Grove Primary School

Whole School PSHE Progression of Skills

Overview 2026-2027

Social & Emotional Skills	EYFS	Year 1	Year 2
Autumn 1 **'Being Me in My World'** (Jigsaw Scheme of Work)	• Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting	• Understanding that they are special • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that they have choices	• Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills • Recognise the feeling of being worried • Be able to work cooperatively
Autumn 2 **'Celebrating Difference'**	• Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry	• Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special	• Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique

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Spring 1 **'Dreams & Goals'**	• Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage	• Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome	• Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well

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	people • Feel proud • Celebrate success	an obstacle • Can store feelings of success so that they can be used in the future	• Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling
Spring 2 **'Healthy Me'**	• Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them	• Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy	• Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends
Summer 1 **'Relationships'**	• Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	• Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship	• Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared
Summer 2 ***Christopher Winters Project*** **&** **'Changing Me'**	*• Can recognise the importance of friendships* *• Recognise the importance of saying sorry and forgiveness*	*• Can understand that we are all different but can still be friends* *• Can discuss how children grow and change*	*• Begin to understand the concept of gender stereotypes*

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	• *Recognise that all families are different* • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home	• *Can understand that there are different types of families* • *Can identify which people we can ask for help from* • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class	• *Be able to identify the differences between males and females and understand how this is part of the lifecycle* • *Can recognise and name the physical differences between males and females* • Be able to express how they feel about changes • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year

Social & Emotional Skills	Year 3	Year 4
Autumn 1 **'Being Me in My World'** (Jigsaw Scheme of Work)	• Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively	• Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions
Autumn 2 **'Celebrating Difference'**	• Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied	• Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying

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	• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment	• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different
Spring 1 **'Dreams & Goals'**	• Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time	• Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time
Spring 2 **'Healthy Me'**	• Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do	• Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive
Summer 1 **'Relationships'**	• Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate	• Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see

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	• Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	• Can suggest ways to manage relationship changes including how to negotiate
Summer 2 ***Christopher Winters Project*** **&** **'Changing Me'**	• *Can identify that people are unique and to be respectful of differences* • *Can name male and female body parts using agreed words* • *Can understand personal space and unwanted touch* • *Can understand that all families are different and have different family members* • *Can identify who to go to for help and support* • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about	• *Can identify some basic facts about puberty and the human lifecycle* • *Can recognise how puberty is linked to reproduction* • *Can discuss the characteristics of healthy relationships* • *Can discuss why respect is important in a range of relationships* • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change

Social & Emotional Skills	Year 5	Year 6
Autumn 1 **'Being Me in My World'** (Jigsaw Scheme of Work)	• Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	• Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions
Autumn 2 **'Celebrating Difference'**	• Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds	• Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship

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	• Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own	• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy
Spring 1 **'Dreams & Goals'**	• Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others	• Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements
Spring 2 **'Healthy Me'**	• Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy	• Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure
Summer 1 **'Relationships'**	• Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity	• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem

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	• Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks	• Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being
Summer 2 ***Christopher Winters Project*** **&** **'Changing Me'**	• *Can explain the main physical and emotional changes that happen during puberty* • *Can ask questions about puberty with confidence* • *Understand male and female puberty changes in more detail* • *Can explain how emotions/relationships change during puberty* • *Can explain how to keep clean during puberty* • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult	• *Can describe how and why the body changes during puberty in preparation for reproduction* • *Can talk about puberty and reproduction with confidence* • *Can explain the differences between healthy and unhealthy relationships* • *Understand that importance of communication and respect in relationships* • *Can identify some basic facts about conception and pregnancy* • *Can recognise when it is appropriate to share personal/private information in a relationship* • *Can say how and where to get support if an online relationship goes wrong* • Recognise ways they can develop their own self-esteem • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school