



Knowledge and Skills Progression

Subject area: **PE -Social and Emotional Skills**

National Curriculum Statements

Key Stage 1

Pupils should develop social and emotional skills, become increasingly confident and extend their resilience and determination and teamwork. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Participate in team games, developing their teamwork.
- Perform dances developing confidence to perform.

Key Stage 2

Pupils should further develop social and emotional skills learning how to use them in different ways in PE and across the curriculum. They should enjoy communicating, collaborating and competing with each other.

Pupils should be taught to:

- Play competitive games and perform dances with increasing confidence.
- Take part in adventurous and outdoor activity challenges both individually and within a team, developing emotional resilience.
- Compete to achieve their personal best.

Social and Emotional	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self – Reflection	Personal, Social and Emotional Development Self-Regulation ELG: <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Children will talk about what skills and ideas they have used, including how they have helped them to perform better in a competitive game. • Children will talk about how they can score more points and whether they have beaten their personal best. • To discuss what skills they can use 	<ul style="list-style-type: none"> • To identify the skills and ideas they perform well • To identify the skills and ideas others perform well. • To use comments from the teacher and other children to improve their own performance. 	Being a critical thinker <ul style="list-style-type: none"> • To be able to think about what they have done well • To be able to identify something they have achieved • To be able to identify where they can improve a given skill or performance • To be able to compare 	Being a critical thinker <ul style="list-style-type: none"> • To be able to identify what they have done well and give possible reasons as to why • To be able to identify skills which they need to improve • To be able to think of their own activities which will develop identified skills 	Beginning to Lead <ul style="list-style-type: none"> • To identify the skills of a good leader • To demonstrate the skills of a good leader when working with a partner, group or team • To plan a warm up routine that all children can take a full and active part in. 	Sporting Values <ul style="list-style-type: none"> • To understand the sporting value of 'Honesty' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Self-belief' and identify a time they or others

	<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>within a game or activity.</p> <ul style="list-style-type: none"> • Children will recognise different ideas that are being used and use them to help improve their own performance. • To discuss what they have achieved within a game. • To explain what skills and ideas have worked well. 		<p>their performance to other people's</p> <ul style="list-style-type: none"> • To give possible reasons why something did not go right • To understand the difference between critical thinking and being unkind 	<ul style="list-style-type: none"> • To compare their performance to others' and give reasons as to which was more successful • To identify the skills needed to improve across the whole class • To begin to anticipate what might happen next in a game or situation 	<ul style="list-style-type: none"> • To understand what the letter S.T.E.P stand for in the STEP framework • To use their knowledge of the STEP framework to make a game more inclusive for all • To plan and lead a small group through the pulse raising section of a warm up 	<p>have shown this in the lesson</p> <ul style="list-style-type: none"> • To understand the sporting value of 'Teamwork' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Determination' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Passion' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Respect' and identify a time they or others have shown this in the lesson
Learning from Others	Personal, Social and	To use different ideas they have seen to help them	To watch what others do and describe what they see.				

	Emotional Development Managing Self ELG: <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 	improve within a game <ul style="list-style-type: none"> • To watch a game and describe what is happening or has happened. • To identify good examples of skills and copy them <ul style="list-style-type: none"> • Children will watch others and copy examples of high-quality actions. 	<ul style="list-style-type: none"> • To watch each other perform and identify what ideas and skills are being used. • To identify high quality skills in another child's performance and copy. • To watch a specific element of a performance and talk about what they have seen. • To comment on an action, movement or shape that has been performed well. • To describe what they have seen (individual actions and shapes and sequences). 				
Being a Responsible Learner	Personal, Social and Emotional Development Building Relationships ELG: <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and 			<ul style="list-style-type: none"> • To identify potential dangers around us in PE and decide on key rules to keep us safe • To identify how they can keep themselves safe in a PE lesson • To identify my role in keeping other people safe in a PE lesson 	<ul style="list-style-type: none"> • To identify and explain their role in keeping other people safe in a PE lesson • To be able to give clear instructions and explanations to a partner • To be able to check that the environment is safe to work in • To identify and explain why a PE kit is important to keep us safe 	Self-Improvement <ul style="list-style-type: none"> • To identify an example of themselves/ others showing resilience within the lesson • To identify how resilience can be shown throughout school • To understand the term 'positive mindset' 	Citizenship <ul style="list-style-type: none"> • To identify ways a game could be changed so that all are included • To identify how sport can be a tool to change lives • To identify how setting goals can help them to improve a performance

	friendships with peers. • Show sensitivity to their own and to others' needs.			• To evaluate how safe a lesson has been • To be able to give good advice and feedback when given a criteria to look for • To identify 3 things responsible learners always do	• To understand how a warm-up effects the body and prepares us for exercise • To explain how a warm-up should work	• To be able to give constructive feedback to a partner to help improve a skill • To identify why the rules of the game are needed • To understand their weaknesses (physical/ cognitive or social and emotional) when playing sports and think of ways these could be improved	• To identify their role in keeping others safe • To identify how they could respond to negativity or criticism • To understand how people may be put off taking part in sport
Recognising Success				• To be able to think about what they have done well • To be able to identify something they have achieved • To be able to tell someone else what they have done well • To understand it is ok to accept praise • To be able to recognise success against a given criteria for the lesson or skill • To understand what the word resilience means	Achieving Success • To identify where resilience has been shown by themselves and others • To understand how resilience can lead to success • To identify their strengths and how these can help a team • To understand how mindset can impact performance • To understand the value of independent learning	Sporting Values • To understand the Olympic value of 'Excellence' and identify a time they have shown this in the lesson • To identify how 'Excellence' has been shown by others within the lesson • To understand the Olympic value of 'Friendship' and identify a time they have shown this in the lesson • To identify how 'Friendship' has	Learning to Lead • To lead an effective warm up routine for a small group • To understand how to lead a sport specific warm up • To understand how to lead an effective warm up which is focused on improving a particular skill (e.g. stamina) • To describe how a good warm up routine can have a

				and identify how this could be shown in PE	• To understand how teamwork can influence success	been shown by others within the lesson • To understand the Olympic value of 'Respect' and identify a time they have shown this in the lesson • To identify how 'Respect' has been shown by others within the lesson	positive impact on performance and the implications of an ineffective warm up routine. • To be able to identify how active lifestyles can continue outside of school • To recognise how to make a game or activity safer
Vocabulary	EYFS	Key Stage 1		Key Stage 2			
	Think, try,	Self-reflection, specific, personal best, high quality, copy, element, individual		STEP, reasons, honesty, self- belief, respect, excellence, mindset, resilience, friendship, lifestyle			