

Curriculum Progression							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Positive Relationships</b>	<p>-I can <b>understand</b> how we belong to the school family.</p> <p>-I can <b>understand</b> how others are feeling and why this is important</p> <p>-I <b>know</b> why it is important to have fun and laugh together</p> <p>- I can understand why it is good to play with people we don't usually play with.</p> <p>-I can <b>understand</b> how others feel when we say thank you, give them a present. Also how we feel when we do so.</p> <p>-I can <b>explain</b> what we do at home to have even better relationships in our family.</p> <p>-I can <b>understand</b> what is and what isn't friendly behaviour</p> <p>-I can <b>think</b> about how well I know different people and how I might react if we don't know people all that well.</p> <p>- I can <b>think</b> about when I win and loose games- in the</p>	<p>-I can <b>reflect</b> on how others see me and the reasons why I think this.</p> <p>-I can <b>think</b> of ways in which i could help someone who was upset.</p> <p>-I can <b>think</b> about my role in relationships and how we can resolve conflict.</p> <p>-I can <b>identify</b> conflict in a story and the thoughts and feelings that this brings about.</p> <p>- I can <b>understand</b> why it is important to recognise what others do for me</p> <p>-I can <b>identify</b> ways in which a friend adds to the positive relationships within the class.</p> <p>-I can <b>understand</b> ways we can ask for help and act on the advice we have been given.</p>	<p>-I can <b>think</b> about others' feelings and thoughts when they are left out and what we can do to help</p> <p>- I can <b>devise</b> a plan to welcome a new person to the class and make them feel comfortable</p> <p>-I can <b>think</b> about our own and others' strengths and why these are important to help the whole class have a sense of belonging</p> <p>-I can <b>identify</b> potential reasons for conflict and ways in which these could be resolved</p> <p>-I can identify our most positive relationships and what makes these so</p> <p><b>Assessment:</b> Identifying ways in which a classmate adds to the</p>	<p>-I can <b>reflect</b> on the things that make a relationship positive – having fun, giving each other positive, supportive feedback</p> <p>-I can <b>think</b> about our role in creating positive relationships in school – what makes people friendly or not</p> <p>-I can <b>make</b> plans to problem solve and resolve conflict, to create more positive relationships</p> <p>-I can <b>further understand</b> why everyone needs to have positive relationships</p> <p>-I can <b>think</b> about ways in which we feel we belong, in different areas of our lives</p> <p><b>Assessment:</b> -I can <b>identify</b> ways in which a member of our</p>	<p>-I can <b>understand</b> the importance of fun and laughter in positive relationships – both physically and emotionally</p> <p>-I can <b>Identify</b> different activities that require us to work as a team and attributes that help us to do this successfully</p> <p>-I can <b>think</b> about how we form positive relationships, when we're not sure what the other person or activity needs</p> <p>-I can <b>think</b> about our role in forming and maintaining positive relationships – what can we do and say to be a good friend</p> <p>-I can <b>become better</b> at noticing when others may need help, and paying attention</p>	<p>-I can <b>understand</b> the importance of having fun and laughter with teammates – how we release chemicals, which make us feel more positive</p> <p>-I can <b>consider</b> why positive relationships are so important in the workplace</p> <p>-I can <b>debate</b> whether happiness and love are more or less important than material possessions</p> <p>-I can <b>think</b> about the role that trust and mutual respect play in positive relationships</p> <p>I can <b>assess</b> the attributes that we have against specific job roles to see how well we are suited to them</p> <p><b>Assessment:</b> I can identify ways in</p>	<p>Better understanding the importance of having fun and laughter with teammates – how we release chemicals, which make us feel more positive, boost our immune system, relax the whole body,reduce stress</p> <p>Considering how we would feel if we kept helping people and being kind, but did not receive any gratitude</p> <p>Thinking about a job that we would like to have when we grow up, how well suited we are to it and areas we can work on to become even better suited</p> <p>Looking forward to the future and writing a job application that reflects the type of person we have become and our</p>

	<p>playground and online.</p> <p>-I can <b>understand</b> what to do if I see something that doesn't look right on our electronic device.</p> <p>-I can <b>understand</b> that all families are similar in some ways and different in others</p> <p>-I can <b>think</b> about how we choose our friends and how we grow our friendship circle.</p>	<p>-I can understand what secrets are and when its not okay to keep them.</p> <p>I can <b>think</b> about who can help us if we see something on our electronic device that doesn't look right.</p> <p>-I <b>can understand</b> which information we should and shouldn't share on line and how to spot a stranger.</p> <p>-I <b>can consider</b> what is special about each of our families.</p> <p>- I <b>can understand</b> that people might make mistakes about us, if they don't know us.</p>	<p>positive relationships within the school</p> <p>-I <b>know</b> which parts of our bodies are private – I can <b>understand</b> the underwear rule</p> <p>-I can <b>understand</b> what secrets are and when it's not okay to keep them</p> <p>-I can <b>understand</b> that not everything on the internet is true and some of the ways that we can tell</p> <p>- I can <b>understand</b> how easy it is to spread fake news</p> <p>- I can <b>research</b> what families around the world look like</p> <p>-I can <b>understand</b> that we might make mistakes about other people, if we don't know them or ask questions</p>	<p>family adds to the positive relationships at home</p> <p>-I can <b>understand</b> what privacy is for children and adults, and why it is important</p> <p>- I can <b>understand</b> how we can respond safely to adults that we don't know</p> <p>-I can <b>identify</b> the risks of online activity and how we can keep ourselves safe</p> <p>-I can <b>think</b> about the information and data about us, that is online</p> <p>-I can <b>understand</b> that every family is unique and special and that we should respect other people's families</p> <p>- I can <b>understand</b> what stereotypes are, and how we can challenge these.</p>	<p>to other people's needs</p> <p><b>-Assessment:</b> I <b>can identify</b> ways in which different adults add to the positive relationships at school</p> <p>-I can <b>understand</b> that there are boundaries within friendships</p> <p>-I can <b>understand</b> ways in which we can and should show respect for people online, including when we're anonymous</p> <p>-I can <b>think</b> about ways in which people might behave differently online and what we should do if we have concerns</p> <p>-I can <b>think</b> about ways in which families may be different – including civil partnerships, step parents, single parent families</p> <p>- I can <b>understand</b> what appropriate physical contact between people is</p> <p>-I can <b>understand</b> how being stereotyped might make people feel</p>	<p>which an adult in the community adds to the positive feeling of our local area</p> <p>-</p>	<p>positive attributes</p> <p>Reflecting on the positive attributes of others – what kind of a person do you need to be to make a difference in a school</p> <p><b>Assessment:</b> Understanding the importance of showing gratitude and ways in which we can do this</p>
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Coping	<p>-I can <b>identify</b> great and not-so-great feelings and who we would go to for help with our feelings.</p> <p>-I can <b>understand</b> that, by doing something different with our bodies, we can improve how we feel</p> <p>-I can <b>understand</b> that, by changing what we say and how we say it, we can cope better when we can't do something</p> <p>-I can <b>reflect</b> on places that make us worry and what we can do to cope the next time that we're there, e.g. when crossing the road</p> <p>-I can <b>make</b> a collage of happy things and practising visualising this if we don't feel calm or relaxed</p> <p><b>Assessment:</b> Thinking of the coping skills we have used to move nearer to achieving a personal goal</p>	<p>-I can <b>identify</b> different feelings, whether they are big or little and whether or not we might need help with them</p> <p>-I can <b>understand</b> how we can identify our own feelings and that, even pretending to be in a positive mood, can help us to feel better</p> <p>-I can <b>identify</b> parts of the school day when we don't feel as positive, and what we can do to feel better</p> <p>-I can <b>identify</b> things that make us laugh or smile and practising recalling these to help us cope in tricky situations</p> <p>-I can <b>understand</b> that we all worry, but that there are lots of solutions to different worries</p> <p><b>Assessment:</b> Identifying the different tricky situations that we might be in and the best people to help us in each one</p>	<p>-I can <b>understand</b> what makes some situations trickier than others</p> <p>-I can <b>list</b> a range of coping techniques that we can use, and understanding why, in certain situations, some are better than others</p> <p>-I can <b>understand</b> why it is important to have good coping skills and what a Superhero would say to help them cope</p> <p>-I can <b>understand</b> the attributes of someone who copes well and helps others to cope</p> <p>-I can <b>practise</b> coping strategies when someone is giving you constructive criticism/ feedback – understanding that this should be viewed as helpful</p> <p><b>Assessment:</b> Identifying the coping strategies that we can use and what we would look like, be saying</p>	<p>-I can <b>consider</b> how learning to cope will help us with our bounceback-ability</p> <p>-I can <b>create</b> coping cubes as a strategy to motivate us when we are struggling</p> <p>-I can <b>understand</b> how personal mantras can help people to cope</p> <p>-I can <b>identify</b> times when we cope less well and thinking of a personal mantra to overcome this</p> <p>-I can <b>think</b> of ways in which we can help others cope better, by suggesting changes they can make to their behaviours, actions and body language</p> <p><b>Assessment:</b> Thinking about the advice we can give to others when it seems that they aren't coping</p>	<p>I can <b>identify</b> how we feel when we are coping well</p> <p>-I can <b>understand</b> how physical exercises can help us to cope – breathing in a calm way, power posing</p> <p>-I can <b>practise</b> mindfulness as a strategy to help us cope</p> <p>-I can <b>better understand</b> the physical signs that we display when we are not coping well</p> <p>-I can <b>think</b> of ways in which we can help others cope better, by accepting someone else's decision, by walking away from potential conflict, by showing patience</p> <p><b>Assessment:</b> Putting strategies into place when we are working under pressure</p>	<p>-I can <b>understand</b> how to put things into perspective</p> <p>-I can <b>create</b> our own mindfulness scripts and techniques to help us cope</p> <p>-I can <b>understand</b> how developing a growth mindset approach will help us to cope better</p> <p>-I can <b>understand</b> the brain and its impact on how we cope Practising using positive visualisation as a strategy to help us cope with challenging situations</p> <p><b>Assessment:</b> Devising our personal coping plans</p>	<p>-I can <b>understand</b> frustration, and the behaviours associated with it -I can <b>better understand</b> the brain and its impact on how we cope and manage challenging situations</p> <p>-I can <b>understand</b> how we can help others to cope, by sharing what we know about the brain</p> <p>-I can <b>think</b> about secondary transition – our worries and potential solutions</p> <p>-I can <b>further understand</b> how our imaginations do or don't help us to cope, and how positive visualisation can be used successfully</p> <p><b>Assessment:</b> Thinking about the advice we will give to our future selves, about coping</p>

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<b>Achievement and success</b>	<p>-I can <b>reflect</b> on previous achievements and things that we can't do yet</p> <p>-I can understand that some goals can be achieved quickly/ when we are young and others take longer</p> <p>-I can <b>work</b> as a team to achieve a class goal</p> <p>-I can work as a group to achieve a goal – turn taking, helping each other</p> <p>I can talk through personal goals with older mentors/ acting on advice</p> <p><b>Assessment:</b> Reflecting on whether or not we have achieved our home goal</p>	<p>-I can <b>create</b> a timeline to show achievements in our lives so far</p> <p>-I can <b>think</b> about ambitions for the future and how these might be achieved</p> <p>-I can <b>understand</b> the importance of speaking positively about challenges</p> <p>-I can <b>understand</b> why we shouldn't always settle for our first attempt</p> <p>-I can <b>work</b> as a team to set and achieve a class goal</p> <p><b>Assessment:</b> Identifying the thoughts and words that we use when we are working to achieve a goal</p>	<p>-I can <b>identify</b> our latest achievement and how we ensured that we were successful</p> <p>-I can <b>identify</b> step by-step actions to achieve a personal goal</p> <p>-I can think about famous failures and the potential consequences of giving up</p> <p>-I can <b>identify</b> the mutual benefits of helping others to succeed/ seeking the support of others to help us</p> <p>-I can <b>compare</b> the success rates of one person individually, and a team, doing the same task</p> <p><b>Assessment:</b> Explaining to other people how to be successful</p>	<p>-I can <b>understand</b> what achievement and success are</p> <p>-I can <b>understand</b> the role that we can play in helping others to achieve success – being encouraging, giving advice, praising and celebrating</p> <p>-I can <b>understand</b> how Paralympians can be supported to achieve great things, e.g. through specialist equipment, through the help of others</p> <p>-I can <b>identify</b> some of the barriers to being successful and ways to overcome them</p> <p>-I can <b>understand</b> some of the ways in which we can succeed as a team – letting others speak, taking turns, being an effective communicator</p> <p><b>Assessment:</b> Creating a piece of drama that shows how we can achieve and succeed</p>	<p>-I can <b>use</b> an achievement graph to identify recent class and personal achievements</p> <p>-I can <b>develop</b> a plan to achieve future success</p> <p>-I can <b>understand</b> the importance of being resilient, not giving up and overcoming difficulties</p> <p>-I can <b>understand</b> why it is important to fail, in order to be successful</p> <p>-I can <b>understand</b> some of the ways in which we can succeed as a team – making good personal contributions, letting everyone have a go, distributing tasks fairly</p> <p><b>Assessment:</b> Creating a song which explains to others how to</p>	<p>-I can <b>understand</b> that goals can be set in order to achieve success – using the SMART model Setting individual SMART targets with steps to success and milestones</p> <p>-I can <b>understand</b> that we can use the success of others to think more creatively, and achieve more, ourselves</p> <p>-I can <b>understand</b> that, in order to achieve success as a team, we may have to overcome a range of emotions – frustration, pressured by lack of time, left out</p> <p>-I can <b>recognise</b> ways in which we can build personal resilience – having a fierce work ethic, knowing that we need to practise, wanting to make a difference</p> <p><b>Assessment:</b> Creating a script which explains to others how to be successful</p>	<p>-I can <b>understand</b> that success isn't just about sporting or academic achievement. We can also become more successful personally, socially and emotionally Setting individual personal, social and emotional SMART targets</p> <p>-I can <b>understand</b> that we can learn from others' success when developing a business plan Putting the previous session's plans into practice and recognising how we can learn from and overcome failure</p> <p>-I can <b>understand</b> the importance of not settling for our first attempt, if we want to be the most successful that we can be</p> <p><b>Assessment:</b> Giving a speech to motivate and inspire others to be successful</p>

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<b>Support</b>	<p>-I can <b>think</b> about the help and support we need and why we need it</p> <p>- I can <b>practise</b> listening and being heard</p> <p>I can <b>understand</b> why it is important to listen carefully to others and the things that might distract us</p> <p>-I can <b>think</b> about people who support us at home and in the community</p> <p>I can understand that we all matter and make a difference</p> <p><b>Assessment:</b> Explaining what we have done to improve our listening at home</p>	<p>-I can <b>understand</b> the different types of support and why these are important</p> <p>-I can <b>understand</b> what makes a good discussion, in which everyone is able to speak and be heard</p> <p>-I can <b>identify</b> people who support us and how they do this</p> <p>-I can <b>understand</b> different emotions in others and ways in which we can give appropriate support, through our reactions</p> <p>-I can <b>practise</b> asking for help/support and being supportive</p> <p><b>Assessment:</b> Identifying ways in which we can listen with our whole body</p>	<p>-I can <b>understand</b> different types of support and the difference between getting support and not, when you need it</p> <p>- I can use the TALK model to identify whether or not we need help, and applying it to get support from an appropriate person</p> <p>-I can <b>practise</b> listening to other people's opinions, giving our own thoughts and managing disagreements</p> <p>-I can <b>identify</b> the different types of support that we get and give</p> <p>-I can <b>understand</b> that it can be difficult to ask for help and what we can do to support people who find this trick</p> <p><b>Assessment:</b> Reflecting on how we have used the TALK model to gain support recently</p>	<p>-I can <b>understand</b> how we feel when we are working in a team and either are or aren't being supportive</p> <p>-I can <b>recognise</b> times and situations when we need support – when we're feeling lonely, or angry, or upset</p> <p>I can <b>reflect</b> on the current support that we get and give at school – people's words and actions e.g. being a play leader, listening to a younger child read</p> <p>-I can <b>understand</b> that different people can offer different types of support, depending on the situation or problem – being more selective in who we might approach</p> <p>-I can <b>evaluate</b> how successfully we can work in a team and how supportive we are of other people</p> <p><b>Assessment:</b> Evaluating</p>	<p>-I can <b>think</b> about the different types of support – including physical, emotional, social</p> <p>-I can <b>create</b> a toolkit of things that we might need, when asking someone for support – brain to think the problem through, paper to write the problem on</p> <p>-I can <b>think</b> about how we can get our opinion across to gain support, and how we can be influenced by what others say to give support</p> <p>-I can <b>reflect</b> on the current support that we get from and give to our family – people's words and actions, e.g. helping a sibling with their homework, clearing the table</p> <p>- I can <b>compare</b> good support and bad support – what can we do to make others feel better, and what are the things that we might do to</p>	<p>- I can <b>understand</b> how people in the school community give and gain support</p> <p>-I can understand how we can give feedback in a supportive manner and receive feedback graciously</p> <p>-I can <b>think</b> about how we can develop our speaking and listening skills to become more supportive – making eye contact, nodding along, showing empathy</p> <p>-I can <b>understand</b> our wider support network – including people that we may not know or deal with directly</p> <p>-I can <b>think</b> beyond our own lives, about how people across the country and world support each other</p> <p><b>Assessment:</b> Identifying ways in which we have become more supportive recently –</p>	<p>-I can <b>understand</b> how people in the wider community give and gain support</p> <p>- I can <b>think</b> about how we can give support to people who may be shy or embarrassed to ask</p> <p>- I can <b>make</b> a personal plan to volunteer in the local community – thinking about how we will keep ourselves safe while doing this</p> <p>-I can <b>think</b> about whether or not we could/ should support others, even if we disagree with them</p> <p>-I can <b>better understand</b> the foundations of how to become a more supportive person – giving thoughtful feedback, being happy for others and a good loser</p> <p><b>Assessment:</b> Evaluating how we have done against our personal targets to give support to the local community</p>

				whether or not we have been better at approaching the right people to ask for support recently	make them feel worse <b>Assessment:</b> Reflecting on the tools that we have developed and need to develop further, at home and at school, to give and gain great support	particularly through our communication skills	
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<b>Self Confidence</b>	<p>-I can <b>recognise</b> what confidence looks like – facial expressions</p> <p>-I can <b>understand</b> how we can become more confident -through trying</p> <p>-I <b>know</b> what we can do when we want to give up – keep going</p> <p>Knowing what we can do when we find things tricky – ask others, use technology, look around the room</p> <p>- I can <b>recognise</b> confidence in others – facial expressions, body language</p> <p>Assessment: Explaining how personal confidence has grown at home and school</p>	<p>-I can <b>identify</b> activities in which we have low, medium or high levels of confidence</p> <p>-I can <b>identify</b> who can support us to have a ‘can-do’ attitude</p> <p>-I can <b>understand</b> why it’s important to become more independent</p> <p>-I can understand the role we can play in completing a team challenge</p> <p>- I can complete tasks without the help of a grown-up</p> <p><b>Assessment:</b> Identifying how</p>	<p>-I can <b>understand</b> how others see us</p> <p>-I can <b>understand</b> how we can help others to become more confident and happier</p> <p>-I can <b>identify</b> a previous problem and how it could have been solved</p> <p>-I can <b>understand</b> the benefits of working in a team/ on our own when faced with a challenge</p> <p>-I can <b>set</b> personal targets to complete a</p>	<p>-I can <b>identify</b> what confidence means to us</p> <p>-I <b>know</b> how our body language can show that we are confident</p> <p>-I can <b>recognise</b> a ‘can-do’ attitude in others – how people overcome setbacks</p> <p>Having a ‘can-do’ attitude and pushing ourselves to complete a challenge</p> <p>-I can <b>become increasingly</b> independent – using dictionaries, electronic devices and reference books</p> <p><b>Assessment:</b> Identifying words and phrases that now apply to us that show we have</p>	<p>-I can <b>explain</b> why we are awesome – using the ‘5 whys’ to encourage deeper thinking</p> <p>-I can <b>use</b> my body language to show that we are confident</p> <p>-I can <b>understand</b> how others develop a ‘can-do’ attitude through planning</p> <p>- can <b>set</b> personal targets and pushing ourselves to complete a challenge</p> <p>Setting others challenges to complete independently</p> <p><b>Assessment:</b> Creating a chant, to show how we have become more independent</p>	<p>-I can <b>understand</b> what confidence means to us – using the confidence metre and confidence wheel</p> <p>-I can <b>identify</b> what we need to be doing now, to become more confident in the future</p> <p>-I can <b>understand</b> how confident body language can help us to be successful- overcoming negative mind chatter and limiting beliefs</p> <p>-I can <b>develop</b> positive mind chatter and self-talk to rise to a challenge</p> <p>-I can <b>recognise</b> that confidence comes from becoming increasingly independent, being a self-starter, thinking</p>	<p>-I can <b>think</b> of ways in which we can be confident in the future – using the ‘5 hows’ to encourage deeper thinking</p> <p>-I can <b>create</b> pep talks – to encourage us to be confident and awesome in the future</p> <p>-I can <b>further understand</b> how self talk, positive mind chatter and team togetherness can help to overcome a challenge</p> <p>-I can <b>consider</b> my personal best when completing a challenge and understanding the importance of intrinsic rewards</p> <p>-I can <b>recognise</b> that confidence comes from becoming</p>

		we have become more independent	challenge <b>Assessment:</b> Assessing personal progress on a learning journey –including levels of confidence and independence	become more confident		creatively, analysing situations and using self-help techniques <b>Assessment:</b> Showing that I understand the effect of mind chatter, self-talk and limiting beliefs on my achievements	increasingly independent, being a self-starter, thinking creatively, analysing situations and using self-help techniques. - I can <b>also understand</b> that there are times when an adult must be involved if someone's safety is at risk <b>Assessment:</b> Creating Top Tips to be used in the future at times when we need to be self-confident
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