

**Knowing More. Remembering More. Applying More!**  
 Assessment in Foundation Subjects - PSHE (Year 3)

Teachers to assess how well children have learned the required knowledge at the end of each term.

**Working Towards (WTS)** **Expected (EXS)** **Greater Depth (GDS)**

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> <li>I can explain why it is important to have rules and how that helps me and others in my class learn.</li> <li>I can explain why it is important to feel valued.</li> <li>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</li> <li>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the different ways that help me learn and what I need to do to improve.</li> <li>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</li> <li>I can express how being anxious/ scared and unwell feels.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my life is influenced positively by people I know and also by people from other countries.</li> <li>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</li> <li>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</li> </ul>
Jigsaw Puzzle Piece	<b>Being Me in My World</b> <b>Celebrating Difference</b>	<b>Dreams and Goals</b> <b>Healthy Me</b>	<b>Relationships</b> <b>RSE/Changing Me</b>
Key vocabulary	Behaviour, Reward, Praise, Consequence, Conflict, Bullying, Bystander, Resolve, Compliment, Unique	Dreams, Goals, Aspiration, Future, Ambition, Success, Fitness, Anxious, Calories, Saturated Fat	Unisex, Equality, Stereotype, Respect, Responsibilities, Difference, Communication, Fair Trade

**Knowing More. Remembering More. Applying More!**  
 Assessment in Foundation Subjects - PSHE (Year 4)

Teachers to assess how well children have learned the required knowledge at the end of each term.

**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> <li>I can explain why being listened to and listening to others is important in my school community.</li> <li>I can explain why being democratic is important and can help me and others feel valued.</li> <li>I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>I can explain why it is good to accept myself and others for who we are.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan and set new goals even after a disappointment.</li> <li>I can explain what it means to be resilient and have a positive attitude.</li> <li>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>I can identify feelings of anxiety and fear associated with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise how people are feeling when they miss a special person or animal.</li> <li>I can give ways that might help me manage my feelings when missing a special person or animal.</li> <li>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> <li>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</li> <li>I can offer some suggestion about how I might manage my feelings when changes happen.</li> </ul>
Jigsaw Puzzle Piece	<b>Being Me in My World Celebrating Difference</b>	<b>Dreams and Goals Healthy Me</b>	<b>Relationships RSE/Changing Me</b>
Key vocabulary	Excluded, democracy, voting, reward, team, judgement, friend, bullying, deliberate, influence	Hope, perseverance, plans, self-belief, celebrate, guilt, assertive, follower, leader, emotions	Jealousy, positive, relief, acceptance, love, penis, vagina, periods, puberty, menstruation

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Assessment in Foundation Subjects - PSHE (Year 5)

Teachers to assess how well children have learned the required knowledge at the end of each term.

**Working Towards (WTS)** **Expected (EXS)** **Greater Depth (GDS)**

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> <li>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</li> <li>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</li> <li>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</li> <li>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare my hopes and dreams with those of young people from different cultures.</li> <li>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</li> <li>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</li> <li>I can summarise different ways that I respect and value my body.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</li> <li>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</li> <li>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</li> <li>I can also summarise the process of conception.</li> <li>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</li> </ul>
Jigsaw Puzzle Piece	<b>Being Me in My World Celebrating Difference</b>	<b>Dreams and Goals Healthy Me</b>	<b>Relationships RSE/Changing Me</b>
Key vocabulary	Community, participation, decision, cooperation, fears, discrimination, culture, racism, homophobic, rumour	Money, determination, aspiration, cooperation, career, job, lifestyle, eating disorder, body image, social media, comparison	Peer pressure, passwords, social network, self esteem, trustworthy, gambling, genitals, erection, ejaculation, wet dream

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 Assessment in Foundation Subjects - PSHE (Year 6)

Teachers to assess how well children have learned the required knowledge at the end of each term.

**Working Towards (WTS)** **Expected (EXS)** **Greater Depth (GDS)**

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> <li>I can explain how my choices can have an impact on people in my immediate community and globally.</li> <li>I can empathise with others in my community and globally and explain how this can influence the choices I make.</li> <li>I can explain ways in which difference can be a source of conflict or a cause for celebration.</li> <li>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain different ways to work with others to help make the world a better place.</li> <li>I can explain what motivates me to make the world a better place.</li> <li>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</li> <li>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</li> <li>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</li> </ul>
Jigsaw Puzzle Piece	<b>Being Me in My World Celebrating Difference</b>	<b>Dreams and Goals Healthy Me</b>	<b>Relationships RSE/Changing Me</b>
Key vocabulary	Challenge, rights and responsibilities, views, opinions, democracy, disability, struggle, harassment, recipient	Hardship, sponsorship, empathy, motivation, global issue, managing stress, crime, prevention, drugs, exploited	Mental health, ashamed, stigma, bereavement, grief, conception, making love, having sex, hygiene, vulnerable