



KS1 and KS2 PSHE Assessment Document

Adapted June 2022

from the PSHE Association Programme of Study

Using this document:

- Please use this guidance to assess each individual child's achievement within all areas of PSHE.
- This should also be used as a tool, to inform your planning.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of PSHE

- An increasing independence and physical and social awareness
- The ability to develop effective relationships, assume greater personal responsibility and manage personal safety, including online
- The ability to manage the physical and emotional changes at puberty,
- make an active contribution to their communities

Please use your knowledge of the children to decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

Breadth of Study:

By the end of Reception, children should be able to:

Early Years: Personal, Social and Emotional Development		
Self Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none">● Show an understanding of their own feelings and the feelings of others and begin to regulate their behaviour accordingly.● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate● Gives focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.	<ul style="list-style-type: none">● Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.● Explain the reason for rules, know right from wrong and try to behave accordingly.● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none">● Work and play cooperatively and take turns with others.● Form positive attachments to adults and friendships with peers.● Show sensitivity to their own and others' needs

This will be delivered through focus activities and within areas of continuous provision throughout Nursery and Reception.

By the end of Primary School pupils should know:

Families and people who care for me	Caring friendships	Respectful relationships	Online Relationships	Being Safe	Mental Wellbeing	
Internet Safety & Harms	Physical Health & Fitness	Healthy Eating	Drugs, alcohol and tobacco	Health & Prevention	Basic First Aid	Changing adolescent body

This will be delivered through the three key themes:

Health and Wellbeing

Relationships

Living in the Wider World

Health & Wellbeing

KEY STAGE 1

- Know what keeping healthy means and recognise different ways to keep healthy
- Know about foods that support good health and the risks of eating too much sugar
- Know how physical activity helps us to stay healthy; and ways to be physically
- Know why sleep is important and different ways to rest and relax
- Know and use simple hygiene routines that can stop germs from spreading
- understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- Know about dental care and visiting the dentist; know how to brush teeth correctly and recognise food and drinks that support dental health
- Understand how to keep safe in the sun and protect skin from sun damage
- Know about different ways to learn and play; recognising the importance of knowing
- Know about the people who help us to stay physically healthy

KEY STAGE 2

- Recognise how to make informed decisions about health
- Understand the elements of a balanced, healthy lifestyle
- Know about choices that support a healthy lifestyle, and recognise what might influence these
- Recognise that habits can have both positive and negative effects on a healthy lifestyle
- Understand what good physical health means and how to recognise early signs of physical illness
- Know what constitutes a healthy diet and know how to plan healthy meals
- Understand the benefits to health and wellbeing of eating nutritionally rich foods and the risks associated with not eating a healthy diet including obesity and tooth decay.
- Know how regular (daily/weekly) exercise benefits mental and physical health
- recognise opportunities to be physically active and understand some of the risks associated with an inactive lifestyle
- Know how sleep contributes to a healthy lifestyle and recognise routines that support good quality sleep
- Understand the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- Know that bacteria and viruses can affect health and understand how everyday hygiene routines can limit the spread of infection
- Understand the wider importance of personal hygiene and how to maintain it
- Know how medicines, when used responsibly, contribute to health

Healthy lifestyles (physical wellbeing)

Mental health

- Recognise and name different feelings that humans can experience
- Know how feelings can affect people's bodies and how they behave
- Recognise what others might be feeling and understand that not everyone feels the same at the same time, or feels the same about the same things
- Understand ways of sharing feelings and know a range of words to describe feelings
- Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- Recognise different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- Recognise when they need help with feelings and understand that it is important to ask for help
- Be aware of change and loss (including death) and be able to identify related feelings

- Understand that some diseases can be prevented by vaccinations and immunisations, and allergies can be managed
- Recognise how to maintain good oral hygiene and understand why regular visits to the dentist are essential
- Understand the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- Know about the benefits of sun exposure and risks of overexposure
- Recognise how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- Understand the benefits of the internet and the importance of balancing time online with other activities
- Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

- Understand that mental health, just like physical health, is part of daily life
- Recognise the importance of taking care of mental health
- Know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- Recognise that feelings can change over time and range in intensity
- Understand everyday things affect feelings and the importance of expressing feelings
- Be able to use a varied vocabulary to use when talking about feelings and understand how to express feelings in different ways;
- Recognise strategies to respond to feelings, including intense or conflicting feelings;
- Know how to manage and respond to feelings appropriately and proportionately in different situations

	<ul style="list-style-type: none"> • Understand what helps people to feel better when associated with change and loss 	<ul style="list-style-type: none"> • Recognise warning signs about mental health and wellbeing and know how to seek support for themselves and others
<p>Ourselves, growing and changing</p>	<ul style="list-style-type: none"> • recognise what makes them special • recognise the ways in which we are all unique • identify what they are good at, what they like and dislike • understand how to manage when finding things difficult • name the main parts of the body including external genitalia, where appropriate • Understand about growing and changing from young to old and how people's needs change • Recognise the need to prepare to move to a new class/year group 	<ul style="list-style-type: none"> • Understand about personal identity and recognise what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • understand that for some people gender identity does not correspond with their biological sex • Recognise their individuality and personal qualities • identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • Identify the external genitalia and internal reproductive organs in males and females • Understand how the process of puberty relates to human reproduction • Recognise the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) • Recognise how hygiene routines change during the time of puberty and understand the importance of keeping clean • Understand how to maintain personal hygiene • Understand the processes of reproduction and birth as part of the human life cycle • Know where to get more information, help and advice about growing and changing, especially about puberty • Recognise the new opportunities and responsibilities that increasing independence may bring • Understand and identify strategies to manage transitions between classes and key stages

Keeping safe

- Understand there are rules and age restrictions that keep us safe
- Recognise risk in simple everyday situations and know what action to take to minimise harm
- Understand how to keep safe at home, including fire safety
- Know that household products (including medicines) can be harmful if not used correctly
- Recognise ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street)
- Understand how to cross the road safely
- Know about the people whose job it is to help keep us safe
- Understand the basic rules to keep safe online, including what is meant by personal information and what should be kept private
- Understand the importance of telling a trusted adult if they come across something that scares them
- Understand what to do if there is an accident and someone is hurt
- Know how to get help in an emergency (how to dial 999 and what to say)

- Recognise the reasons for following and complying with regulations and restrictions (including age restrictions)
- Understand how to promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- Know how to predict, assess and manage risk in different situations
- Recognise hazards (including fire risks) that may cause harm, injury or risk in the home and know what they can do to reduce risks and keep safe
- Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- Recognise strategies for keeping safe in the local environment or unfamiliar places (rail, water, road), including firework safety and safe use of digital devices when out and about
- Understand the importance of keeping personal information private
- recognise strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others
- Understand what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- Understand what is meant by first aid and know how to respond and react in an emergency situation
- Recognise how to identify situations that may require the emergency services and know how to contact them

Drugs, alcohol and tobacco

- Know about things that people can put into their body or on their skin and understand how these can affect how people feel

- Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and understand their impact on health
- Recognise that drug use can become a habit which can be difficult to break
- Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

		<ul style="list-style-type: none"> • Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines); • Recognise that there are mixed messages in the media about drugs, including alcohol and smoking/vaping • Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use
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RELATIONSHIPS		
	KEY STAGE 1	KEY STAGE 2
Families and close positive relationships	<ul style="list-style-type: none"> • Understand the roles different people (e.g. acquaintances, friends and relatives) play in our lives • identify the people who love and care for them and what they do to help them feel cared for • Understand that there are different types of families including those that may be different to their own • Identify common features of family life • Understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried 	<ul style="list-style-type: none"> • Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • Understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them • Understand that gender identity and sexual orientation are different • Recognise marriage/civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • Recognise that people who love and care for each other can be in a committed relationship (e.g. marriage) living together, but may also live apart • Understand that a feature of positive family life is caring relationships and recognise the different ways in which people care for one another • Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); and understand that families of all types can give family members love, security and stability

Friendships

- Understand how people make friends and what makes a good friendship
- Recognise when they or someone else feels lonely and know what to do
- Recognise and use simple strategies to resolve arguments between friends positively
- Know how to ask for help if a friendship is making them feel unhappy

- Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

- Understand the importance of friendships and recognise strategies for building positive friendships
- Understand how positive friendships support wellbeing
- Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties), and understand that the same principles apply to online friendships as to face-to-face relationships
- Understand what it means to 'know someone online' and how this differs from knowing someone face-to-face
- Recognise risks of communicating online with others not known face-to-face
- Understand the importance of seeking support if feeling lonely or excluded
- Understand that healthy friendships make people feel included
- Recognise when others may feel lonely or excluded and know strategies for how to include them
- Know and use strategies for recognising and managing peer influence and a desire for peer approval in friendships
- Recognise the effect of online actions on others
- Understand that friendships can change over time, and recognise the benefits of having different types of friends
- Understand that friendships have ups and downs and develop strategies to resolve disputes and reconcile differences positively and safely
- Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and know how to manage this and ask for support if necessary

<p>Managing hurtful behaviour and bullying</p>	<ul style="list-style-type: none"> • Know that bodies and feelings can be hurt by words and actions • Recognise that people can say hurtful things online • Understand how people may feel if they experience hurtful behaviour or bullying • Recognise that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable • Know how to report bullying and understand the importance of telling a trusted adult 	<ul style="list-style-type: none"> • Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour • Be aware of strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) • Know how to report concerns and get support • Understand what discrimination means and know how to challenge it
<p>Safe relationships</p>	<ul style="list-style-type: none"> • Recognise that some things are private and understand the importance of respecting privacy • Understand that parts of their body covered by underwear are private • Understand that sometimes people may behave differently online, including by pretending to be someone they are not • Know how to respond safely to adults they don't know • Know how to respond if physical contact makes them feel uncomfortable or unsafe • Understand that there are situations when they should ask for permission and also when their permission should be sought • Understand the importance of not keeping adults' secrets • Recognise basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • Know what to do if they feel unsafe or worried for themselves or others and know who to ask for help • Use appropriate vocabulary asking for help 	<ul style="list-style-type: none"> • Understand privacy and personal boundaries • Understand what is appropriate in friendships and wider relationships (including online); • Recognise why someone may behave differently online, including pretending to be someone they are not • Know and use strategies for recognising risks, harmful content and contact and how to report concerns • Recognise how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • Recognise different types of physical contact; particularly what is acceptable and unacceptable • Know strategies to respond to unwanted physical contact • Understand about seeking and giving permission (consent) in different situations • Understand about keeping something confidential or secret; knowing when this should or should not be agreed to, and when it is right to break a confidence or share a secret • Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and know strategies for managing this • Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

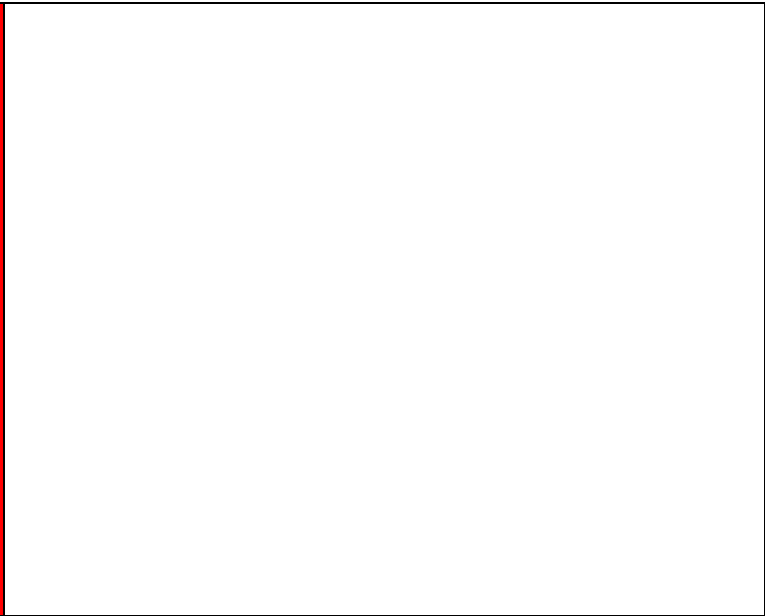
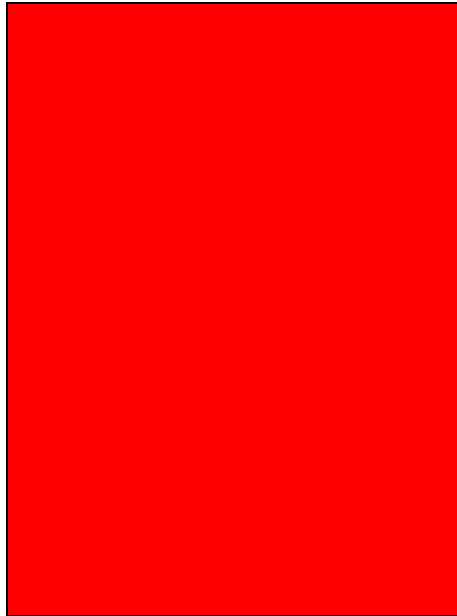
Respecting self and others

- Understand what is kind and unkind behaviour, and know how this can affect others
 - Understand how to treat themselves and others with respect; how to be polite and courteous
 - Recognise the ways in which they are the same and different to others
 - Understand how to listen to other people and play and work cooperatively
 - Know how to talk about and share their opinions on things that matter to them
- Understand that personal behaviour can affect other people
 - Recognise and model respectful behaviour online
 - Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves
 - Understand that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society
 - Know strategies to improve or support courteous, respectful relationships

LIVING IN THE WIDER WORLD

	KEY STAGE 1	KEY STAGE 2
Shared responsibilities	<ul style="list-style-type: none"> • Understand what rules are, why they are needed, and why different rules are needed for different situations • Recognise that people and other living things have different needs • Understand the responsibilities of caring for living things • Recognise what they can do to help look after their environment 	<ul style="list-style-type: none"> • Recognise reasons for rules and laws, and understand consequences of not adhering to them • Recognise there are human rights, that are there to protect everyone • Understand the relationship between rights and responsibilities • Understand the importance of having compassion towards others • Recognise shared responsibilities we all have for caring for other people and living things and know how to show care and concern for others • Recognise ways of carrying out shared responsibilities for protecting the environment in school and at home • Understand how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	<ul style="list-style-type: none"> • Recognise the different groups they belong to • Understand the different roles and responsibilities people have in their community • Recognise the ways they are the same as, and different to, other people 	<ul style="list-style-type: none"> • Recognise the different groups that make up their community • Understand what living in a community means • Value the different contributions that people and groups make to the community • Understand what diversity means and recognise the benefits of living in a diverse community • Understand stereotypes and how they can negatively influence behaviours and attitudes towards others • Know strategies for challenging stereotypes • Understand prejudice and how to recognise behaviours/actions which discriminate against others • Know ways of responding to it if witnessed or experienced
Media literacy & digital resilience	<ul style="list-style-type: none"> • Understand how the internet and digital devices can be used safely to find things out and to communicate with others • Recognise the role of the internet in everyday life 	<ul style="list-style-type: none"> • Recognise ways in which the internet and social media can be used both positively and negatively • Assess the reliability of sources of information online • Understand how to make safe, reliable choices from search results

	<ul style="list-style-type: none"> • Understand that not all information seen online is true 	<ul style="list-style-type: none"> • Recognise some of the different ways information and data is shared and used online, including for commercial purposes • Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; and that connected devices can share information • recognise things appropriate to share and things that should not be shared on social media • Understand rules surrounding distribution of images • Understand how text and images in the media and on social media can be manipulated or invented • Know strategies to evaluate the reliability of sources and identify misinformation
<p>Economic wellbeing: Money</p>	<ul style="list-style-type: none"> • Understand what forms money comes in and that money comes from different sources • Understand that people make different choices about how to save and spend money • Recognise the difference between needs and wants, and understand that sometimes people may not always be able to have the things they want • Understand that money needs to be looked after and there are different ways of doing this 	<ul style="list-style-type: none"> • Recognise the different ways to pay for things and the choices people have about this • Recognise that people have different attitudes towards saving and spending money • Understand what influences people's decisions and what makes something 'good value for money' • Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • Recognise that people make spending decisions based on priorities, needs and wants • Recognise different ways to keep track of money • Understand the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
<p>Economic wellbeing: Aspirations, work and career</p>	<ul style="list-style-type: none"> • Recognise that everyone has different strengths • Understand that jobs help people to earn money to pay for things • Identify different jobs that people they know or people who work in the community do • Recognise some of the strengths and interests someone might need to do different jobs 	<ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements, in order to set further goals to help achieve personal outcomes • Understand that there is a broad range of different jobs/careers that people can have; • Recognise that people often have more than one career/type of job during their life • Understand stereotypes in the workplace and know that a person's career aspirations should not be limited by them



- Understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice
- Understand that people may choose to do voluntary work which is unpaid
- Identify some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- Identify the kind of job that they might like to do when they are older
- Recognise a variety of routes into careers (e.g. college, apprenticeship, university)