

## Assessment Expectations in PSHE Expected Standard

### **A Year 1 child can:**

Talk about how to respect their own and other's rights and needs. Know how to be a good listener and how to listen to others properly. Identify the difference between wanting or needing something. Suggest reasons why you might need to borrow money and what the consequences might be. Describe the things they do in school or at home to keep themselves or others safe. Name some people who keep them safe and know how to ask for help if they are worried about something. Talk about some ways to keep their bodies healthy. Identify different kinds of feelings and know simple strategies to manage feelings. Recognise that everyone is unique and respect differences and similarities between people.

Use vocabulary such as: *healthy, rules, feelings, unique, unsafe, safety*

### **A Year 2 child can:**

Discuss how to respect their own and other's rights and needs. Understand what privacy is and explain what to do if they find themselves in an uncomfortable situation. Give examples of bullying and inappropriate touch. Give strategies for dealing with this behaviour. Describe what being healthy means, mentally and physically. Recognise their responsibilities, what they are good at and how to set simple goals. Identify different kinds of feelings and know strategies to manage feelings. Understand the benefits of good actions and the consequences of bad choices. Know basic rules for keeping safe in different places, including online.

Use vocabulary such as: *mindfulness, responsibilities, choices and consequences, privacy, bullying*

### **A Year 3 child can:**

Understand the importance of school rules and hygiene routines for health and safety. Give examples of unsafe situations in the environment and strategies for keeping themselves safe. Explain the differences between emotional and physical abuse. Explain what is meant by stereotypes, discrimination and bullying. Provide strategies to solve disputes and conflict. Make links between their actions and the effect on the world around them. Identify a wider range of feelings and emotions in themselves and others and how to manage these. Talk about media images and the effect on mental health. Explain how their choices affect their balanced lifestyle. Explain what it means to be enterprising, how to work collaboratively to shared goals and independently to their own.

Use vocabulary such as: *emotional and physical abuse, bacteria, emotional wellbeing, mental health, stereotypes, enterprising*

### **A Year 4 child can:**

Talk about how to respect the diversity, values and customs of people living in the UK and around the world and challenge stereotypes. Recognise wider range of feelings in others, including experiencing conflicting feelings at the same time. Describe their feelings to others according to their intensity and how to respond to their feelings and those of others. Give ways to maintain and develop trusting relationships and the qualities of a good friendship. Know the nature and consequences of discrimination and bullying in all its forms, including emotional and physical bullying and how to respond and ask for help. Describe some different ways to manage or resist pressure. Identify health and safety rules in school and the environment and examples of emergencies. Describe steps that can be taken to assess and reduce risk or avoid danger and hazards around them and how to report these.

Use vocabulary such as: *respect, compassion, resilient, qualities, compromise, conflict, social media*

### **A Year 5 child can:**

Explain their responsibility to manage and report personal safety, image requests and social media content. Explain what it means to be in a diverse community and the values and customs of others. Identify pressures that come from groups and how to deal with these. Discuss how our actions can affect self and others. Identify what discrimination, stereotypes and bullying looks like. Name different ways of achieving personal goals and setting high aspirations. Explain what it means to be enterprising for work and society and the role they play. Know what is meant by a habit and the consequences. Identify who helps them stay healthy and safe. Discuss ways of managing money and what it means to be a critical consumer. Explain how images in the media are distorted and can create negative body image.

Use vocabulary such as: *body image, habit, consumer, equality, discrimination, aspirations, diversity, growth mindset*

### **A Year 6 child can:**

Recognise what a healthy relationship looks like. Name influences that provide pressure in life and how to resist and manage these. Explain how their thoughts and feelings impact on their actions. Talk about how responsibilities change when becoming an adult and the changes in puberty. Explain the importance of human rights and laws. Talk about how finance has a role in people's lives, the environment and what it means to be a critical consumer. Give examples of what positively and negatively affects health, including the law and drugs. Recognise how media images affect our emotional wellbeing. Make links to how acting on these feelings can lead to unhealthy behaviours. Know a range of strategies for dealing with feelings and understand that thankfulness builds resilience.

Use vocabulary such as: *anti-social, puberty, commitment, modesty, boundaries, laws, emotional wellbeing, interest, debt*