

# PSHE Assessment Grid : Being Together : Year 1

<h2 style="margin: 0;">Being Together</h2> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px; width: 15%;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px; width: 15%;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px 15px; width: 15%;">Term:</div> </div>											
<b>PSHE</b>											
<b>Lesson 1</b>	Can the children give examples of where rules are needed in everyday life?										
	Can the children explain why rules are important?										
	Can the children remember what their classroom rules are?										
<b>Lesson 2</b>	Can the children explain what cooperation means?										
	Can the children identify behaviours that help us cooperate with others?										
	Can the children cooperate with others?										
<b>Lesson 3</b>	Can the children explain the difference between a fact and an opinion?										
	Can the children put forward their opinion positively?										
	Can the children suggest how children could work together cooperatively?										
<b>Lesson 4</b>	Can the children explain how being kind affects others?										
	Can the children explain how being unkind affects others?										
	Can the children suggest how they would be kind in various scenarios?										
<b>Lesson 5</b>	Can children explain what being respectful means?										
	Can children sort respectful behaviours from disrespectful behaviours?										
	Can children rephrase impolite sentences so they show good manners?										

# PSHE Assessment Grid : Making Friends : Year 1

Making Friends																				
Group:		Year:		Term:																
PSHE																				
Lesson 1	Can the children explain the qualities of a good friend?																			
	Can the children distinguish between friendly and unfriendly behaviours?																			
	Can the children show empathy for someone experiencing loneliness and suggest how they would help them?																			
Lesson 2	Can the children explain what 'resolve' means?																			
	Can the children explain what 'negotiate' means and how it can help resolve disagreements between friends?																			
	Can the children suggest how to solve disagreements between friends?																			
Lesson 3	Can the children explain what is the difference between emotional and physical pain?																			
	Can the children sort actions into those that cause emotional pain and those that cause physical pain?																			
	Can the children explain what bullying is?																			
Lesson 4	Can the children suggest what to do if a friendship is making them unhappy?																			
	Can the children identify good choices and bad choices when it comes to resolving friendship problems?																			
	Do the children know how to ask for help if a friendship is making them unhappy?																			
Lesson 5	Do the children know what to do if they experience hurtful behaviour online?																			
	Can the children explain how we should behave online?																			
	Can the children empathise with someone who has experienced hurtful behaviour online?																			

# PSHE Assessment Grid : I am Awesome : Year 1



## I am Awesome

Group:

Year:

Term:

### PSHE

Lesson 1	Can the children explain what the word 'unique' means?																			
	Can the children identify ways in which we are all unique?																			
	Can the children empathise with a child who is feeling low?																			
Lesson 2	Can the children identify ways in which humans are similar to one another?																			
	Can the children identify ways in which humans can be different from one another?																			
	Can children recognise that even though we may be different to someone else, we can still get along?																			
Lesson 3	Can children explain what is meant by a balanced diet?																			
	Can children design a healthy meal which shows understanding of a balanced diet?																			
	Can children identify a range of ways in which we can stay healthy?																			
Lesson 4	Can the children identify activities which are private and activities that are public?																			
	Can the children recognise why people need to be on their own sometimes?																			
	Can the children list some public places and private places?																			
Lesson 5	Can the children name the male and female private parts?																			
	Can the children explain what PANTS stands for?																			
	Do children understand that our private parts are private and what to do if something happens that breaches this rule?																			

# PSHE Assessment Grid : Keeping Safe : Year 1

Keeping Safe																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
PSHE																				
Lesson 1	Can the children identify why rules are needed in various real-life situations?																			
	Can the children imagine the consequences of not having rules in real-life situations?																			
	Can the children articulate their ideas and opinions clearly?																			
Lesson 2	Can children identify hazards within the home?																			
	Do the children know how to use electrical appliances safely?																			
	Can the children explain what to do if they come across a hazard at home?																			
Lesson 3	Can the children explain what a risk is?																			
	Can the children identify risks and ways to minimise risks in everyday situations?																			
	Can the children explain their ideas and opinions with clarity?																			
Lesson 4	Can the children explain how to cross the road safely?																			
	Can the children identify locations where it is unsafe to cross the road?																			
	Can the children explain why it is unsafe to use a mobile phone or listen to music whilst crossing the road?																			
Lesson 5	Can the children explain what to do in various situations they might find themselves in when using the internet?																			
	Can the children identify what constitutes personal information and why this should not be shared online?																			
	Can the children recognise safe and unsafe actions when using the internet?																			

# PSHE Assessment Grid : How Do I Feel? : Year 1

How Do I Feel?																			
PSHE																			
Lesson 1	Can children name a range of different feelings or emotions?																		
	Can children give examples of when they might feel these different emotions?																		
	Do children know some different words for each feeling or emotion?																		
Lesson 2	Do children understand that feelings can affect our faces, bodies and behaviour?																		
	Can children name/describe/act out some of the expressions and actions related to different emotions?																		
	Can children recognise a range of feelings in other people based on their expressions and actions?																		
Lesson 3	Do children understand that not everyone feels the same at the same time?																		
	Do children understand that not everyone feels the same about the same things?																		
	Do children understand that all feelings are OK?																		
Lesson 4	Do children understand that people might not always be able to tell how they are feeling?																		
	Do children know who they can share their feelings with?																		
	Do children know how to ask for help with their feelings?																		
Lesson 5	Do children know that everyone experiences change?																		
	Do children understand that changes can cause a range of feelings?																		
	Can children say how a given change might make them feel?																		

# PSHE Assessment Grid : Roles and Responsibilities : Year 1

<h2 style="margin: 0;">Roles and Responsibilities</h2>															
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>											
PSHE															
Lesson 1	Do children know what a community is?														
	Can they name some different communities?														
	Can children name different communities that they are part of?														
Lesson 2	Do children understand that their class is a community?														
	Can children name some classroom rules and explain why they are important?														
	Can children name some classroom responsibilities, and explain why they are important?														
Lesson 3	Do children understand that people in communities often help and support one another?														
	Can children identify how people in their communities help them?														
	Can children identify how they can help people in their communities?														
Lesson 4	Do children know what an environment is?														
	Can children describe some of the ways how animals and plants keep the environment in balance?														
	Can children describe how they care for their environment and the living things within it?														
Lesson 5	Can the children identify a time they felt excited or worried?														
	Can the children identify their current skills and targets for next year?														
	Do children know that roles and responsibilities can change as they grow older?														

# PSHE Assessment Grid : What is a Family? : Year 2

What is a Family?																					
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																	
PSHE																					
Lesson 1	Can the children identify the role different people play in their lives?																				
	Can the children categorise people in their lives as friends, relatives and acquaintances?																				
	Do the children know how to encourage friends to seek help when they need it?																				
Lesson 2	Can the children identify different ways people show they love and care for us?																				
	Can the children recognise that sometimes we show we care by telling the person something they don't want to hear?																				
	Can the children identify the ways in which pets can help us in our lives?																				
Lesson 3	Can the children identify some different types of family?																				
	Do the children recognise that all families are characterised by people who love and care for one another?																				
	Do the children know what to do if family relationships are making them feel unhappy or unsafe?																				
Lesson 4	Can the children identify different jobs they can help out with around the home?																				
	Can children explain why some family members can't do all jobs (e.g. because of their age)?																				
	Can children explain what a young carer is and identify some of the difficulties they might face?																				
Lesson 5	Can children explain some ways to build and maintain positive relationships at school?																				
	Can the children explain the benefits of building positive relationships with others?																				
	Do children understand what is meant by respect and why it is important to show respect to others, including authority figures?																				

# PSHE : Safe Spaces and Boundaries : Year 2

Safe Spaces and Boundaries																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
PSHE																				
Lesson 1	Can the children identify where they feel comfortable and safe?																			
	Can the children identify situations that make them feel comfortable and uncomfortable?																			
	Can the children explain how their bodies feel when they are comfortable and uncomfortable?																			
Lesson 2	Can the children explain what is meant by a trusted adult?																			
	Do the children know how to start a conversation with a trusted adult?																			
	Can the children list who their five trusted adults are?																			
Lesson 3	Can the children empathise with another person who is feeling uncomfortable?																			
	Do the children know who they could turn to ask for help if they are feeling uncomfortable themselves?																			
	Are the children able to ask for help if they need it?																			
Lesson 4	Can the children explain what is meant by the term peer pressure?																			
	Do the children know who to go to and how to ask for help if they need it?																			
	Do the children know it is important to keep asking for help if at first help is not forthcoming?																			
Lesson 5	Can the children explain what makes a secret a safe secret?																			
	Can the children explain what makes a secret an unsafe secret?																			
	Do the children know what to do if they are asked to keep an unsafe secret?																			



# PSHE Assessment Grid : Being Healthy : Year 2



Being Healthy																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
PSHE																				
Lesson 1	Can the children explain what being healthy means?																			
	Can the children explain some of the things people can do to stay healthy?																			
	Can the children differentiate between healthy and unhealthy activities?																			
Lesson 2	Can the children differentiate between healthy and unhealthy activities?																			
	Can the children recall what things we can do to stay healthy?																			
	Can children suggest how to make more healthy choices?																			
Lesson 3	Can the children explain why it is important to keep our teeth healthy?																			
	Can the children identify ways we can keep our teeth healthy?																			
	Can the children describe how to brush their teeth correctly?																			
Lesson 4	Can the children explain why people take medicines sometimes?																			
	Can the children explain how to store and use medicines safely?																			
	Can children explain how to stay safe in the sun?																			
Lesson 5	Can the children explain why exercise is important to the body?																			
	Can the children suggest how we can include more physical activity within our everyday lives?																			
	Can the children explain what happens to breathing rate and heart rate after we exercise?																			

# PSHE Assessment Grid : Asking for Help : Year 2



Asking for Help																			
PSHE																			
Lesson 1	Can children identify a scenario where they might need to ask for help?																		
	Do children know who and how they can ask for help?																		
	Do children understand that it is OK to ask for help?																		
Lesson 2	Do children know that there are many different people who can help us and keep us safe?																		
	Can children identify ways in which these people can help us or keep us safe?																		
	Do children know the most appropriate person to go to for help in different situations?																		
Lesson 3	Can children identify what is an emergency and what is not?																		
	Do children know who can help them in an emergency?																		
	Do children know how to make a 999 call?																		
Lesson 4	Do children know what being 'online' means, and can they give examples?																		
	Do children know how to keep safe online?																		
	Do children know who to tell if they come across something online that makes them feel uncomfortable?																		
Lesson 5	Do children know what worry can feel like?																		
	Do children know that everyone experiences worry?																		
	Do children know how to ask for help with their worries?																		

# PSHE Assessment Grid : The World of Work : Year 2



The World of Work																				
Group:		Year:		Term:																
PSHE																				
Lesson 1	Can the children explain the difference between wants and needs?																			
	Can the children give relevant examples of wants and needs?																			
	Can the children explain why we cannot always have everything we want?																			
Lesson 2	Can the children identify which strengths and interests are needed for different jobs?																			
	Can the children match a description of somebody's strengths and interests to a job they would be good at?																			
	Can the children articulate their reasoning clearly?																			
Lesson 3	Can the children make simple inferences using a text?																			
	Can the children explain what a food bank is?																			
	Can the children identify why somebody might have to use a food bank?																			
Lesson 4	Can the children explain why money is important to people?																			
	Can the children explain why it is important to look after money?																			
	Can the children explain what to do if they lose or find money?																			
Lesson 5	Can the children recognise that their gender does not determine which job they can have when they are older?																			
	Can the children explain what is meant by the term 'ambition'?																			
	Can the children set goals and targets to help them achieve their own ambition?																			

# PSHE Assessment Grid : Being Me : Year 2



Being Me																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
PSHE																			
Lesson 1	Can children choose words to describe their personality?																		
	Can children identify their interests, likes and dislikes?																		
	Do children understand why they are a unique individual?																		
Lesson 2	Can children identify their role in their family?																		
	Can children identify their role as a friend?																		
	Do children know what to do if they feel unhappy, worried or lonely?																		
Lesson 3	Do children understand what 'wellbeing' is?																		
	Can children identify different activities that make them feel good?																		
	Do children know what to do if they feel bad?																		
Lesson 4	Can children use an increasingly varied vocabulary to name different feelings?																		
	Can children sort feelings by intensity or whether they feel positive or negative?																		
	Can children share some of the physical sensations they experience when they have a big feeling?																		
Lesson 5	Can children use a varied vocabulary to name some big feelings?																		
	Do children know that there are different ways to manage big feelings?																		
	Can children identify which calming activities will work best for each big feeling for them?																		