



**The Sultan's School**  
**Primary PSE**  
**Progression of Skills 2022-23**



Strand	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Growth Mindset &amp; Goal-Setting</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate they know ways to pay attention.</li> <li>• Identify reasons to pay attention.</li> <li>• Recognize mistakes are a part of learning by encouraging themselves and others when they make mistakes.</li> <li>• Name two ways they can get better at a skill.</li> <li>• Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate how they pay attention.</li> <li>• Name behaviours that would help them pay attention when distracted.</li> <li>• Describe how they have gotten better at one skill they've learned.</li> <li>• Suggest helpful thoughts to encourage themselves to keep trying.</li> <li>• Demonstrate practicing and paying attention, despite mistakes and distractions, to learn something new.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify things they've done to get good at something.</li> <li>• Give at least one example of things they can do to keep going when they get stuck or make mistakes.</li> <li>• Identify the likely outcomes of a character's helpful or unhelpful thoughts.</li> <li>• Replace unhelpful thoughts with helpful thoughts.</li> <li>• Apply what they've learned to give advice to someone having a hard time acquiring a new skill.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• State what happens in their brain when they learn a new skill.</li> <li>• Describe the connection between their own practice and effort and the changes that happened in their brain.</li> <li>• Name two additional actions they can take to improve a skill.</li> <li>• Make a practice plan with a partner.</li> <li>• Use a handout to make a practice plan for a skill they want to get better at.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use criteria to identify a class goal.</li> <li>• Make an effective plan to reach a class goal.</li> <li>• Evaluate progress toward a class goal so they can make adjustments if needed.</li> <li>• Reflect on the goal-setting process.</li> <li>• Apply the goal-setting process to a new group goal and reflect on how it went.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify a personal goal and explain why it is right for them.</li> <li>• Make an effective plan to reach a personal goal.</li> <li>• Evaluate their progress toward a personal goal so they can adjust their plan if needed.</li> <li>• Reflect on their experience of working toward a personal goal.</li> <li>• Apply the goal-setting process to a new personal goal and reflect on how it went.</li> </ul>
<b>Emotion Management</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Give at least one reason why they think someone is feeling happy.</li> <li>• Give at least one reason why they</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Name one way they can guess how someone feels.</li> <li>• Name a reason for why they think someone feels worried.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify reasons for feeling proud.</li> <li>• Identify reasons for feeling disappointed.</li> <li>• Generate helpful thoughts as a</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Suggest an example of information that emotions give them.</li> <li>• Differentiate feeling annoyed, angry, and furious through</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why it is important to manage strong emotions.</li> <li>• Describe the benefits of rethinking a situation.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Give an example of a recurring situation that causes them to feel strong emotions.</li> <li>• Identify signs and causes of stress in themselves.</li> </ul>



**The Sultan's School**  
**Primary PSE**  
**Progression of Skills 2022-23**



	<p>think someone is feeling sad.</p> <ul style="list-style-type: none"> <li>• Give at least one reason why they think someone is feeling angry.</li> <li>• Practice asking for help and slow breathing as ways to feel calm.</li> <li>• Label feelings using behavioural and contextual clues and demonstrate a way to feel calm.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a reason for why they think someone feels calm.</li> <li>• Name a reason for why they think someone feels frustrated.</li> <li>• Label feelings using behavioural and contextual clues and demonstrate a way to feel calm.</li> </ul>	<p>strategy to regulate strong feelings.</p> <ul style="list-style-type: none"> <li>• Recognize that people can have different feelings about the same situation because of their experiences.</li> <li>• Explain why different people can have different feelings in the same situation.</li> </ul>	<p>contextual and behavioural clues.</p> <ul style="list-style-type: none"> <li>• Recognize when and how to take a break to regulate a strong emotion.</li> <li>• Differentiate feeling content, happy, and excited through contextual and behavioural clues.</li> <li>• Recognize differences between levels of intensity of similar emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use questions to help them rethink given situations.</li> <li>• Rethink a situation they have personally experienced.</li> <li>• Rethink a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what a person can think or do differently to manage their strong emotion in a recurring situation.</li> <li>• Identify what they can think or do differently to manage strong emotions in a recurring situation.</li> <li>• Identify two things they can change in a recurring personal situation to pre-emptively manage strong emotions.</li> </ul>
<b>Empathy &amp; Kindness</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Give an example of a kind act.</li> <li>• Give a reason why they think kind acts are important.</li> <li>• Demonstrate two kind acts.</li> <li>• Give at least one example of a kind act they could do in a given situation.</li> <li>• Give at least one example of a kind act they have done or</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how kind acts can help people feel good.</li> <li>• Demonstrate two kind acts: asking "Are you okay?" and offering their company.</li> <li>• Demonstrate two kind acts: offering to help and inviting to join.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how empathy leads to an act of kindness.</li> <li>• Describe how empathy has led them to show kindness to others.</li> <li>• Identify a kind act they could do for someone.</li> <li>• Use empathy to identify a kind act they could do for a</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify kind acts that can build a new friendship.</li> <li>• Identify kind acts that can make existing friendships stronger.</li> <li>• Describe different ways people prefer to be shown kindness.</li> <li>• Ask questions to determine how someone else feels</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain different points of view in a given situation.</li> <li>• Generate questions a person could ask to better understand someone's point of view.</li> <li>• Ask questions to better understand someone's point of view.</li> <li>• Explain how understanding</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how people used empathy to identify and address a community problem.</li> <li>• Identify problems in their community and the people affected.</li> <li>• Describe different points of view to build empathy for the people affected by a community problem.</li> </ul>



**The Sultan's School**  
**Primary PSE**  
**Progression of Skills 2022-23**



	someone has done for them.	<ul style="list-style-type: none"> <li>• Demonstrate at least one kind act they could do for others.</li> </ul>	person in their school community. <ul style="list-style-type: none"> <li>• Use empathy to identify a kind act they could do for a person of their choosing.</li> </ul>	and identify a kind act they might want. <ul style="list-style-type: none"> <li>• Generate kind acts they can do to build a friendship.</li> </ul>	someone's point of view could change their own thinking or actions. <ul style="list-style-type: none"> <li>• Demonstrate taking another person's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate possible solutions to a community problem.</li> <li>• Evaluate possible solutions to a community problem.</li> </ul>
<b>Problem-Solving</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Repeat a clearly stated problem.</li> <li>• Name "feeling calm" as a helpful first step for problem-solving.</li> <li>• Demonstrate apologizing as a problem-solving strategy.</li> <li>• Demonstrate offering to share or taking turns as problem-solving strategies.</li> <li>• Demonstrate a problem-solving process.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• State a problem respectfully.</li> <li>• Identify problems caused by accidents and demonstrate an appropriate response.</li> <li>• Describe what they would want and need to solve a problem.</li> <li>• Identify ways to make amends to solve a problem.</li> <li>• Suggest one way to solve a problem.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• State the problem without blame.</li> <li>• Generate multiple solutions to a problem.</li> <li>• Explain why one solution is better than another for solving a given problem.</li> <li>• Generate ways to make amends to solve a problem.</li> <li>• Generate possible solutions and select the solution that makes sense.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Recall a process they can use to solve problems (STEP).</li> <li>• Restate the wants and needs of each person involved in a given problem.</li> <li>• Identify whose wants and needs are met by possible solutions.</li> <li>• Pick a solution for a given problem and explain why they chose it.</li> <li>• Solve a given problem using the STEP process.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Explain what they can do to be a better problem-solver.</li> <li>• Describe a given problem from each person's point of view.</li> <li>• Evaluate possible solutions to a given problem.</li> <li>• Evaluate which solution best solves a problem.</li> <li>• Apply the STEP process to solve a problem from each person's point of view.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Explain how to begin the STEP problem-solving process.</li> <li>• Identify when, where, and with whom to work on different problems.</li> <li>• Predict whether a potential solution will be successful based on the points of view of everyone involved.</li> <li>• Evaluate the outcome of a solution based on how it affected everyone involved.</li> <li>• Apply the STEP process and consider the context in which they might best solve the problem.</li> </ul>