference between getting noticed and being mean.</li> <li>• <b>'World Issues: Refugees'</b> book (resource we have in school) to link in with changes work</li> <li>• NSPCC resources</li> <li>• Identify different types of changes and discuss – good/bad changes, those we can predict or are definite, changes we can choose</li> <li>• Comic strip scenarios to illustrate different ways people can react to change</li> </ul>



	Year 5	Year 6	Ideas for Coverage
<p><b>Themes 6 and 7: Relationships and Changes</b>                      (Knowing Myself, Understanding/Managing my Feelings, Understanding the Feelings of Others, Social Skills, Making Choices, Planning to reach a Goal, Belonging to a Community).</p>	<p>I can think about what embarrasses me and learn something about me I didn't know before.</p> <p>I understand there is not just one way to grieve.</p> <p>I can use some strategies to manage feelings associated with loss.</p> <p>I know some of the feelings people have when someone close dies or leaves.</p> <p>I know how to make people feel good about themselves.</p> <p>I can break friends with someone without hurting their feelings.</p> <p>I can recognise when I am using a put-down.</p> <p>I can recognise stereotyping.</p> <p>I can tell you about the people who are important to me.</p> <p>I can think about when to forgive someone.</p> <p><i>I can tell you some of the good things about me that my classmates like and value.</i></p> <p><i>I understand how it might feel when a change takes you away from familiar people/places.</i></p> <p><i>I know it is natural to be wary of change and can tell you why.</i></p>	<p>I can tell you about a time I felt embarrassed and what it felt like.</p> <p>I know some things to do when I feel embarrassed that will not make things worse.</p> <p>I can tell when I am hiding a feeling and then choose to share it with someone.</p> <p>I have helped someone who felt embarrassed.</p> <p>I understand that different people show their feelings in different ways.</p> <p>I can help support someone who is unhappy because they have lost someone or something.</p> <p>I can try to challenge stereotypes.</p> <p>I can forgive someone.</p> <p>I understand when breaking friends might be the best thing to do.</p> <p>I can use a problem-solving approach to sorting out an embarrassing situation.</p> <p><i>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</i></p>	<ul style="list-style-type: none"> <li>• Use <b>'Kunkush'</b> book (resource we have in school) to explore links to refugees as part of changes work</li> <li>• <b>'Let's Talk Feelings'</b> cards (resource we have in school)</li> <li>• Gender stereotyping 'Chris' activity as part of Puberty sessions</li> <li>• Children produce leaflets to advise peers about secondary school and other associated changes</li> <li>• Pupils share examples of forgiving someone, resolving a problem, reaction to change, and reflect on what they've learned from this</li> <li>• Whole-class reward or project to promote sense of belonging</li> <li>• A*STARS 'On the Move' resources</li> <li>• Use relevant ideas from <b>'The Mental Health Handbook for Primary School'</b> (resource we have in school)</li> </ul>



PSHE PROGRESSION OF KNOWLEDGE AND SKILLS



*I know that all feelings, including uncomfortable ones, have a purpose and give us information.*

*I know that people respond differently to changes and challenges.*

*I can tell you about how people might feel and behave when they go to a new school.*

*I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.*

*I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.*

*I can recognise I might over-react because someone touches a 'sore spot' and I recognise my behaviour is my responsibility, even if someone does this.*

*I understand why I behave the way I do sometimes when I feel uncomfortable.*

*I try to understand why people might behave the way they do when facing a difficult challenge.*

*I know that many children have mixed feelings about going to secondary school.*

*I try to understand other people's behaviour by thinking about what they might be feeling/thinking.*

*I know that when I move to secondary school many things in my life will stay the same.*

*I have some strategies for managing the feelings that I might have when I change schools.*