



### Progression of Disciplinary Knowledge in PSHE

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Judgement/ critical evaluation</b>	Can understand Rights and responsibilities  Can Overcome obstacles  Can Seek help if needed	Developing the ability to follow rules and take responsibility for their actions  Being able to recognise when they are proud and identify their own achievements  Developing ability to make decisions based on their own choices  Be respectful of peoples similarities and differences and know that differences are ok  To be able to make goals develop resilience on working towards achieving a goal	Recognise own feelings and how to get help  Can say what they are looking forward to in the next year.  Recognise that working with others  Identify when a feeling is weak and when a feeling is strong	Be non-judgemental about others who are different from themselves  Be comfortable with the way they look  Identify when a first impression they had was right or wrong  Can identify changes they are looking forward to in the next year	Identify influences that have made them think or feel positively/negatively about a situation  Be non-judgemental about others who are different and respect the difference of others.	Appreciate the differences between themselves and someone from a different culture  Identify their own attitudes about people from different faith and cultural backgrounds  Recognise strategies for resisting pressure  Can identify when an online community / social media group feels risky, uncomfortable, or unsafe	Understanding short term and long term goals and how to set these.  To look personally at goals and achievements and how to support a growth mind-set.  Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control  Be able to recognise when someone is exerting power negatively in a relationship

							Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
<b>Fairness</b>	<p>Can take turns and listen to others</p> <p>Recognise how kind words can encourage others</p>	<p>Can identify what makes someone a 'friend' and demonstrate being a good friend to others using these characteristics</p> <p>To be able to take turns in speaking and listening with a partner</p> <p>Developing the ability to follow rules and take responsibility for their actions</p>	<p>Know how to recognise a safe and fair place</p> <p>Recognise how it feels to work as part of a group that succeeds</p>	<p>Try to accept people for who they are</p> <p>Can take responsibility for keeping themselves and others safe</p>	<p>Try to accept people for who they are understand and accept differences of others.</p> <p>Be non-judgemental about others who are different and respect the difference of others.</p>	<p>Develop respect for cultures different from their own</p> <p>Can suggest strategies for building self-esteem of themselves and others</p>	<p>Reflecting on normality and that normality is different for different people.</p> <p>To show acceptance for all – to fully understand that all should be treated equally, no matter the circumstance.</p>
<b>Enquiry</b>	<p>Can show perseverance</p>	<p>To be able to discuss healthy and unhealthy choices and give reasoning</p>	<p>Can say and explore what greater responsibilities and freedoms they may have</p>	<p>Recognise what it feels like to make a healthy choice</p>	<p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Identify their own culture and different cultures within their class community</p>	<p>To share hopes and dreams to ask questions of themselves and learn from failures.</p>

			<p>when they are older</p> <p>Can use positive problem solving techniques to resolve friendship conflicts</p>		<p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p>	<p>Can ask questions about puberty to seek clarification</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p>	<p>Share positive and negative memories.</p> <p>Can reflect and explore why we change.</p>
<b>Perspective</b>	<p>Can Self identity</p> <p>Can Identify own talents</p> <p>Celebrate success</p>	<p>Is able to praise others when they succeed or offer encouragement when needed</p> <p>Be able to identify what doesn't make</p>	<p>Recognise that they shouldn't judge people because they are different</p> <p>Show appreciation for</p>	<p>Identify their own uniqueness</p> <p>Can empathise with people from other backgrounds</p>	<p>Can talk about their hopes and dreams and the feelings associated with these</p>	<p>Appreciate the opportunities learning and education can give them</p> <p>Understand why they are</p>	<p>To recognise different responses when people encounter obstacles.</p> <p>Can take responsibility for their own safety and well-being</p>

	<p>Can make friends</p>	<p>a good friend and begin to make friendship choices based on those who make them feel safe</p> <p>To understand that challenges can be hard but know that mistakes help our learning</p> <p>To be able to identify and speak about what makes them unique and celebrate this</p>	<p>people who are older</p> <p>Recognise own strengths as a learner</p>	<p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can share their success with others</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can appreciate their own uniqueness and that of others</p>	<p>motivated to make a positive contribution to supporting others</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Can reflect on their own body image and know how important it is that this is positive</p>	<p>Appreciate people for who they are and their range of differences in appearance and opinions</p> <p>Recognise ways they can develop their own self-esteem</p>
<b>Critical thinking</b>	<p>Can overcome Challenges</p> <p>Can show perseverance</p> <p>Can see that changing can illicit happy and sad emotions</p>	<p>Can verbally identify and express positive personal qualities they possess of what makes them special</p> <p>To be able to identify and celebrate when they have succeeded and discuss this with friends</p>	<p>Understand that everyone's differences make them special and unique</p> <p>Be able to describe their own achievements and the feelings linked to this</p>	<p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify when a first impression they had was right or wrong</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p>	<p>Verbalise what they would like their life to be like when they are grown up</p>	<p>To reflect and consider change.</p> <p>Reflecting on current learning habits and identify which are building knowledge for the future.</p> <p>Reflect on the past to support the future.</p> <p>Being able to adapt to change and different circumstances.</p>

		<p>Develop resilience in overcoming challenges and keep striving for a goal when facing obstacles</p> <p>Independently use the skills learnt to initiate, develop and maintain new friendships</p>					
<p><b>Make connections /Draw contrasts</b></p>	<p>Can overcome Challenges</p> <p>Can celebrate success</p> <p>Can understand what makes a good friend</p> <p>Can identify positive memories from the past</p>	<p>Discuss emotions when faced with an obstacle and how this changes when faced with overcoming them</p> <p>Developing ability to make decisions based on their own choices</p> <p>Be respectful of peoples similarities and differences and know that differences are ok</p>	<p>Can understand that boys and girls can be similar in lots of ways and that is ok.</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Describe their own achievements and feelings linked to this</p>	<p>Identify when a first impression they had was right or wrong</p> <p>Can identify similarities in children’s rights</p>	<p>Can identify the feeling of disappointment</p> <p>Can identify a time when they have felt disappointed</p> <p>Have strategies for managing the different emotions relating to change</p>	<p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Identify a range of strategies for managing their own feelings</p> <p>Accept and respect themselves for who they are</p>	<p>To recognise different responses when people encounter obstacles.</p> <p>To understand that I can consciously choose to overcome obstacles in my path</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Can celebrate what they like about their own and others’ self-image and body-image</p> <p>Use strategies to prepare themselves</p>

						Can celebrate what they like about their own and others' self-image and body-image	emotionally for the transition (changes) to secondary school
<b>Empathy</b>	<p>Understand the feelings of others – happiness and sadness</p> <p>Consider the feelings of others</p> <p>Can share emotions and those of others</p> <p>Can help someone who is lonely</p>	<p>Listening respectfully to other peoples' different opinions</p> <p>Can show the skills of friendship</p>	<p>Can choose to be kind to someone who needs support</p> <p>Can give and receive compliments</p>	<p>Can express how being anxious or scared feels</p> <p>Can empathise with people from other countries who may not have a fair job/less fortunate</p> <p>Can describe the emotions of themselves and others</p>	<p>Help others to cope with disappointment</p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify the feelings and emotions that accompany loss</p>	<p>Be motivated to keep themselves and others healthy and happy</p> <p>Can suggest ways to boost self-esteem of self and others</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being Excluded</p>

- Some disciplinary knowledge may fall under more than one category.