

STANNINGLEY PRIMARY SCHOOL

YOU, ME, PSHE Assessment (Year 3)

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. Y3 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 3 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Keeping Safe and managing risk: Bullying- see it, say it, stop it				
Lesson 1	Are able to define what is meant be bullying			
	Can identify the difference between falling out and bullying			
	Understand how bullying can make people feel and why this is unacceptable			
Lesson 2	Can name different types of bullying (including racism)			
	Can identify the different ways bullying can happen (including online)			
	Can respond how they would react in a range of situations			
Lesson 3	Can explain how to react if they witness bullying			
	Understand the role of bystanders and the important part they can play in reducing bullying			
	Know how and to whom to report incidents of bullying , where to get support			

Year 3 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Identify, society and equality: Celebrating difference				
Lesson 1	Know that differences and similarities between people arise from a different number of factors including family, culture, age, gender, personal interests, beliefs			
	Recognise that they have shared interests and experiences with others			
	Understand that their peers might be similar or different to each other but can play or work together			
Lesson 2	Can explain what being part of a community means			
	Can recognise some of the different communities or groups that they belong to and their role within them			
	Value and appreciate the diverse communities which exist and how they connect			
Lesson 3	Can identify positive and negative aspects of being a member of a group			
	Can acknowledge that there may be times when they don't agree with others in the group			
	Can stand up for their own point of view against opposition			

Year 3 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Careers, financial capability and economic wellbeing: Saving, spending and budgeting				
Lesson 1	Understand how manufacturers and shops persuade us to spend money			
	Are able to recognise when people are trying to pressure them to spend their money and how this feels			
	Can make decisions about whether something is 'value for money'			

Lesson 2	Can keep simple records to keep track of their money			
	Know the best places people can go for help about money			
	Know the best places people can go for help around money			
Lesson 3	Know there are a range of jobs, paid and unpaid,			
	Know about a number of different jobs people do			
	Can identify the skills and attributes needed for different jobs			

Year 3 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Physical health and wellbeing: What helps me choose?				
Lesson 1	Can use the Eatwell guide to help make informed choices about what they eat and drink			
	Can describe situations when they have to make choices about their food and drink			
	Understand who and what influences their choices about food and drink			
Lesson 2	Can explain why people are attracted to different brands			
	Are able to compare similar products according to packaging, taste, cost and explain which they think is the best value for money			
	Understand how this can affect what food people buy			
Lesson 3	Are able to identify a range of physical activities that help the body			
	Are able to evaluate the levels of physical activity in different pastimes			
	Can explain what choices they have about how to spend their free time			

Year 3 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Mental health and emotional wellbeing: Strengths and challenges				
Lesson 1	Explain how it feels to be challenged, try something new or difficult			
	Can plan the steps required to help achieve a goal or challenge			
	Are able to celebrate their own and other strengths and attributes			
Lesson 2	Explain what is meant by a put up or put down and explain how this can affect people			
	Can demonstrate a range of strategies for dealing with put downs			
	Recognise what is special about themselves			
Lesson 3	Can describe how it feels when there are set backs			
	Know some positive ways to manage set back at times, and how to ask for help or support			
	Recognise that everyone has setbacks and that these cannot always be controlled			

Year 3 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Drug, alcohol and tobacco education: Tobacco is a drug				
Lesson 1	Are able to define what is meant by a drug			
	Can identify when a drug might be harmful			
	Recognise that tobacco is a drug			
Lesson 2	Know the effects and risks of smoking and of second hand smoke on the body			

	Can express what they think are the most important benefits of remaining smoke free			
	Recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second hand smoke			
Lesson 3	Know about some of the support and medicines that people might use to help them stop smoking			
	Can explain what they might say or do to help someone who wants to stop smoking			
	Understand that there are benefits for people who stop smoking but that it can be hard to stop smoking			

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.