



## Progression of Skills - Heartsmart

<b>Skill of Topic</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Get Heartsmart	*begin to build constructive and respectful relationships.	*beginning to understand what healthy choices for my mind and body look like.	*think of a choice I have made that has helped my heart. •think of a choice I have made that has helped someone else's heart.	*recall a time when I felt stuck but found a way through!	*suggest some ways that I can care for my heart. •suggest some ways that I can care for other people's hearts.	*reflect on how I protect my own and other's hearts.	*explain some ways that I can protect my own and other's hearts.
Don't forget to let love in	*begin to see themselves as a valuable individual.	*beginning to be able to recall a kind word or action from my week.	*share the best thing about me.	*share some amazing things about myself.	*share several amazing things about myself.	*describe myself in a positive way.	*recall a way I have 'Let Love in' this week.
Too much selfie isn't healthy	*begin to express their feelings and consider the feelings of others.	*suggest a way that I have shown love for others. •beginning to think about how loving others makes me feel.	*suggest ways they have shown love for others. •describe how loving others makes me feel.	*describe how caring for others makes me feel. •suggest ways I have shown love for others.	*suggest ways that I have shown love for others. •describe how caring for others makes people feel.	*describe ways that I have shown love for others. •describe how caring for others makes people feel.	*suggest ways that I have shown love for others. •describe how caring for others makes people feel.
Don't hold on to what's wrong!	*begin to think about the perspectives of others.	*suggest an example of a positive attribute of the kind of friend I would like to be. •beginning to understand something I can do if I feel sad or mad.	*suggest a way I can protect myself and others from bullying. •suggest something I can do if I feel sad or mad.	*suggest a couple of things I can do if I feel sad or mad.	*suggest positive uses of the internet. •list several things I can do if I feel sad, or mad	*identify when I am experiencing negative emotion. •suggest ways that will help me when I am experiencing negative emotion.	*identify when I am experiencing negative emotion. •suggest ways that will help me when I am experiencing negative emotion.
Fake is a mistake!	*begin to identify and moderate their own feelings socially and emotionally.	*complete the phrase "I am..." with a positive characteristic.	*use positive words to describe myself and complete the phrase 'I am...	*list what I have learned about why 'Fake is a Mistake' •suggest safe people to talk to if I am concerned.	*list what I have learned about why 'Fake is a Mistake'. •list some of the risks associated with smoking.	*list what I have learned about why 'Fake is a Mistake'? •suggest some ways to avoid drug taking.	*list what I have learned about why 'Fake is a Mistake'. •give some advice against drinking alcohol.
No way through, isn't true!	*begin to show resilience and perseverance in the face of challenge.	*starting to be able to recall times where I felt stuck but found a way through!	*recall a time when I felt stuck but found a way through!	*suggest something I can do that helps me to manage change.	*describe key physical changes that take place as puberty begins. •recall a time when I felt stuck but found a way through!	*identify strategies used to demonstrate 'No Way Through' isn't True!	*describe ways to look after my health and wellbeing as I grow up. •recall a time when I felt stuck but found a way through. •use strategies that demonstrate 'No Way Through' isn't True!