

## Longmoor Primary School PSHCE Progression of skills

### Relationships-Summer 1

FS2 BR	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Forms positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and others needs</li> </ul>	FS2 MS	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explains the reasons for rules, knows right from wrong and tries to behave accordingly</li> <li>• Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health)</li> </ul>	FS2 SR	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can show skills of friendship</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities • Can say why they appreciate a special relationship</li> </ul>	Y2	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify the feelings associated with trust</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>	Y3	<ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and emotions that accompany loss</li> <li>• Can suggest strategies for managing loss</li> <li>• Can tell you about someone they no longer see</li> <li>• Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	Y5	<ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media</li> <li>• Can say how to report unsafe online / social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest strategies for managing unhelpful p</li> </ul>	Y6	<ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others</li> <li>• Can take responsibility for their own safety and well-being</li> </ul>