



Year 3 – Social and Emotional Skills

Being a critical thinker		Being a responsible learner	Recognising success
<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 their performance to other people's 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 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 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 	<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 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 and identify how this could be shown in PE
Communication	<ul style="list-style-type: none"> To give feedback to a partner in relation to a task with confidence. To accept the feedback of a partner/ group and act upon it. 		



Year 4 – Social and Emotional Skills		
Being a critical thinker	Being a responsible learner	Achieving Success
<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 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 identify and explain their role in keeping other people safe in a PE lesson 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 To understand how a warm-up effects the body and prepares us for exercise To explain how a warm-up should work 	<ul style="list-style-type: none"> 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 To understand how teamwork can influence success
Communication	<ul style="list-style-type: none"> To give constructive feedback to a partner/ group around how to improve a performance. To be able to give clear instructions and explanations to a partner. 	



Year 5 – Social and Emotional Skills

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Beginning to Lead	Self-improvement	Sporting Values
<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. 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 	<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' 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 	<ul style="list-style-type: none"> 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 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
Communication	<ul style="list-style-type: none"> To understand how being 'respectful' is a key part of successful communication. To be able to give clear and concise instructions and explanations to a partner/ group. 	

Year 6 – Social and Emotional Skills

Sporting Values	Citizenship	Learning to Lead
<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 have shown this in the lesson 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 	<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 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 	<ul style="list-style-type: none"> 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 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
Communication	<ul style="list-style-type: none"> To speak with confidence when leading a partner/ small group. To give high quality feedback, including commenting on tactics and techniques that have worked well. 	