

## Longmoor Primary School PSHCE Progression of skills

### Being Me in My World-Autumn 1

|           |  |           |  |           |  |
|-----------|--|-----------|--|-----------|--|
| FS2<br>BR | <ul style="list-style-type: none"> <li>• Initiates conversations with familiar peers and known adults.</li> <li>• Talks about own knowledge (familiar to them)</li> <li>• Can play positively.</li> </ul>  | FS2<br>MS | <ul style="list-style-type: none"> <li>• Confident to speak about own needs and wants</li> <li>• Describes themselves in positive terms</li> <li>• Usually is dry and clean during the day</li> <li>• Will attempt to eat a range of healthy foods</li> <li>• Imitate healthy practice and actions eg sleep, exercise, hygiene and oral health</li> <li>• Shows some understanding for the need for safety when tackling new challenges</li> <li>• Practices some appropriate safety measures independently</li> <li>• To remain on a task for an increasing period of time, linked to interests.</li> </ul> | FS2<br>SR | <ul style="list-style-type: none"> <li>• With guidance, can say simple expressions of feeling.</li> <li>• Understands own actions affect other people eg gets upset/tries to comfort a child they have hurt</li> <li>• Aware of boundaries set and behavioural expectations in the setting</li> <li>• Begins to negotiate and solve problems without a physical impulse or heightened emotion</li> </ul>   |
| Y1        | <ul style="list-style-type: none"> <li>• Understanding that they are special</li> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> <li>• Understand that they have choices</li> </ul>  | Y2        | <ul style="list-style-type: none"> <li>• Recognise own feelings and know when and where to get help</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Recognise the feeling of being worried</li> <li>• Be able to work cooperatively</li> </ul>  | Y3        | <ul style="list-style-type: none"> <li>• Recognise self-worth</li> <li>• Identify personal strengths</li> <li>• Be able to set a personal goal</li> <li>• Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>• Make other people feel valued</li> <li>• Develop compassion and empathy for others</li> <li>• Be able to work collaboratively</li> </ul>  |
| Y4        | <ul style="list-style-type: none"> <li>• Identify the feelings associated with being included or excluded</li> <li>• Can make others feel valued and included</li> <li>• Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>• Can make others feel cared for and welcomed</li> <li>• Recognise the feelings of being motivated or unmotivated</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul> | Y5        | <ul style="list-style-type: none"> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> <li>• Empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>            | Y6        | <ul style="list-style-type: none"> <li>• Be able to make others feel welcomed and valued</li> <li>• Know own wants and needs</li> <li>• Be able to compare their life with the lives of those less fortunate</li> <li>• Demonstrate empathy and understanding towards others</li> <li>• Can demonstrate attributes of a positive role model</li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> </ul> |