



Poringland Primary School and Nursery

PATHS Key Skills and Knowledge Progression

Understanding feelings and emotions						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Pupils learn about what makes us feel happy and sad using puppets and stories. They learn about facial expressions and body cues associated with these feelings. Feelings cards are introduced to the children.</p>	<p>Pupils learn about what makes us feel happy, sad, calm, angry, scared, excited, tired, frustrated, proud, worried, disappointed, jealous and guilty through puppets and stories. They learn about facial expressions and body cues associated with these feelings. Feeling cards are used.</p>	<p>Pupils understand what makes them feel happy, sad, calm, angry, scared, excited, tired, frustrated, proud, worried, disappointed, jealous and guilty. They also explore what makes us feel shy, lonely, hopeful and disappointed. They develop an understanding of what are comfortable and uncomfortable feelings. Feeling cards are used.</p>	<p>Pupils recap the feeling covered in KS1 and explore each feeling in more depth. They also explore feelings of rejection and inclusion. Stories and role- activities are used to develop their understanding. Pupils learn that all feelings are ok and we can experience more than one feeling at a time.</p>	<p>Pupils are introduced to a feelings dictionary. They are introduced to a wider range of emotional vocabulary, which is recorded in their dictionaries and used in their writing throughout the school year. Pupils develop an understanding that some feelings can be more intense than others.</p>	<p>Pupils continue to use a feelings dictionary. They discuss and record a wider range of emotional vocabulary, which is used in their writing throughout the school year. They explore feelings of forgiveness and feeling resentful. Pupils have a greater understanding of why it is so important to discuss our feelings and continue to explore ways of managing their feelings.</p>	<p>Pupils continue to use a feelings dictionary. They discuss and record a wider range of emotional vocabulary, which is used in their writing throughout the school year. They explore feelings of forgiveness and feeling resentful. Pupils have a greater understanding of why it is so important to discuss our feelings and continue to explore ways of managing their feelings.</p>
Raising Self Esteem						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>PATHS pupil of the day is introduced. Adults model how to give compliments.</p>	<p>PATHS pupil of the day is continued. Adults model how to give compliments. Children learn about different types of compliments and how to compliment each other.</p>	<p>PATHS pupil of the day is continued. Children give compliments. PATHS pupil of the day is given special duties and responsibilities.</p>	<p>PATHS pupil of the day is continued. Children give compliments. PATHS pupil of the day is given special duties and responsibilities.</p>	<p>PATHS pupil of the day is continued. Children give compliments. PATHS pupil of the day is given special duties and responsibilities.</p>	<p>PATHS pupil of the day is continued. Children give compliments. PATHS pupil of the day is given special duties and responsibilities.</p>	<p>PATHS pupil of the day is continued. Children give compliments. PATHS pupil of the day is given special duties and responsibilities.</p>



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Self-control and managing our feelings						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Pupils are introduced to the basic concept of self-control when they feel angry. They are introduced to the puppet character Twiggle and are taught how to "do Turtle" to help themselves to calm down / feel better.	Pupils continue to "do Turtle" to help themselves to calm down / feel better. They start to understand that there are appropriate times to use turtle and have a greater awareness of other children feelings.	Pupils discuss the importance of self-control through stories and explore different ways to gain self-control. They are introduced to the concept of calming down using control signals (red, yellow and green lights)	Pupils continue to develop different ways to gain self-control using control signals. They are introduced to the concept of stopping and thinking to control their behaviour. Pupils learn to generate solutions after they have calmed down.	Pupils continue practising self-control using the control signals. They use role-playing to practise solving problems in group situations. They learn about being responsible and taking responsibility for their own behaviour.	Pupils continue practising self-control using the control signals. They learn to recognise their own anger triggers as well as that of others. They discuss problems that are out of their control and are encouraged to find alternative solutions to cope with stress.	Pupils continue practising self-control using the control signals. Pupils learn ways to manage stress and complete a problem diary. They understand how stress can have an impact on our behaviour and how this can be managed.
Friendship Skills						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Through stories, pupils learn that playing together, sharing and helping each other are aspects of friendship.	Pupils continue to learn that playing together, sharing and helping each other are aspects of friendship. Pupils are taught that it is possible to have more than one friend. Through stories they learn that it is important to let everyone join in play.	Pupils discuss the concept of a friend and explore how to make friends. They learn about positive social interaction skills and are introduced to the concept of fairness in peer relations.	Pupils continue to learn positive social interaction skills. They are taught about the importance of listening to others and being a good winner/loser. Pupils discuss how to keep friends and make up with friends and explore the negative impact of teasing and bullying.	Pupils are introduced to the ideas of competition and co-operation and explore different ways of making up after a conflict has occurred within a relationship. They learn to accept different points of view and think of alternative solutions to problems.	Pupils are introduced to effective steps for making new friends and discuss obstacles in friendship formation and discuss how to initiate conversation. They explore how gossip and teasing impacts on one's feelings and behaviours.	Pupils explore the role and skills of an effective listener - listening respectfully, hearing the truth and apologising when they have upset somebody. They learn the importance of self-respect, respecting others and respecting the differences in others.
Making good choices and solving problems						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Pupils understand	Pupils are encourage	Pupils are taught	Pupils learn that	Pupils are introduced	Pupils continue to	Pupils explore



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<p>the process of making choices. They use stories to illustrate good behaviour choices. Pupils are introduced to the idea that when we are calm we are more likely to make good choices</p>	<p>children to evaluate their problem-solving ideas by distinguishing between OK and not OK choices. Pupils are encouraged to think about the consequences of their behaviour and are introduced to the meaning of the word 'solution'.</p>	<p>the importance of listening to others when solving peer conflicts. They explore the importance of sharing and negotiation to resolve conflict. Pupils are taught the importance of good manners.</p>	<p>impulsive decision-making can lead to problems. Pupils practice problem solving in groups and are taught the importance of good communication. Pupils begin to see the perspective of others. They can distinguish between having good and bad manners. Pupils learn strategies for persevering when faced with a problem or conflict.</p>	<p>to using the golden rule for solving problems. They discuss and practise ways of resolving conflict that arise when rules are broken. They learn that different points of view can affect problem identification. They discuss careful decision-making and practise strategies to resist peer pressure. They learn about how they can help others and create positive change.</p>	<p>use the golden rule for solving problems. They are introduced to the concept of consequential thinking and to evaluate their problem-solving strategies. Pupils learn about the importance of setting goals and problems we may experience in achieving our goals. They are introduced to the concepts of stereotyping and discrimination.</p>	<p>different types of conflict and understand the concept of escalation and de-escalation of conflict. They learn the 5 steps for negotiating conflict and can use them in role-play. They discuss peer pressure and the importance of independent thinking. They discuss factors that motivate successful and unsuccessful approaches to school work. Pupils explore the complexity of certain decisions and reflect on how they might respond in different situations.</p>
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