

## PSHE Progression of Skills and Key Vocabulary - Relationships - Feelings and Emotions

### Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.

Feelings and Emotions - KS1			
Year Group	Year R	Year 1	Year 2
<b>Feelings and Emotions</b>	<p>To be able to identify a range of feelings</p> <ul style="list-style-type: none"> <li>- Happy</li> <li>- Sad</li> <li>- Calm</li> <li>- Excited</li> <li>- Angry</li> </ul> <p>To being to understand that feelings change</p> <ul style="list-style-type: none"> <li>- Likes and dislikes can affect this</li> </ul>	<p>To be able to communicate their feelings and recognise how others show emotions</p> <ul style="list-style-type: none"> <li>- Give examples of feelings</li> <li>- Suggest ways to make themselves and others feel better</li> </ul> <p>To recognise that their behaviour can affect others</p> <ul style="list-style-type: none"> <li>- Understand what is fair, unfair, kind and unkind</li> <li>- Understand right and wrong</li> </ul> <p>To learn that people's bodies and feelings can be hurt (including comfortable and uncomfortable)</p> <ul style="list-style-type: none"> <li>- Physically hurting themselves or others</li> <li>- Emotionally hurting themselves or others</li> </ul>	<p>To recognise and explain that their behaviour can affect others</p> <ul style="list-style-type: none"> <li>- Understand what is fair, unfair, kind and unkind</li> <li>- Understand right and wrong</li> <li>- Strategies to help manage behaviour</li> </ul> <p>To learn the difference between secrets and nice surprises</p> <ul style="list-style-type: none"> <li>- When it is appropriate to keep a secret</li> <li>- Explain they have the right to tell a teacher a secret</li> </ul> <p>To explain that people's bodies and feelings can be hurt (including comfortable and uncomfortable)</p> <ul style="list-style-type: none"> <li>- Physically hurting themselves or others</li> <li>- Emotionally hurting themselves or others</li> </ul>
<b>Specific Vocab</b>	emotions, change, angry, cross, sad, happy, calm, excited	communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying	communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying
<b>National Curriculum End of Key Stage Aims</b>	<b>EYFS</b>	<b>Key Stage 1 - Feelings and Emotions</b>	
	<p><i>PSSED: MFB 40-60m</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p><i>PSSED: MFB 40-60m</i></p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R11. that people's bodies and feelings can be hurt (including what</p>	<p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind,</p>

## PSHE Progression of Skills and Key Vocabulary - Relationships - Feelings and Emotions

		makes them feel comfortable and uncomfortable)	what is right and wrong  R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
--	--	--	--

Feelings and Emotions - KS2				
Year group	Year 3	Year 4	Year 5	Year 6
<b>Feelings and Emotions</b>	<p>To be able to recognise and respond appropriately to feelings</p> <ul style="list-style-type: none"> <li>- <b>Body language</b></li> <li>- <b>Identify when others may need help</b></li> </ul> <p>To understand the concept of 'keeping something confidential or secret',</p> <ul style="list-style-type: none"> <li>- <b>When to tell someone</b></li> <li>- <b>When confidentiality is important</b></li> </ul> <p>To learn to recognise and manage 'dares'</p> <ul style="list-style-type: none"> <li>- <b>What is a dare?</b></li> <li>- <b>Persuasive language used</b></li> <li>- <b>Who to talk to if worried</b></li> </ul>	<p>To be able to recognise and respond appropriately to feelings and explain how this is done</p> <ul style="list-style-type: none"> <li>- <b>Body language</b></li> <li>- <b>Identify when others may need help</b></li> </ul> <p>To explain the concept of 'keeping something confidential or secret',</p> <ul style="list-style-type: none"> <li>- <b>When to tell someone</b></li> <li>- <b>When confidentiality is important</b></li> </ul> <p>To explain how to recognise and manage 'dares'</p> <ul style="list-style-type: none"> <li>- <b>What is a dare?</b></li> <li>- <b>Persuasive language used</b></li> <li>- <b>Who to talk to if worried</b></li> </ul>	<p>To be able to recognise and respond appropriately to feelings and explain how this is done</p> <ul style="list-style-type: none"> <li>- <b>Body language</b></li> <li>- <b>Identify when others may need help</b></li> </ul> <p>To explain the concept of 'keeping something confidential or secret',</p> <ul style="list-style-type: none"> <li>- <b>Refusing to keep secrets</b></li> <li>- <b>Sharing worries</b></li> </ul> <p>To explain how to recognise and manage 'dares'</p> <ul style="list-style-type: none"> <li>- <b>The right to privacy</b></li> <li>- <b>Privacy changes</b></li> <li>- <b>Sharing of information</b></li> </ul>	<p>To be able to emphasise with others and understand feelings</p> <p><b>Explain feelings and reactions</b></p> <p><b>Responding positively</b></p> <p>To be able to judge what kind of physical contact is acceptable and unacceptable</p> <ul style="list-style-type: none"> <li>- <b>Secrets and confidentiality</b></li> <li>- <b>Rights to break 'secrets'</b></li> <li>- <b>Identify support</b></li> </ul> <p>To explain how to recognise and manage 'dares'</p> <ul style="list-style-type: none"> <li>- <b>Explaining strategies used to manage dares</b></li> <li>- <b>Describe the difference between 'challenge' and 'dare'</b></li> </ul>
<b>Specific Vocab</b>	feelings, empathy, recognising others' feeling, confidentiality, secrets, surprises, personal safety, dares, challenges	feelings, empathy, recognising others' feeling, confidentiality, secrets, surprises, personal safety, dares, challenges, support, friendliness	feelings, empathy, recognising others' feeling, confidentiality, secrets, surprises, personal safety, dares, challenges, support, friendliness, worries, body language	feelings, empathy, recognising others' feeling, confidentiality, secrets, surprises, personal safety, dares, challenges, strategies, commitment, support, positivity, reactions, body language
National Curriculum End of Key Stage Aims - KS2				
	R1. to recognise and respond appropriately to a wider range of feelings in others	R1. to recognise and respond appropriately to a wider range of feelings in others R7. that their actions affect themselves and	R1. to recognise and respond appropriately to a wider range of feelings in others	R1. to recognise and respond appropriately to a wider range of feelings in others R8. to judge what kind of physical contact is

## PSHE Progression of Skills and Key Vocabulary - Relationships - Feelings and Emotions

	<p>R7. that their actions affect themselves and others</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p>	<p>others</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p>	<p>R7. that their actions affect themselves and others</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p>	<p>acceptable or unacceptable and how to respond</p> <p>R15. to recognise and manage 'dares'</p>
--	--	---	--	--