



BARNWOOD C OF E PRIMARY SCHOOL
LEARNING AND PROGRESSION STEPS
CPSHE – Emotional Well-Being



Myself and My Relationships

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Identify and express my feelings. Recognise feelings of others.	Identify and express my feelings. What can I do when I feel sad/angry etc.?	What are the different emotions I might feel? What are these emotions like and how do they affect me? Who can I share emotions with?	Effective communication. Managing friendships and knowing what to do when they go wrong.	Communicating emotions effectively. Impact of my emotions on others.	Resolving conflict. Others rights and responsibilities.	Recognise and deal with mood changes. Consequences and degrees of risk.

Development of Independence

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
What I feel and how I can tell other people.	Recognising personal strengths/weakness. Valuing difference - what are my friends like and how are we different.	Recognising risk and emotions associated with it. Changing skills and responsibilities.	Identify positive aspects of themselves. Awareness of lifestyles and beliefs.	Identify risk and managing change. Confidence in new situations.	Acknowledge and encourage views of others. Self-perception. Resolving conflict and respecting difference	What are the different consequences of taking physical, social and emotional risks?

Development of Perseverance

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
What is it like to make a mistake?	What do we perceive as failure and what emotions are associated with this?	Naming, describing and dealing with emotions. What steps will help me make decisions?	What is it like to lose something? How can set myself challenges and what emotional	What can I do to make the best of new/ difficult situations?	Resolving conflict. Managing influences and pressures.	Positive and negative aspects of risk taking. Confidence and assertiveness.

			challenges do I face?	How do I react physically and emotionally to different risks?		
Development of Resilience						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To develop a simple range of strategies for making themselves feel better.	To develop simple strategy for decision making and problem solving.	Know some ways to deal with different emotions and who to share them with.	To consider how they might best deal with their fears and worries. Recognise that friends may have both positive and negative influences.	Be able to be self-confident in a wide range of new situations, such as seeking new friends or joining new groups.	Consider difficulties that may arise when working individually or in a group and develop ways to move forward.	Consider ways of developing new friendships and maintaining new ones during times of change. To recognise their own mood changes and have strategies to help them cope.
Emotional Development						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To speak and listen in a group. Know how to communicate and ask questions to known adults and children. Understand some ways of being helpful, being a good friend.	Describe and begin to value individuality and to recognise their emotions, gifts and talents.	Be able to identify emotional needs which contribute to general well-being. To know the names of a basic range of feelings and to talk about what prompts different emotions in themselves and others. Be able to describe the effects of their emotions.	To recognise their own worth and identify positive things about themselves. To identify skills they have and how these might contribute to a group activity.	Be able to communicate emotions, both positive and negative, with a growing vocabulary. To understand the way their emotions affect interactions with others.	Understand how they see themselves in different situations and how others perceive them. Consider ways to show respect to others.	Be able to effectively communicate a greater range of positive and negative emotions with a widening network of supportive people. To recognise emotions in other people and consider appropriate responses.

Social Development

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To learn and practise basic turn taking and sharing. To understand when it is necessary to say sorry. To begin to understand the correct meaning of bullying and be able to talk to an adult about this.	Taking turns, sharing. Showing others, we are listening to them. To understand NSPCC definition of bullying and be able to take part in discussion around this issue.	Being respectful to others - explore what this means and how it 'looks'. To understand NSPCC definition of bullying and discuss emotions around this issue, understand it is vital to talk to an adult.	What can I do when friendships go wrong?	Managing risk and change. What risks are there to my friendships and feelings?	What do influence and pressure feel like with my friends? Are there places and times when I have to behave differently?	How do I know how other people are feeling? Dealing with bullying? Who can I go to for help and support?
To understand NSPCC definition of bullying. To understand what to do if this affects themselves and what they can do if they see it happening to others. Be able to explore emotions and develop strategies to deal with bullying.						

NATIONAL CURRICULUM

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.