

STANNINGLEY PRIMARY SCHOOL

YOU, ME, PSHE Assessment (Year 2)

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. Y2 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 2 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Keeping Safe and managing risk: Indoors and Outdoors				
Lesson 1	Know some simple rules for keeping safe indoors, including online			
	Can describe what to do if there is an emergency			
	Understand that they can take some responsibility for their own safety			
Lesson 2	Know some rules for keeping safe outside			
	Can assess whether a situation is safe or unsafe			
	Understand the importance of always telling someone where they are going or playing			
Lesson 3	Can identify hazards in relation to road safety			
	Are able to explain how to cross the road safely			
	Recognise that there are rules in relation to road safety for all road users			

Year 2 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Sex and relationship education (SRE): Boys and girls, families				
Lesson 1	Are able to define differences and similarities			
	Understand that boys and girls can do the same task and enjoy the same things, but that stories TV and people sometimes say boys do this and girls do that			
Lesson 2	Know that female mammals give birth and nurse their young			
	Can describe the biological differences between male and female			
	Understand that creation of life requires a male and female			
Lesson 3	Identify, name and label biological terms for male and female sex parts			
	Understand that the male and female sex parts are related to reproduction			
Lesson 4	Can identify key stages in the human life cycle			
	Understand some of the ways they have changed since they were babies			
	Understand that all humans start life as babies			
Lesson 5	Understand that we all have different needs and require different types of care			
	Identify ways we show care towards each other			
	Understand the links between needs, caring and changes throughout the life cycle			
Lesson 6	Can describe different types of family			
	Identify what is special and different about their home life			
	Understand families care for each other in a variety of ways			

Year 2 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Physical health and wellbeing: What keeps me healthy?				
Lesson 1	Know what a healthy diet looks like			
	Can identify who helps them to make choices about the food they eat			
	Know the benefits of a healthy diet			
Lesson 2	Can describe some of the ways to be physically active throughout the day			
	Can explain why it is important to rest and enough sleep, as well as be active			
	Understand that an hour a day of activity is important for good health.			
Lesson 3	Know about the roles of people who help them to stay healthy			
	Can describe everyday routines to help take care of their bodies, including oral health			
	Understand how basic hygiene routines can stop the spread of disease			

Year 2 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Mental health and emotional wellbeing: Friendship				
Lesson 1	Can identify people who are special to them and explain why			
	Understand what makes a good friend			
	Can demonstrate how they show someone they care			
Lesson 2	Understand how people might feel if they are left out			
	Recognise when someone needs a friend and know some ways to approach			

	making friends			
	Know who they can talk to if they are worried about friendships			
Lesson 3	Can identify some ways that friendships can go wrong			
	Can describe some ways to sort out friendship problems			
	Recognise that difficulties within friendships can usually be resolved			

Year 2 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Drug, alcohol and tobacco education: Medicines and Me				
Lesson 1	Understand that the purpose of medicines is to help people to stay healthy, get well or feel better if they are ill.			
	Know that medicines come in different forms			
	Recognise that each medicine has a specific use			
Lesson 2	Know that medicines can be prescribed by a doctor or bought from a shop or pharmacy.			
	Know when medicines can be used and who decides which medicines to use			
	Understand that there are alternatives to taking medicines, and when they might be helpful.			
Lesson 3	Understand that medicines come with instructions to ensure they are used safely			
	Know some safety rules for using and storing medicines			
	Recognise that medicines can be harmful if not taken correctly			

Guidance

Personal, social, health and economic (PSHE) education

Published 11 September 2013

Contents

Personal, social, health and
economic education

Sex and relationship education

Additional support

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.