Progression of Skills PSHE/RSHE Being In My World

	National Curriculum Outcomes	
EYFS	**Relationships** Importance of friendships, not excluding others. Feeling lonely is normal and not shameful. Paying attention to other people's feelings and treating them with sensitivity. How their behaviour affects other people. Difference between assertive and controlling (enhanced 2026). **Health** How to help others in an emergency. Range and scale of emotions; worrying and feeling down are normal**.**	
KS1	**Relationships** Expecting to be treated with respect by others and treating others with respect. Practical steps to improve or support relationships Conventions of courtesy and manners (new explicit teaching 2026). Self-respect and its link to happiness. **Heath** Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses. Benefits of community participation, volunteering.	Pupils should be taught to: • Understand what helps them feel special, safe and calm in their class. • learn what it means to belong and understand their rights and responsibilities as class members. • understand their role in creating a positive, respectful and safe school community
KS2	**Relationships** Appropriate boundaries in friendships How to respond safely to adults. How to recognise and report unsafe feelings. Where to get advice. **Health** Loneliness can affect children and how to address it (enhanced 2026). Where and how to seek support, including who in school to speak to. Identifying hazards and risks (contributing, Ages 10–11).	Pupils should be taught to: • recognise how their actions impact others, consider different viewpoints, and take responsibility • understand how responsible choices and participation benefit their school community • understand how democracy and shared expectations support a positive school community • understand how democracy and modelling positive choices support a strong school community

	Knowledge	Social and Emotional Skills
EYFS	Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good	Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting
Year 1	I know how to use my Jigsaw Journal I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter	I know how to use my Jigsaw Journal I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter
Year 2	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal I understand the rights and responsibilities for being a member of my class and the importance of making contributions I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences	I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place I can work cooperatively I am choosing to follow the Learning Charter

Year 3	I recognise my worth and can identify positive things about myself and my achievements I can set personal goals I know how to use my Jigsaw Journal I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view	I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I know how to make others feel valued I understand that my behaviour brings rewards/consequences I can work cooperatively in a group I am choosing to follow the Learning Charter
Year 4	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I understand who is in my school community, the roles they play, how I fit in and how I can contribute I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I can take on a role in a group and contribute to the overall outcome I can recognise my contribution to making a Learning Charter for the whole school I understand how rewards and consequences motivate people's behaviour I understand why our school community benefits from a Learning Charter and can help others to follow it
Year 5	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	I know what I value most about my school and can identify my hopes for this school year I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it

Year 6	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community	I feel welcome and valued and know how to make others feel the same I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself