Progression Grid

Key Stage 1

Get HeartSmart

YEAR 1

- I am beginning to understand that my choices can help or hurt my own and others hearts.
- I am beginning to understand that I am a source of power.
- I am beginning to understand some different emotions I feel.
- I am beginning to understand that I can look after my heart.
- I can identify someone that I am grateful for and am beginning to think about a reason why.
- I am beginning to understand what healthy choices for my mind and body look like.

YEAR 2

- I understand that the choices I make can help or hurt my own and others hearts.
- I can describe a way that I can use my power in a positive and negative way.
- I am beginning to understand that the decisions I make can affect my reputation.
- I am beginning to understand how my heart affects my actions, words and behaviours.
- I can describe how different people's families may look.
- I can describe a way my family shows me love.
- I can list a food from each of the 5 food groups.
- I can think of a choice I have made that has helped my heart.
- I can think of a choice I have made that has helped someone else's heart.

Don't Forget To Let Love In!

YEAR 1

- I am starting to describe myself in a positive way.
- I am starting to think about some great things about myself.
- I can suggest touch that I like and touch that I don't like.
- I am beginning to understand the difference between the truth and lies.
- I am beginning to understand that not everything is true.
- I am beginning to understand what truth sounds like.
- I am beginning to make choices based on my preferences.
- I am beginning to understand that I am unique.
- I am beginning to understand that there is a difference between spending and saving.
- I am beginning to understand that I can choose to 'save' or 'spend'.
- I am beginning to understand that a reward comes from saving.
- I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush.
- I am beginning to be able to recall a kind word or action from my week.

YEAR 2

- I can recall a way someone has shown love to me through kind words or actions.
- I can describe something I like about myself.
- I can say some of my strengths.
- I understand that I am unique.
- I understand the difference between truths and lies.
- I can suggest my own trash and truth statement.
- I can use positive adjectives to describe myself.
- I can describe a different range of emotions.
- I understand that thankfulness changes my attitude.
- I can find my pulse.
- I can describe how I feel after physical activity.
- I can recall a kind word or action from the week.
- I can share the best thing about me.

Too Much Selfie Isn't Healthy!

YEAR 1

- I am beginning to think about ways to show love for others.
- I am beginning to demonstrate ways to love others.
- I am beginning to notice the people around me.
- I am beginning to think about ways that I can help others.
- I am beginning to think about ways I have been helped by others.
- I can think of someone who looks after me.
- I am beginning to think about how being looked after makes me feel.
- I can suggest ways to show appreciation for others.
- I am beginning to understand how to work as a team.
- I am beginning to think about some ways to keep safe online.
- I can draw a picture to offer advice for keeping safe online.
- I can suggest a way that I have shown love for others.
- I am beginning to think about how loving others makes me feel.

YEAR 2

- I can suggest a way to show love for others.
- I can suggest a way to demonstrate love to others.
- I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me.
- I am learning to spot and act on opportunities to do something kind for others.
- I can list the people working in my local community that look after and protect me.
- I am learning to appreciate the important work they do.
- I can list ways that we are all different.
- I can list ways that we are all the same.
- I can suggest some ways to keep safe in real life.
- I can suggest some online safety rules.
- I understand that online safety rules are similar to safety rules in real life.
- I can suggest ways they have shown love for others.
- I can describe how loving others makes me feel.

Don't Hold on to What's Wrong!

YEAR 1

- I can identify when Boris is sad.
- I am beginning to understand that what I do effects others.
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment.
- I am beginning to understand that I can choose kind or unkind words.
- I can suggest an example of a positive attribute of the kind of friend I would like to be.
- I am beginning to understand something I can do if I feel sad or mad.

YEAR 2

- I understand that letting the bad feelings out of my heart helps me feel happy again.
- I understand that what I do affects others
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I can give an example of a person, place or activity that helps my heart when I am sad.
- I am beginning to understand ways to help me let go of hurt or disapointment.
- I can suggest a way I can protect myself and others from bullying.
- I can suggest something I can do if I feel sad or mad.

Fake Is A Mistake!

YEAR 1

- I can suggest an amazing fact about myself.
- I can explain why we don't need to lie about ourslves.
- I am beginning to understand that I don't need to pretend to be anything I am not - I can be myself!
- I can describe what being 'see-through' means.
- I am beginning to understand some reasons why being 'see-through' in friendship is important.
- I can suggest some ways to look after my teeth.
- I can name a person I can talk to when I feel upset.
- I am beginning to understand that small lies can have a big impact.
- I can complete the phrase "I am..." with a positive characteristic.

YEAR 2

- I can suggest a couple of amazing facts about myself.
- I can explain why we don't need to lie about ourslves.
- I can name something unique about myself.
- I can can name an unkind thought that I have about mysef.
- I can name a kind thought I have about myself.
- I can describe how an emotion feels.
- I can describe times when I have felt different emotions.
- I can suggest some ways to demonstrate good manners.
- I can demonstrate different ways to greet another person.
- I can describe some ways to stay safe in the sun.
- I can use positive words to describe myself and complete the phrase 'I am...'

'No Way Through,' Isn't True!

YEAR 1

- I am beginning to understand when I feel stuck.
- I am beginning to choose to persevere in completing a challenge.
- I am starting to explore how I can adapt my strategy and try other things when I feel stuck.
- I am beginning to understand the value of having a friend's support when I feel stuck.
- I can differentiate between secrets I should and shouldn't keep.
- I know what to do if someone asks me to keep a secret that makes me feel uncomfortable.
- I am beginning to understand that I have an impact on my class, family and community.
- I can choose pictures of things I like (to create a dreamboard).
- I can think of a person, pet or toy that I miss.
- I can share a memory of that person, pet or toy.
- I am starting to be able to recall times where I felt stuck but found a way through!

YEAR 2

- I am beginning to understand when I feel stuck.
- I am beginning to choose to persevere in completing a challenge.
- I am beginning to be able to find alternative solutions to a problem.
- I can design a map with alternative routes.
- I am beginning to think about different ways I can look at situations.
- I can suggest a different way I could try to overcome a challenging situation.
- I can replace worry phrases with positive "what if" phrases.
- I can identify signs of energy being used.
- I can suggest some ways to conserve energy.
- I can recall a time when I felt stuck but found a way through!

Key Stage 2

Get HeartSmart

YEAR 3

- I can suggest a way that I can show love to myself.
- I can suggest a way that I can show love to others.
- I can list ways to be kind to one another.
- I can describe some ways that others are 'meant to be treated'.
- I can recall a memory and associate a feeling with it.
- I am beginning to understand that my heart needs protecting.
- I can list some things that my heart needs protecting from.
- I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them.
- I can identify some benefits of a healthy lifestyle.
- I can identify some risks of an unhealthy lifestyle.
- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.

YEAR 4

- I can suggest several ways that I can show love to myself.
- I can suggest several ways that I can show love to others.
- I am beginning to think about the consequences of the words we use.
- I can describe some consequences of using kind and unkind words.
- I can suggest some characteristics that I would like to see in my classroom.
- I can suggest some ways I can cultivate some of those characteristics.
- I can name someone that I trust and I can give one reason for why I trust them.
- I can list some characteristics of a healthy family life.
- I can explain what "mental wellbeing" means.
- I can list something that positively affects my mental wellbeing.
- I can list something that negatively affects my mental wellbeing.
- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.

YEAR 5

- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.
- I understand that being bossy is about trying to control others.
- I can describe some qualities of a good leader.
- I can describe some qualities of the heart reputation I would like to have.
- I can suggest some ways to know what I should and shouldn't watch.
- I can list some things I should avoid watching.
- I can explain how another person has supported or encouraged me and how that made me feel.
- I can write a thank you letter and express gratitude to someone.
- I can suggest some ways to help myself sleep well.
- I can list some benefits of sleeping well.
- I can explain somes ways that I can protect my own and other's hearts.

YEAR 6

- I can reflect on the choices I make that can help my heart.
- I can reflect on the choices I make that can hurt my heart.
- I can explain how I feel differently when moving or posing in different ways.
- I can create a powerful pose of my own.
- I can suggest ways people can become 'hard-hearted'.
- I can suggest ways to keep my heart soft and strong.
- I can explain the benefits of a soft-strong heart over a hard heart.
- I can explain when a secret should be kept and when it should be shared.
- I can describe what a commitment is.
- I can plan a healthy meal.
- I can reflect on how I protect my own and other's hearts.

Don't Forget To Let Love In!

YEAR 3

- I can recall some ways that people have shown love to me through kind words or actions.
- I am starting to describe myself in a positive way.
- I can think of words to encourage others.
- I can accept encouragement from others.
- I can sort words into what love is and what love isn't.
- I can list some things that I am grateful for.
- I can explain why I am grateful for them.
- I am beginning to understand that some choices I make will affect my physical health.
- I can recall examples of kind words or actions from the week.
- I can share some amazing things about myself.

YEAR 4

- I can recall different ways someone has shown me love through kind words or actions.
- I can describe myself in a positive way.
- I can identify some ways that I most feel love.
- I can give an example of a time when I have been loved.
- I can identify some of my strengths and achievements.
- I can record and list some unique facts and figures about me.
- I can highlight five things about my body that I am grateful for.
- I can explain I am grateful.
- I understand that love sometimes looks like stopping the spread of bacteria.
- I can suggest some ways that bacteria spreads.
- I can recall examples of kind words or actions from the week.
- I can share several amazing things about myself.

YEAR 5

- I reflect on ways that people show me love through kind words or actions.
- I am starting to describe myself in a positive way consistently.
- I understand that I have value and purpose.
- I am aware of how the words I listen to about myself can make me feel.
- I can identify some lies that I believe/listen to.
- I can suggest opposing truths to those lies.
- I can describe how listening to and believing lies makes me feel.
- I can describe how listening to and believing truth makes me feel.
- I am beginning to understand and demonstrate different ways I can respond to pressured scenarios.
- I can recall a significant event and person in my life.
- I can someone to go to when I need help.
- I can recall a way I have 'Let Love in' this week.

YEAR 6

- I reflect on ways that people show me love through kind words or actions.
- I describe myself in a positive way consistently.
- I understand that I am valued.
- I can encourage others with kind and positive words.
- I can accept the encouragement given to me.
- I can recall significant events and people in their lives so far.
- I can recognise that every person is unique.
- I can list things that I am are grateful for.
- I can suggest some early signs of illness.
- I can recall a way that I have 'Let Love in' this week.
- I can describe myself in a positive way.

Too Much Selfie Isn't Healthy!

YEAR 3

- I can suggest ways to show love for others.
- I can suggest ways to demonstrate loving others.
- I can suggest something that I can do for another person.
- I can describe how the person I helped felt.
- I can describe how helping someone else made me feel.
- I can explain how to respond in an emergency.
- I can recognise and celebrate the impact kindness has on another person.
- I can work together with others to complete a task.
- I am learning how to listen well to one another and respect each other's views.
- I can list some information that identifies me eg name, address.
- I know why it is important to keep personal information private.
- I can suggest ways I have shown love for others.
- I can describe how caring for others makes me feel.
- I can suggest ways I have shown love for others.
- I can describe how caring for others makes me feel.

YEAR 4

- I can suggest ways to show love for others.
- I can demonstrate ways to love others.
- I am becoming more aware of my surroundings and the people around me by noticing differences.
- I can make the link about being observant and being aware of those around us.
- I can suggest how a person is feeling from their expression and body language.
- I can suggest who the unseen heroes of my community are.
- I can honour those heroes by writing a thank you note.
- I can suggest times when I need help from others.
- I can demonstrate good teamwork skills (clear communication, listening and negotiating).
- I can suggest ways to use my technology devices responsibly.
- I can suggest ways that I have shown love for others.
- I can describe how caring for others makes people feel.

YEAR 5

- I understand there are many different ways I can show love for others.
- I can demonstrate ways to love others.
- I can think of someone to go to if I feel lonely.
- I can suggest things to do to avoid feeling lonely.
- I can list some skills needed to listen to others well.
- I can suggest ways I can demonstrate honour.
- I am starting to understand the purpose and role of groups eg charities, raising awareness.
- I know what I should and shouldn't share online.
- I can suggest ways that I have shown love for others.
- I can describe how caring for others makes people feel.

YEAR 6

- I can reflect on the different ways to show love for others.
- I consistently demonstrate ways to love others.
- I know there are ways we are different and ways we are the same.
- I understand that while there are some differences between us, there are more similarities.
- I can listen carefully to my classmate and feedback what they have said.
- I can suggest people who have benefitted from overcoming a challenge.
- I can explain why I am grateful for those people.
- I can suggest ways to be a good friend.
- I can list 3 benefits of social media.
- I can list 3 dangers of social media.
- I can describe ways that I have shown love for others.
- I can describe how caring for others makes people feel.

Don't Hold on to What's Wrong!

YEAR 3

- I am beginning to understand what 'forgiveness' means.
- I can describe how saying sorry can help a situation.
- I can describe the effects of choosing to forgive or not.
- I can describe a way that holding on to hurt can make us sad.
- I can list a ways to build trust between friends.
- I can think of someone that I trust.
- I can give an example of a stereotype.
- I can suggest a couple of things I can do if I feel sad or mad.

YEAR 4

- I can suggest a way to fix a broken friendship.
- I can describe some benefits of forgiveness.
- I can sort scenarios into positive and negative stress.
- I can suggest ways to manage negative stress.
- I can suggest some healthy boundaries I can use both in life and online.
- I can recognise online abuse and know who to report it to.
- I can suggest positive uses of the internet.
- I can list several things I can do if I feel sad, or mad.

YEAR 5

- I can describe forgiveness.
- I can explain why forgiveness keeps my heart healthy.
- I can descrive some practical steps I could take to resolve conflict.
- I can describe how different emotions feel.
- I can explain why emotions are important.
- I can describe some healthy ways to respond to my mistakes.
- I can recognise bullying behaviours.
- I can suggest ways to deal with bullying.
- I can list different types of negative emotion.
- I can identify when I am experiencing negative emotion.
- I can suggest ways that will help me when I am experiencing negative emotion.

YEAR 6

- I can demonstrate choosing forgiveness.
- I can demonstrate choosing strategies to help resolve conflicts and disputes.
- I can explain my point of view.
- I can listen and take account of a response from another person.
- I can model resolving a dispute.
- I can explain some benefits of forgiveness.
- I can suggest some barriers to forgiveness.
- I understand that our tone and body language communicates more than our words.
- I can give examples of how a trustworthy friend behaves.
- I can explain when it is ok to break a confidence.
- I can list some effects bullying can have.
- I can explain how to get help if I or someone I know are being bullied.
- I can identify when I am experiencing negative emotion.
- I can suggest ways that will help me when I am experiencing negative emotion.

Fake Is A Mistake!

YEAR 3

- I can suggest a couple of amazing facts about myself.
- I can explain why we don't need to lie about ourslves.
- I am beginning to know the real me is the best me.
- I can give a simple explanation of what shame is.
- I can suggest appropriate and inappropriate types of touch.
- I can suggest safe people to talk to if I am concerned.
- I can explain why telling the truth is important to build a friendship.
- I can explain what an allergy is.
- I can list what I have learned about why 'Fake is a Mistake'.

YEAR 4

- I can explain why we don't need to lie about ourslves.
- I can list 3 great things about myself.
- I can explain that I am not what I 'do'.
- I can identify some important voices in my life.
- I can recognise the difference between kind and unkind voices in my life.
- I am growing in courage to always tell the truth.
- I can give examples of when I have been afraid to tell the truth.
- I can explain when dares are no longer fun.
- I can explain the consequences of dares.
- I can list some of the risks associated with smoking.
- I can list what I have learned about why 'Fake is a Mistake'.

YEAR 5

- I can explain why we don't need to lie about ourslves.
- I can list 5 great things about myself.
- I can discuss how unrealistic images can make me feel.
- I can explain some things I can do when I feel like I need to hide how I really feel.
- I can give a simple description of what vulnerability is.
- I can identify qualities that build trust for vulnerability.
- I can explain why growing feedback is important.
- I can identify the difference between 'No Entry' and 'Welcome' responses to feedback.
- I can list some risks associated with alcohol use in young people.
- I can give some advice against drinking alcohol.
- I can list what I have learned about why 'Fake is a Mistake'.

YEAR 6

- I can present different opinions respectfully.
- I can explain how to communicate the truth lovingly.
- I understand we are loved just as we are.
- I understand how to replace negative self-talk with positive self-talk.
- I can define what a boundary is.
- I can explain how using boundaries means we can have respectful friendships.
- I can find out facts about vaccinations from credible sources.
- I can suggest ways to discern if information online is credible.
- I can know some physical and mental health risks associated with taking drugs.
- I can suggest some ways to avoid drug taking.
- I can list what I have learned about why 'Fake is a Mistake'?

'No Way Through,' Isn't True!

YEAR 3

- I can identify when I feel stuck.
- I can choose to persevere when I feel stuck or in completing a challenge.
- I can identify an area of my life where I am doing well.
- I can describe what a setback is.
- I can give an example of a setback.
- I can demonstrate basic first aid skills.
- I can identify a dream I have.
- I can list some attitudes I need to develop to achieve my dreams.
- I can describe what 'change' is and give some examples in my life.
- I can suggest something I can do that helps me to manage change.
- I can recall a time when I felt stuck but found a way through!

YEAR 4

- I can describe a situation where I felt stuck.
- I can suggest some ways I can persevere when I feel stuck.
- I can list some skills and attitudes needed to meet the challenges.
- I can identify habits I need to develop or lose in order to achieve my goals.
- I can think of someone who encourages me.
- I can think of someone I can encourage.
- I can choose pictures of things that inspire me.
- I can create 'A Dream of my Heart is...' statement.
- I can define what puberty is.
- I can describe key physical changes that take place as puberty begins.
- I can recall a time when I felt stuck but found a way through!

YEAR 5

- I can describe situations where I feel stuck.
- I can suggest ways to persevere when I feel stuck.
- I can say when I find a situation difficult or challenging.
- I can give some examples of internal success.
- I can give an example of something I would like to grow in internally to meet a goal I have.
- I can name some tools that help me to live with hope.
- I can explain key facts about the menstrual cycle.
- I can describe ways to look after my health and wellbeing as I grow up.
- I can recall a time when I felt stuck but found a way through.
- I can use strategies that demonstrate 'No Way Through' isn't True!

YEAR 6

- I can describe situations where I get stuck.
- I can suggest ways to persevere when I feel stuck.
- I can describe the impact of changing my thinking from 'I can't do it' to 'I can't do it yet'.
- I can explain the importance of practice.
- I can answer the question "How am I feeling?"
- I can answer the question "Why am I feeling that way?"
- I can suggest ideas of needs for "What do I need?"
- I can explain the effects of having hope.
- I demonstrate choosing hope.
- I can describe some things that may try to keep me in my comfort zone.
- I can suggest what could happen when I step outside my comfort zone, into 'Where the magic happens!?
- I can apply this learning to a real-life scenario.
- I can describe the changes in my brain as I go through adolescence.
- I can recall a time when I felt stuck but found a way through.
- I can identify strategies used to demonstrate 'No Way Through' isn't True!