



Sheldwich Primary School – PSHE Progression Map



	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New Beginnings Belonging	I know I belong to Little Hedgehogs.	I know I belong to Ladybirds. I know the people in my class. I like belonging to my class/school. I know that people class like me. I like the ways we are all different.	I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome.	I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome.	I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group.	I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group.	I have worked with and talked to everyone in my class. I know that I am valued at school.	I have worked with and talked to everyone in my class. I know that I am valued at school.
New Beginnings Self-awareness	I am beginning to understand what makes me a special valuable individual.	I can tell you something special about me.	I can tell you how I am the same as and different from my friends. I feel good about my strengths.	I can tell you how I am the same as and different from my friends. I feel good about my strengths.	I can tell you one special thing about me.	I can tell you one special thing about me.		
New Beginnings Understanding my feelings	I can identify and moderate my own feelings socially and emotionally. I	I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared.			I know how it feels to be happy, sad or scared and can usually tell if other people are	I know how it feels to be happy, sad or scared and can usually tell if other people are	I understand how it feels to do or start something new, and why.	I understand how it feels to do or start something new, and why.

	can express my feelings and consider the feelings of others.	I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people			feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people.	feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people.		
New Beginnings Managing my feelings	I am beginning to develop ways in which to soothe myself if I feel scared or upset.	I know some ways to calm myself down when I feel scared or upset	I know some more ways to calm myself down when I feel scared or upset.	I know some more ways to calm myself down when I feel scared or upset.	I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.	I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.	I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.	I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.
New Beginnings Understanding the feelings of others	I am beginning to understand that everyone has feelings.	I know that everybody in the world has feelings.	I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.	I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.			I know how others may be feeling when they are in an unfamiliar situation. I can help them to feel valued and welcomed.	I know how others may be feeling when they are in an unfamiliar situation. I can help them to feel valued and welcomed.
New Beginnings Social Skills	I can share 1:1. I can take turns in a small group. I can join in with other children playing a game.	I can share in a group. I can take turns in a group. I can join in with other children playing a game.			I can give and accept a compliment.	I can give and accept a compliment.	I work well in a group and can tell you what helps my group to work well together.	I work well in a group and can tell you what helps my group to work well together.

	I know how to be kind to people.	I know how to be kind to people who are new or visiting the classroom.						
New Beginnings Making Choices	I can make choices about what, where and with whom I want to play within Little Hedgehogs environment.	I can make choices about what, where and with whom I want to play within the Ladybirds environment.	I know some ways to solve a problem.	I know some ways to solve a problem.	I know some more ways to solve a problem.	I know some more ways to solve a problem.	I can explain how I go about solving a problem and can give you an example of a problem I have solved.	I can explain how I go about solving a problem and can give you an example of a problem I have solved.
New Beginnings Understanding rights and responsibilities	I know what to do in my setting.	I know what to do in my classroom/ setting.	I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.	I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.	I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places, and to know what the rules are in school	I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places, and to know what the rules are in school	I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.	I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.

Getting on and Falling Out Friendship	I can play with other children. I know how to be friendly. I can say sorry when I have been unkind	I can play with other children. I know how to be friendly. I can say sorry when I have been unkind.	I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.	I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.	I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people.	I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people.	I know that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people and I make an effort to overcome my own assumptions.	I know that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people and I make an effort to overcome my own assumptions.
Getting on and Falling Out Seeing things from another point of view	I can think about the perspective of others.	I can think about the perspective of others.	I know that people don't always see things in the same way. I can see things from someone else's point of view	I know that people don't always see things in the same way. I can see things from someone else's point of view	I know how to see things from someone else's point of view	I know how to see things from someone else's point of view	I am able to see a situation from another person's perspective. I know how it might feel to be excluded or treated badly	I am able to see a situation from another person's perspective. I know how it might feel to be excluded or treated badly because of being different in some

							because of being different in some way.	way.
Getting on and Falling Out Working together	I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck	I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck	I can work well in a group.	I can work well in a group.	I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together.	I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together.	I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. 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.	I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. 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.
Getting on and Falling Out Managing feelings – anger	I can tell when I am feeling angry. I can tell when other people are angry. I can express my feelings when I am angry. I can make myself feel better when I am angry	I can tell when I am feeling angry. I can tell when other people are angry. I can express my feelings when I am angry. I can make myself feel better when I am angry.	I know when I am starting to feel angry. I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.	I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know that			I know: what my triggers for anger are; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I know I am	I know: what my triggers for anger are; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour so as to make a wise choice,

				sometimes anger builds up and up and that I can be overwhelmed by my feelings.			responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings.	even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act.
Getting on and Falling Out Resolving conflict	I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree.	I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree	I know how to make up with a friend when we have fallen out. I can use peaceful problem solving to sort out problems so both people feel OK. I can use my ability to see things from the other point of view to make a conflict situation better.	I know how to make up with a friend when we have fallen out. I can use peaceful problem solving to sort out problems so both people feel OK. I can use my ability to see things from the other point of view to make a conflict situation better.	I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.	I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.	I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.	I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I know that it is important in a conflict situation to talk about what

							I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse.	someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse.
Going for Goals Knowing myself	I can tell you what I like doing and learning. I can try new things in my learning	I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older. I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning.	I know we learn in different ways. I can tell you some of my strengths as a learner.	I know we learn in different ways. I can tell you some of my strengths as a learner.	I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning.	I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour.	I know the skills and attributes to be an effective learner. I can try to develop these skills. Il know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements.	I know the skills and attributes to be an effective learner. I can try to develop these skills. Il know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements.

Going for Goals Setting a realistic goal	I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so.	I can tell you what a goal is. I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so.	I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal. I can choose a realistic goal.	I can say what I want to happen when there is a problem (set a goal) I can choose a realistic goal.	I can foresee obstacles and plan to overcome them when I am setting goals.	I can foresee obstacles and plan to overcome them when I am setting goals.	I can set myself a goal or challenge	I can set myself a goal or challenge
Going for Goals Planning to reach a goal	I can say what I am going to do next.	I can say what I am going to do next	I can break a goal down into small steps.	I can break a goal down into small steps. I can choose a realistic goal	I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others.		I can make a personal or learning long-term plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step.	
Going for Goals Persistence	I can focus my attention and start a task. I can concentrate on what I am doing.	I can focus my attention and start a task. I can concentrate on what I am doing. I can work to reach my goal.	I can resist distractions. I can work towards a reward or for the satisfaction of finishing a task.	I can resist distractions. I can work towards a reward or for the satisfaction of finishing a task. I can recognise	I can recognise when I find learning difficult and persevere when I need to. I can manage	I can recognise when I find learning difficult and persevere when I need to. I can manage	I know that if at first I don't succeed it is worth trying again. I can try again even when I have	I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful.

				when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration	frustration by using a number of strategies. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can identify some barriers to my learning. I can think of ways to overcome my barriers to learning. I can understand that some thoughts help me reach my goal and some are a barrier.	frustration by using a number of strategies. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can identify some barriers to my learning. I can think of ways to overcome my barriers to learning. I can understand that some thoughts help me reach my goal and some are a barrier.	been unsuccessful.	
Going for Goals Making choices	I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	I can think of lots of different ideas or solutions to problems.	I can think of lots of different ideas or solutions to problems.	I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions solutions or goals for myself,	I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions solutions or goals for myself,	I can make a long term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of	I can make a long term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for

					other individuals or groups. I can make a choice about what to do based upon my predictions of the likely consequences.	other individuals or groups. I can make a choice about what to do based upon my predictions of the likely consequences.	possible solutions or reaching my goal for myself, others and for communities or groups.	myself, others and for communities or groups.
Going for Goals Evaluation and review	I can tell you what I have done.	I can tell you what I have done and the things that worked well.	I can learn from my successes. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful. I can tell you what has gone wrong with a plan and why.		I can tell you how I am going to apply what I have learned. I am able to take responsibility for my actions and learning when the outcomes are positive or negative. I can recognise when I have reached my goal or been successful with my learning. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again.	I can tell you how I am going to apply what I have learned. I am able to take responsibility for my actions and learning when the outcomes are positive or negative. I can recognise when I have reached my goal or been successful with my learning. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again.	I can apply what I have learned. I can tell you what I need to learn next.	I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself

Good to be me Knowing myself	I can tell you the things I like doing and the things I don't like doing. I can say how I am feeling.	I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud.	I can tell you about my gifts and talents. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those that I find more difficult.	I can tell you about my gifts and talents. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those that I find more difficult. I can tell when I am being impulsive and when I am thinking things through. I can tell when a feeling is weak and when it is strong.	I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel.	I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel.	I accept myself for who and what I am.	I accept myself for who and what I am.
Good to be me Understanding my feelings	I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy.	I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy. I can tell or show	I know more names for feelings than I did before. I can use more words to express my feelings. I can tell when I am feeling worried or	I know more names for feelings than I did before. I can use more words to express my feelings. I can tell when I am feeling worried or	I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can explain what	I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same.	I can tell the difference between showing I am proud and boasting. I know that boasting can make other	I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless.

	I can tell or show what feeling proud looks like.	what feeling proud looks like.	anxious. I can tell you some things that make me feel anxious. I can tell when I am feeling proud. I can tell you something that makes me feel proud. I can help another person feel proud.	anxious. I can tell you some things that make me feel anxious. I can tell when I am feeling proud. I can tell you something that makes me feel proud. I can help another person feel proud.	hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act.	I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act.	people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. 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 explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. 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.
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Good to be me Managing my feelings	I can stay still and quiet for a short time. I can relax with help.	I can stay still and quiet for a short time. I can relax with help.	I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can explain some things that help me stop worrying. I can change my behaviour if I stop and think about what I am doing.	I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can explain some things that help me stop worrying. I can change my behaviour if I stop and think about what I am doing.	I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can stop and think before I act. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell when it is good to relax. I can relax when I want to.	I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can stop and think before I act. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell when it is good to relax. I can relax when I want to.	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 avoid situations that are likely to hurt my feelings or make me angry. I can recognise when I am feeling worried. I know how to do something about my worry. I know when and how to stop and think before I act.	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 avoid situations that are likely to hurt my feelings or make me angry. I can recognise when I am feeling worried. I know how to do something about my worry. I know when and how to stop and think before I act.
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Good to be me Standing up for myself	I can say what I need. I can stand up for my own needs and rights without hurting others.	I can say what I need. I can stand up for my own needs and rights without hurting others.	I can tell when it is right to stand up for myself. I know how to stand up for myself.		I can choose to act assertively. I know how to be assertive. I can express myself assertively in a variety of ways.	I can choose to act assertively. I know how to be assertive. I can express myself assertively in a variety of ways.	I can disagree with someone without falling out. 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 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 disagree with someone without falling out. 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 understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice.
Good to be me Making choices	I can make healthy choices about food, drink, activity and toothbrushing.	I can make healthy choices about food, drink, activity and toothbrushing.	I can use the problem-solving process.	I can use the problem-solving process.			I can make a judgement about whether to take a risk.	I can make a judgement about whether to take a risk.
Relationships Knowing Myself	I can talk about members of my family and community. I can name and describe people	I can talk about members of my family and community. I can name and describe people	I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for	I know the people who are important to me. I can tell when I feelcared for. I can tell when I love or care for	I can tell when something is my fault and when something is not my fault. I can take	I can tell when something is my fault and when something is not my fault. I can take	I can think about what embarrasses me and learn something about me that I didn't know before.	I can think about what embarrasses me and learn something about me that I didn't know before.

	who are familiar to me.	who are familiar to me.	someone.	someone.	responsibility for my behaviour. I can tell you the things that hurt my feelings.	responsibility for my behaviour. I can tell you the things that hurt my feelings.		
Relationships Understanding my feelings	I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about.	I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about.	I can tell you something that has made me jealous. I can tell when I feel jealous. I understand that being unkind and hurting someone doesn't make me feel better. I can tell you how I feel when I lose someone or something I care about.	I can tell you something that has made me jealous. I can tell when I feel jealous. I understand that being unkind and hurting someone doesn't make me feel better. I can tell you how I feel when I lose someone or something I care about.	I can express feelings of guilt. I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice.	I can express feelings of guilt. I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice.	I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve.	I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve.
Relationships Managing my feelings	I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care	I am beginning to understand that if someone leaves me they can still love me. I can remember	I can feel proud on behalf of my friends when they have done something well. I can think of ways to make me feel better when I feel hurt.	I can share with people I care about. I can talk about my feelings when I feel alone or when I have to share	I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty.	I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty.	I know some things to do when I feel embarrassed that will not make things worse. I can tell when I am hiding a feeling and	I know some things to do when I feel embarrassed that will not make things worse. I can use some strategies to manage feelings associated with

	about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone	someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone.	I can share with people. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.	someone or something that is important to me.			then choose to share it with someone.	loss. I can tell when I am hiding a feeling and then choose to share it with someone.
Relationships Understanding the feelings of others	I can tell if someone is happy, sad or angry.	I can tell if someone is happy, sad or angry.	I understand that people have to make hard choices and sometimes they have no choice.	I can understand how I might hurt others.	I can understand how I might hurt others. I know how most people feel when they lose something or someone they love.	I can understand how I might hurt others. I know how most people feel when they lose something or someone they love.	I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways.	I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways.
Relationships Social skills	I can use social phrases.	I can use social phrases.			I can tell you how I can make someone who is important to me happy. I can tell you some	I can tell you how I can make someone who is important to me happy. I can tell you some	I can break friends with someone without hurting their feelings. I can recognise when I am using a	I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge

					ways to make amends if I have done something cruel or unkind. I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about.	ways to make amends if I have done something cruel or unkind. I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them	put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone.	stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone.
Relationships Making choices	I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.	I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.			I know how to make a good choice. I can take responsibility for what I choose to do.	I know how to make a good choice. I can take responsibility for what I choose to do.	I understand when breaking friends might be the best thing to do. I can use a problem-solving approach to sorting out an embarrassing situation.	I can use a problem-solving approach to sorting out an embarrassing situation.

Relationships Knowing myself	I can tell you what I can do now that I couldn't do when I started nursery. I can tell you how I have changed.	I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed.	I can tell you some things about me that have changed and some things that will not change. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I know what it means when something is or isn't your fault.	I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.	I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult.	I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult.	I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.	I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.
Changes Understanding my feelings	I can remember feelings I have had, and why I felt like that.	I can remember feelings I have had, and why I felt like that.			I know that even changes we want to happen can sometimes feel uncomfortable.	I know that even changes we want to happen can sometimes feel uncomfortable.	I understand how it might feel when a change takes you away from familiar	I understand how it might feel when a change takes you away from familiar people and places.

	I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different.	I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different.			I can tell you how I would feel if a change that I didn't want to happen was imposed on me.	I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary.	people and places. I can recognise when I might overreact because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones, have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.	I can tell you my 'sore spots'. I can recognise when I might overreact because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones, have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.
Changes Understanding the feelings of others	I know how to help someone when they are feeling sad.	I know that sometimes when people are not very nice to me it is			I can sometimes understand why other people are behaving as they are when they are finding a change	I can sometimes understand why other people are behaving as they are when they are finding a change	I can try to understand why people might behave the way they do when they are	I can try to understand why people might behave the way they do when they are facing a difficult

		because they don't feel very good inside. I know how to help someone when they are feeling sad.			difficult	difficult	facing a difficult change. I know that people respond differently to changes and challenges. 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 or thinking. I can tell you about how people might feel and behave when they go to a new school.	change. I know that people respond differently to changes and challenges. 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 or thinking. I can tell you about how people might feel and behave when they go to a new school.
Changes Managing my feelings	I am able to show more confidence in social situations.	I am able to show more confidence in social situations.			I know some ways of dealing with the feelings that sometimes arise from changes.	I know some ways of dealing with the feelings that sometimes arise from changes.	I have some strategies for managing the feelings that I might have when I change schools. I know that	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

							sometimes there can be positive outcomes from changes that we didn't welcome initially.	have when I change schools. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.
Changes Planning to reach a goal		I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way.	I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.	I can tell you about a plan I have made to change something about my behaviour.				
Changes Belonging to a community					I can tell you how it feels to belong to a group, and know it is important for everyone.	can tell you how it feels to belong to a group, and know it is important for everyone.	I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.	I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.
Changes Making Choices	I can tell you what I did with my class /group	I can tell you what I did with my class /group	I can tell you about changes that I can make happen. I can make some changes quickly and					

			easily. I know that to make some changes is hard and takes a long time. I know that I make my own choices about my behaviour.					
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