

# STANNINGLEY PRIMARY SCHOOL

## YOU, ME, PSHE Assessment (Year 4)



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. Y4 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 4 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Keeping Safe and managing risk: Playing safe				
Lesson 1	Know about the age classification system and understand why some games are not appropriate for children to play			
	Can evaluate whether a computer game is safe for them to play and explain why			
	Are able to share opinions about computer games			
Lesson 2	Can identify and assess the level of risk of different activities in the local environment			
	Recognise that in some situations there may be pressure to behave in a way that doesn't feel safe			
	Can identify some ways to respond to unhelpful pressure			
Lesson 3	Are able to assess what to do in an emergency			
	Can carry out simple first aid procedures for different needs			
	Can demonstrate how to ask for help from a range of emergency service			

Year 4 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
 Sex and relationship education (SRE): Growing and changing 				
Lesson 1	Can identify changes throughout the human cycle			
	Understand change is on-going			
Lesson 2 2a /2b	Are able to define puberty			
	Identify physical changes occur sometime between 8-17 that turn children into young adults			
	Understand that everyone's experience of puberty is different and that it begins and ends at different times			
	Understand that body changes at puberty are linked to human reproduction			
Lesson 3	Can identify positive things about themselves and others			
	Understand that boys and girls do the same things; but that stories, TV and people sometimes present different stereotypes			
	Can recognise and challenge stereotyping with confidence			

Year 4 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
Physical health and wellbeing: What is important to me?				
Lesson 1	Can explain why a person may avoid certain foods			

	Are able to communicate their own personal food needs			
	Understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons			
Lesson 2	Identify factors that might influence people's choices about the food they buy (E.g. fair trade)			
	Are able to express their opinions on factors that affect food choice			
	Understand that consumers may have different views on the food they eat and how it is produced			
Lesson 3	Explain the importance of sleep for wellbeing			
	Know what can help people relax and sleep well			
	Recognise the impact that too much screen time can have on a person's health and wellbeing			

Year 4 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
<b>Identity, society and equality: Democracy</b>				
Lesson 1	Understand that Britain is a democratic society and what this means			
	Know that there are different political parties who differ in their views			
	Understand that people have the opportunity to influence decision by voting in elections			
Lesson 2	Know how laws are made and the importance of following them			
	Understand the contribution and influence that individuals and organisation can have on social and environmental change			
	Recognise that laws help to keep people safe			
Lesson 3	Understand that the local council organises services under the guidance of the government			

	Recognise there are limited resources for the needs of the community			
	Know that people may have different views about how council money should be spent			

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Year 4 PSHE ASSESSMENT		Working Towards (WT)	Working At (A)	Greater Depth (GD)
<b>Drug, alcohol and tobacco education: Making choices</b>				
<b>Lesson 1</b>	Are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco etc. (Tobacco covered in Y3)			
	Can identify why a person may choose to use or not use a drug			
	Are able to state some alternatives to stop using drugs			
<b>Lesson 2</b>	Know how alcohol can affect the body			
	Explain why using alcohol can pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed			
	Know that there are laws and guidelines related to the consumption of alcohol			
<b>Lesson 3</b>	Can explain what is meant by the terms 'habit' and 'addiction'			
	Can identify different behaviours that are related to drug use			
	Know where they can go for help if they are concerned about someone's use of drugs			

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.