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| **Progression in PSHE at Stakesby Primary Academy** |

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| **Year Group** | **Turn – taking** | **Communication** | **Empathy** | **Respect** |  |
| **EYFS** | Turn taking - using physical object to symbolise the speaker’s turn. | Communication: share personal views and opinions | Empathy towards others: identify how others (including within a story/narrative) feel in different situations. | Begin to understand what kind and unkind behaviour is. |
| **1** | Use turn-taking language “my turn and “your turn” appropriately.  Begin to share views and opinions and start to understand the need to wait until someone has finished speaking before offering own views. | To listen to others in a range of situations and usually respond appropriately.  Begin to share views and opinions. | Begin to have an awareness of others’ feelings.  Understand how people might be feeling in different situations. | Understand what kind and unkind behaviour is and how this can affect others.  Begin to understand how to treat themselves and others with respect. |
| **2** | Understand the importance of taking turns.  Understand the need to wait until someone has finished speaking before sharing own ideas. | To listen carefully and respond with increasing appropriateness to what has been said.  To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. | Recognise how others’ are feeling.  Demonstrate kindness and understanding to other people’s emotions. | Understand what kind and unkind behaviour is and how this can affect others.  Understand how to treat themselves and others with respect.  Understand the importance of being polite and courteous.  Recognise the ways in which they are same and different to others. |
| **3/4/5** | Understand the importance of taking turns.  Understand the need to wait until someone has finished speaking before sharing own ideas.  Understand that everyone is entitled to their turn to speak. | To listen carefully, making timely contributions and asking questions that are responsive to others’ ideas and views.  To ask questions which deepen conversations and/or further their understanding.  To understand own feelings and be able to communicate them clearly. Take into account the viewpoints of others and begin to challenge others’ opinions with respect. | Understand others’ feelings.  To be able to discuss how others are feeling and why they might be feeling this way.  To begin to be able to interpret facial expressions and body language to detect others’ feelings. | Understand that personal behaviour can affect other people; to recognise and model respectful behaviour.  To listen and respond respectfully, in different situations.  Discuss and debate topical issues whilst respecting other people’s points of view. |
| **6** | Wait until someone has finished speaking to share views.  Understand that everyone is entitled to their turn to speak and it is important to listen to their views  Ensure, in group work especially, that all participants are having an equal chance to share their views/ complete a task. | Understand own feelings and how to demonstrate them to others in a calm, respectful manner.  Understand that people have differing views and this is okay.  Communicate own views and articulate reasons for these, irrespective of friends’ views.  Actively listen to others and respond with questions why may constructively challenge. | Recognise how others are feeling.  Understand how others may feel different to them in certain situations and that this is okay.  Demonstrate kindness and thought for others, but understand that it is not their responsibility to take on others’ problems. | Understand that not everyone will share the same views and that that no person’s view is more important than another’s.  Allow others their turn to talk / present their view / share their ideas without interrupting.  Try to understand an opposing idea, even if they don’t share it  Apologise independently for wrong-doing  Be able and willing to compromise. |