

# STANNINGLEY PRIMARY SCHOOL

## YOU, ME, PSHE Assessment

The PSHE Association's subject Specialist Karen Summers says:

*"You, Me, PSHE is a comprehensive and engaging planning resource which supports the teaching of PSHE education across key stages 1 and 2. The learning objectives and outcomes in each of the lesson plans are clear and precise with many opportunities for pupils to develop their knowledge, understanding and skills. Each topic incorporates activities to establish the starting point of learners and also cross-references to resources produced by the Islington Health and Wellbeing team."*

Advice:

Since the majority of children will be working at the expected standard in each objective – record the year group in the (A) column e.g. Y1 and then only add the initials of the children working towards or who show greater depth. If you require any further advice contact the PSHE subject leader = Mrs Stott-Moore

Year 1 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Keeping Safe and managing risk: Feeling safe				
Lesson 1	Recognise the difference between 'real' and 'imaginary' dangers			
	Understand that there are situations when secrets should not be kept			
	Know when to tell a trusted adult if they feel unsafe			
Lesson 2	Recognise the difference between good and bad touches			
	Understand there are parts of the body which are private			
	Know where they can go to, what to say or do if they feel unsafe			
Lesson 3	Can identify situations where they might need help			
	Can identify people in the community who can help to keep them safe			
	Know how to ask for help if they need it			

Year 1 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Identify, society and equality: Me and others				
Lesson 1	Can recognise some of the things that make them special			
	Can describe ways they are similar and different to others			
	Understand that everyone has something about them that makes them special			
Lesson 2	Can identify the different roles of people at home and school			
	Can solve simple dilemmas about taking responsibility			
	Can explain why it is important to take responsibility at school and at home			
Lesson 3	Can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom			
	Can challenge unhelpful behaviour in a positive way			
	Understand how their behaviour can affect others			

Year 1 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Identify, society and equality: My money				
Lesson 1	Understand that people get money in different ways (earn, find, win, borrow)			
	Recognise that people make choices about what to buy			
	Understand that they may not always be able to have all the things they want			
Lesson 2	Understand why people might want to save their money			

	Can say how it feel to save for something you really want			
	Recognise where money is stored to keep it safe and some places are safer than others			
Lesson 3	Know that there are a range of jobs that people can do			

Year 1 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Physical health and wellbeing: Fun times				
Lesson 1	Know about some food associated with different celebrations and understand that these may be different from everyday foods			
	Identify what makes their home lives similar or different to others including the food they eat			
Lesson 2	Can describe how to play different active playground games			
	Can recognise how active playground games make them feel			
	Can make choices about which game to play, based on their feelings, like and dislikes and what they are good at			
Lesson 3	Know about some of the effects of too much sun on the body			
	Can describe what people can do to protect their bodies from being damaged by the sun			
	Know what they will need and who to ask for help if they are going out in the sun			

Year 1 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Mental health and emotional wellbeing: Feelings				
Lesson 1	Can name different feelings (including good and not so good)			

	Recognise that people may feel differently about the same situation			
	Can identify how different emotions look and feel in the body			
Lesson 2	Recognise that some feelings can be stronger than others			
	Can describe some ways of managing different feelings			
	Know when to ask for help			
Lesson 3	Are able to give an example of when people might experience change or loss			
	Can describe how people might feel when there is a change or loss			
	Recognise what they can do to help themselves or someone else who may be feeling unhappy			

Year 1 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
<b>Drug, alcohol and tobacco education: What do we put into our bodies?</b>				
Lesson 1	Are able to recognise that different things people put into bodies can make them feel good or not so good			
	Can identify whether a substance might be harmful to take in			
	Know how to ask for help if they are unsure about whether something should go in the body			
Lesson 2	Know that substances can be absorbed through the skin			
	Are able to recognise that different things that people put on to bodies can make them feel good or not so good			
	Can state some basic safety rules for thing that go into the body			

Guidance

# Personal, social, health and economic (PSHE) education

Published 11 September 2013

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## Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.