



Wallsend Jubilee Primary School

Year 1 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Relationships Families and friendships	To explain about people who look after them, who to go to if they are worried and ways to help these people look after them.	<ul style="list-style-type: none">I can talk about people who care for me e.g. parents, siblings, grandparents, relatives, friends, teachersI know the role these different people play in my life and how they care for me.I can talk about what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.I know about the importance of telling someone — and how to tell them — if I am worried about something in my family	Recorded evidence on See-saw Teacher Observation Peer observation Peer conversation Evidence of tasks in floor books Highlighted Vocabulary on knowledge organisers Book looks	Thought shower - Pre assessment in black Post assessment in green	
Safe relationships	To know what 'privacy means', know how to stay safe and how to seek permission.	<ul style="list-style-type: none">I can talk about situations when someone's body or feelings might be hurt and whom to go to for helpI know about what it means to keep something private, including parts of the body that are private,I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)I know when it is important to ask for permission to touch othersI know how to ask for and give/not give permission			
Respecting ourselves and others	To know how their behaviour affects others and know how to be polite and respectful.	<ul style="list-style-type: none">I can say what kind and unkind behaviour means in and out schoolI can say how kind and unkind behaviour can make people feelI know what respect meansI can talk about class rules, being polite to others, sharing and taking turns			
Belonging to a community	To know what rules are; Know the importance of caring for others' needs; To talk about looking after the environment	<ul style="list-style-type: none">I can give examples of rules in different situations, e.g. class rules, rules at home, rules outsideI know that different people have different needsI can describe how we care for people, animals and other living things in different waysI can talk about how I can look after the environment, e.g. recycling			
Media literacy and digital resilience	To know how to use the internet and other digital devices. To know how to communicate online.	<ul style="list-style-type: none">I know how and why people use the internetI know the benefits of using the internet and digital devicesI can describe how people find things out and communicate safely with others online			
Money and work	To know what their strengths and interests are. To identify a range of jobs in the community.	<ul style="list-style-type: none">I know that everyone has different strengths, in and out of schoolI know about how different strengths and interests are needed to do different jobs and about people whose job it is to help us in the communityI can talk about different jobs and the work people do			



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Year 1 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Physical health and mental wellbeing	To know the importance of keeping healthy including food and exercise. To know the importance of hygiene routines and sun safety.	<ul style="list-style-type: none">I can say what it means to be healthy and why it is importantI know ways to take care of myself on a daily basisI can talk about basic hygiene routines, e.g. hand washingI know about healthy and unhealthy foods, including sugar intake and about physical activity and how it keeps people healthyI can identify different types of play, including balancing indoor, outdoor and screen-based playI know people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisorsI can say how to keep safe in the sun			
	To recognising what makes them unique and special;. To identify different feelings and know how ways of managing when things go wrong	<ul style="list-style-type: none">I can recognise what makes me special and unique including my likes, dislikes and what I am good atI know how to manage and whom to tell when finding things difficult, or when things go wrongI can identify how I am the same and different to othersI can talk about different kinds of feelingsI know how to recognise feelings in themselves and others			
	To know how rules and age restrictions help us; To know about keeping safe online	<ul style="list-style-type: none">I can say how rules can help to keep us safeI know why some things have age restrictions, e.g. TV and film, games, toys or play areasI can talk about basic rules for keeping safe onlineI know who to tell if I see something online that makes me feel unhappy, worried, or scared			



Wallsend Jubilee Primary School

Year 2 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Relationships Families and friendships	To recognise the importance of making friends; To know when they are feeling lonely and know how to get help	<ul style="list-style-type: none">I can talk about how to be a good friend, e.g. kindness, listening, honestyI know about different ways that people meet and make friendsI can identify strategies for positive play with friends, e.g. joining in, including others, etc.I can talk about what causes arguments between friends and how to positively resolve arguments between friendsI can recognise, and ask for help, when I am feeling lonely or unhappy and know how to help someone else	Recorded evidence on Seesaw Teacher Observation Peer observation Peer conversation Evidence of tasks in floor books Highlighted Vocabulary on knowledge organisers Book looks	Thought shower - Pre assessment in black Post assessment in green	
Safe relationships	To know about managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<ul style="list-style-type: none">I can recognise hurtful behaviour, including onlineI know what to do and whom to tell if I see or experience hurtful behaviour, including onlineI know what bullying is and different types of bullyingI know how someone may feel if they are being bulliedI can recognise the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get helpI know how to resist pressure to do something that feels uncomfortable or unsafeI can say how to ask for help if I feel unsafe or worried and what vocabulary to use			
Respecting ourselves and others	To recognising things they have in common and differences; playing and working cooperatively; sharing opinions	<ul style="list-style-type: none">I can talk about the things I have in common with my friends, classmates, and other peopleI know that friends can have both similarities and differencesI know how to play and work cooperatively in different groups and situationsI can share my ideas and listen to others, take part in discussions, and give reasons for my views			
Belonging to a community	To know what it means to belong to a group; roles and responsibilities; being the same and different in the community	<ul style="list-style-type: none">I can talk about being a part of different groups, and the role I play in these groups e.g. class, teams, faith groupsI can identify different rights and responsibilities that I have in school and the wider communityI know how a community can help people from different groups to feel includedI can recognise that we are all equal, and can identify ways in which we are the same and different to others in my community			
Media literacy and digital resilience	To know how to use the internet in everyday life; To know about online content and information	<ul style="list-style-type: none">I can talk about the ways in which people can access the internet e.g. phones, tablets, computersI can recognise the purpose and value of the internet in everyday lifeI can recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videosI know that information online might not always be true			
Money and work	To know what money is; needs and wants; looking after money	<ul style="list-style-type: none">I can talk about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic paymentsI know how money can be kept and looked afterI know about getting, keeping and spending moneyI know that people are paid money for the job they doI can recognise the difference between needs and wants			



WallSEND Jubilee Primary School

Year 2 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Physical health and mental wellbeing	To know why sleep is important. To know about medicines and keeping healthy including keeping teeth healthy; To know how to manage feelings and ask for help	<ul style="list-style-type: none">I can talk about routines and habits for maintaining good physical and mental healthI can say why sleep and rest are important for growing and keeping healthyI know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergiesI know the importance of, and routines for, brushing teeth and visiting the dentistI can describe and share a range of feelingsI know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with othersI know when and how to ask for help, and how to help others, with their feelings			
	To know about how they grow older, to name body parts and know ways to prepare for next year.	<ul style="list-style-type: none">I know about the human life cycle and how people grow from young to oldI can say how our needs and bodies change as we grow upI can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)I can talk about change as people grow up, including new opportunities and responsibilitiesI can identify ways to prepare to move to a new class and set goals for next year			
	To be aware of safety in different environments; To identify risk and safety at home; Know what to do in emergencies	<ul style="list-style-type: none">I can recognise risk in everyday situations, e.g. road, water and rail safety, medicinesI know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'I can identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from dangerI can talk about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feelI know how to respond if there is an accident and someone is hurtI can identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say			



Wallsend Jubilee Primary School

Year 3 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Relationships Families and friendships	To know what makes a family and be able to describe the features of family life.	<ul style="list-style-type: none">I can recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parentsI know that being part of a family provides support, stability and loveI can talk about the positive aspects of being part of a family, such as spending time together and caring for each otherI know the different ways that people can care for each other e.g. giving encouragement or support in times of difficultyI can identify if/when something in a family might make someone upset or worriedI know what to do and whom to tell if family relationships are making me feel unhappy or un-	<ul style="list-style-type: none">Recorded evidence on SeesawTeacher ObservationPeer observationPeer conversationEvidence of tasks in floor booksHighlighted Vocabulary on knowledge organisersBook Looks	Thought shower - Pre assessment in black Post assessment in green	
Safe relationships	To have an awareness of personal boundaries; to know how to safely respond to others; to know the impact of hurtful behaviour	<ul style="list-style-type: none">I can talk about what is appropriate to share with friends, classmates, family and wider social groups including onlineI know what privacy and personal boundaries are, including onlineI can identify basic strategies to help keep myself safe online e.g. passwords, using trusted sites and adult supervisionI know that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involvedI can recognise bullying online, and the similarities and differences to face-to-face bullyingI know what to do and whom to tell if I see or experience bullying or hurtful behaviour			
Respecting ourselves and others	To recognise respectful behaviour, know the importance of self respect, courtesy and being polite.	<ul style="list-style-type: none">I can recognise respectful behaviours e.g. helping or including others, being responsibleI know the importance of self-respect and their right to be treated respectfully by othersI can say what it means to treat others, and be treated, politelyI know the ways in which people show respect and courtesy in different cultures and in wider society			
Belonging to a community	To know the value of rules and laws; rights, freedoms and responsibilities	<ul style="list-style-type: none">I can give the reasons for rules and laws in wider societyI know the importance of abiding by the law and what might happen if rules and laws are brokenI can talk about what human rights are and how they protect peopleI know I have rights and also responsibilitiesI know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn			
Media literacy and digital resilience	To know how the internet is used; To be able to assess information online	<ul style="list-style-type: none">I can describe how the internet can be used positively for leisure, for school and for workI can recognise that images and information online can be altered or adapted and the reasons for why this happensI can evaluate whether a game is suitable to play or a website is appropriate for my age-groupI can make safe, reliable choices from search resultsI know how to report something seen or experienced online that concerns me e.g. images or content that worry them, unkind or inappropriate communication			
Money and work	To know about different jobs and skills; To identify job stereotypes; To set personal goals	<ul style="list-style-type: none">I can talk about jobs that people may have from different sectors e.g. teachers, business people, charity workI know that people can have more than one job at once or over their lifetimeI can describe common myths and gender stereotypes related to workI know about some of the skills needed to do a job, such as teamwork and decision-makingI can recognise my interests, skills and achievements and how these might link to future jobsI know how to set goals that I would like to achieve this year e.g. learn a new hobby			



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Year 3 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Physical health and mental wellbeing	To know that people make choices about their health To know what a habit is To know what affects feelings and how to express feelings	<ul style="list-style-type: none">I can talk about the choices that people make in daily life that could affect their healthI can identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)I can recognise habits and know that sometimes they can be maintained, changed or stopped when and how to ask for help, and how to help others, with their feelingsI can identify the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyleI can explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionallyI know that regular exercise such as walking or cycling has positive benefits for my mental and physical healthI can talk about the things that affect feelings both positively and negativelyI can give strategies to identify and talk about my feelingsI can recognise how feelings can change overtime and become more or less powerful			
	To identify personal strengths and achievements; About managing and reframing setbacks	<ul style="list-style-type: none">I know that everyone is an individual and has unique and valuable contributions to makeI can recognise how strengths and interests form part of a person's identityI can identify my own personal strengths and interests and what they're proud of (in school, out of school)I know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what I can learn from a setback, remembering what I am good at, trying again			
	Risks and hazards; to describe safety in the local environment and unfamiliar places	<ul style="list-style-type: none">I can identify typical hazards at home and in schoolI know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchenI know about fire safety at home including the need for smoke alarmsI know the importance of following safety rules from parents and other adultsI can explain how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety			



Wallsend Jubilee Primary School

Year 4 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Relationships Families and friendships	Know the importance of positive friendships, including online	<ul style="list-style-type: none">I can identify the features of positive healthy friendships such as mutual respect, trust and sharing interestsI can give strategies to build positive friendshipsI know how to seek support with relationships if I feel lonely or excludedI can communicate respectfully with friends when using digital devicesI know what to do or whom to tell if I am worried about any contact online	Recorded evidence on Seesaw Teacher Observation Peer observation Peer conversation Evidence of tasks in floor books Highlighted Vocabulary on knowledge organisers	Thought shower - Pre assessment in black Post assessment in green	
Safe relationships	Be able to respond to hurtful behaviour; manage confidentiality; recognise risks online	<ul style="list-style-type: none">I can differentiate between playful teasing, hurtful behaviour and bullying, including onlineI know how to respond if I witness or experience hurtful behaviour or bullying, including onlineI can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make me feel uncomfortableI know when it is right to keep or break a confidence or share a secretI can recognise risks online such as harmful content or contactI know people may behave differently online including pretending to be someone they are notI can report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online	Book looks		
Respecting ourselves and others	To know the importance of respecting differences and similarities; Be able to discuss difference sensitively	<ul style="list-style-type: none">I can recognise differences between people such as gender, race, faithI can recognise what I have in common with others e.g. shared values, likes and dislikes, aspirationsI know the importance of respecting the differences and similarities between peopleI can use appropriate vocabulary to sensitively discuss difference and include everyone			
Belonging to a community	I know what makes a community; To identify shared responsibilities	<ul style="list-style-type: none">I know the meaning and benefits of living in a communityI can recognise that I belong to different communities as well as the school communityI can talk about the different groups that make up and contribute to a communityI can describe how to show compassion towards others in need and the shared responsibilities of caring for them			
Media literacy and digital resilience	To know how data is shared and used	<ul style="list-style-type: none">I know that everything shared online has a digital footprintI know that organisations can use personal information to encourage people to buy thingsI can recognise what online adverts look likeI can compare content shared for factual purposes and for advertisingI can explain why people might choose to buy or not buy something online e.g. from seeing an advert			
Money and work	Know how and why people make decisions about money; To learn about using and keeping money safe	<ul style="list-style-type: none">I can explain how people make different spending decisions based on their budget, values and needsI know how to keep track of money and why it is important to know how much is being spentI can talk about different ways to pay for things such as cash, cards, e-payment and the reasons for using them			



Wallsend Jubilee Primary School

Year 4 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Physical health and mental wellbeing	To learn how to maintain a balanced lifestyle including oral hygiene and dental care	<ul style="list-style-type: none"> I can identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally I can explain what good physical health means and I know how to recognise early signs of physical illness I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary I can explain how to maintain oral hygiene and dental health, including how to brush and floss correctly I know the importance of regular visits to the dentist and the effects of different foods, and drinks and substances on dental health 			
	To explain personal identity; recognising individuality and different qualities; mental wellbeing	<ul style="list-style-type: none"> I can explain personal identity means and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes I know that for some people their gender identity does not correspond with their biological sex I can recognise, respect and express my individuality and personal qualities I can give ways to boost my mood and improve emotional wellbeing I know about the link between participating in interests, hobbies and community groups and mental wellbeing 			
	To know about medicines and household products; To know drugs common to everyday life	<ul style="list-style-type: none"> I know the importance of taking medicines correctly and using household products safely I can recognise what is meant by a 'drug' I know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects I know that for some people using drugs can become a habit which is difficult to break I know how to ask for help or advice 			



Wallsend Jubilee Primary School

Year 5 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Relationships Families and friendships	To be able to manage friendships and peer influence	<ul style="list-style-type: none">I can talk about what makes a healthy friendship and how to make people feel includedI can talk about peer influence and how it can make people feel or behaveI know the impact of the need for peer approval in different situations, including onlineI know that it is common for friendships to experience challengesI can give strategies to positively resolve disputes and reconcile differences in friendshipsI know that friendships can change over time and the benefits of having new and different types of friendsI know how to recognise if a friendship is making me feel unsafe, worried, or uncomfortableI can say when and how to seek support in relation to friendships	Recorded evidence on Seesaw Teacher Observation Peer observation Peer conversation Evidence of tasks in floor books Highlighted Vocabulary on knowledge organisers Book Looks	Thought shower - Pre assessment in black Post assessment in green	
Safe relationships	Physical contact and feeling safe	<ul style="list-style-type: none">I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situationsI know how to ask for, give and not give permission for physical contactI am aware of how it feels in a person's mind and body when they are uncomfortableI understand that it is never someone's fault if they have experienced unacceptable contactI know how to respond to unwanted or unacceptable physical contactI understand that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried aboutI can say whom to tell if I am concerned about unwanted physical contact			
Respecting ourselves and others	To be able to responding respectfully to a wide range of people; To recognise prejudice and discrimination	<ul style="list-style-type: none">I can recognise that everyone should be treated equallyI understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my ownI can describe what discrimination means and different types of discrimination e.g. racism, sexism, HomophobiaI can identify online bullying and discrimination of groups or individuals e.g. trolling and harassmentI can explain the impact of discrimination on individuals, groups and wider societyI can discuss ways to safely challenge discriminationI know how to report discrimination online			
Belonging to a community	To know the importance of protecting the environment; To know how to show compassion towards others	<ul style="list-style-type: none">I know how resources are allocated and the effect this has on individuals, communities and the environmentI know the importance of protecting the environment and how everyday actions can either support or damage itI can explain how to show compassion for the environment, animals and other living thingsI know about the way that money is spent and how it affects the environmentI can express my own opinions about my responsibility towards the environment			
Media literacy and digital resilience	<ul style="list-style-type: none">To know how information online is targeted; different media types, their role and impact	<ul style="list-style-type: none">I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertiseI know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biasedI know that some media and online content promote stereotypesI can assess which search results are more reliable than othersI can recognise unsafe or suspicious content onlineI know how devices store and share information			



Wallsend Jubilee Primary School

Year 5 Assessment: PSHE

Money and work	<p>To identify job interests and aspirations;</p> <p>To know what influences career choices;</p> <p>To know about workplace stereotypes</p>	<ul style="list-style-type: none"> I can identify jobs that I might like to do in the future I know about the role ambition can play in achieving a future career I can say how or why someone might choose a certain career I can talk about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values I know the importance of diversity and inclusion to promote people's career opportunities I can talk about stereotyping in the workplace, its impact and how to challenge it I know that there is a variety of routes into work e.g. college, apprenticeships, university, training 			
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Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Physical health and mental wellbeing	To know healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"> I can explain how sleep contributes to a healthy lifestyle I can identify healthy sleep strategies and how to maintain them I know about the benefits of being outdoors and in the sun for physical and mental health I can explain how medicines can contribute to health and how allergies can be managed I know that some diseases can be prevented by vaccinations and immunisations I know that bacteria and viruses can affect health I can describe how I can prevent the spread of bacteria and viruses with everyday hygiene routines 	<p>Recorded evidence on See-saw</p> <p>Teacher Observation</p> <p>Peer observation</p> <p>Peer conversation</p> <p>Evidence of tasks in floor books</p> <p>Highlighted Vocabulary on knowledge organisers</p> <p>Book Looks</p>	<p>Thought shower -</p> <p>Pre assessment in black</p> <p>Post assessment in green</p>	
Growing and changing	<p>To know the physical and emotional changes in puberty; identify external genitalia;</p> <p>To know importance of personal hygiene routines and how to get support with puberty</p>	<ul style="list-style-type: none"> I can identify external genitalia and reproductive organs I can describe the physical and emotional changes during puberty I can give key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams I can give strategies to manage the changes during puberty including menstruation I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant I know how to discuss the challenges of puberty with a trusted adult I know how to get information, help and advice about puberty 			
Keeping safe	To know about keeping safe in different situations, including responding in emergencies, first aid and FGM	<ul style="list-style-type: none"> I can identify when situations are becoming risky, unsafe or an emergency I can identify occasions where they can help take responsibility for their own safety I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour I know how to deal with common injuries using basic first aid techniques I can respond in an emergency, including when and how to contact different emergency services I know that female genital mutilation (FGM) is against British law¹ and what to do and whom to tell if they think they or someone they know might be at risk of FGM 			



Wallsend Jubilee Primary School

Year 6 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Relationships Families and friendships	Be able to explain attraction to others; romantic relationships; civil partnership and marriage	<ul style="list-style-type: none">I can explain what it means to be attracted to someone and different kinds of loving relationshipsI know that people who love each other can be of any gender, ethnicity or faithI can describe the difference between gender identity and sexual orientation and everyone's right to be lovedI can identify ways in which couples show their love and commitment to one another, including those who are not married or who live apartI can say what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adultsI know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegalI can say how and where to report forced marriage to or ask for help if I am worried	Recorded evidence on Seesaw Teacher Observation Peer observation Peer conversation Evidence of tasks in floor books Highlighted Vocabulary on knowledge organisers Book Looks	Thought shower - Pre assessment in black Post assessment in green	
Safe relationships	To recognise and manage pressure; To explain consent in different situations	<ul style="list-style-type: none">I can compare the features of a healthy and unhealthy friendshipI understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrongI can give strategies to respond to pressure from friends including onlineI know how to assess the risk of different online 'challenges' and 'dares'I can recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortableI know how to get advice and report concerns about personal safety, including onlineI can explain what consent means and how to seek and give/not give permission in different situations			
Respecting ourselves and others	Be able to express opinions and respect other points of view, including discussing topical issues	<ul style="list-style-type: none">I can discuss the link between values and behaviour and how to be a positive role modelI can discuss issues respectfullyI can listen to and respect other points of viewI can constructively challenge points of view I disagree withI know ways to participate effectively in discussions online and manage conflict or disagreements			
Belonging to a community	To value diversity; challenge discrimination and stereotypes	<ul style="list-style-type: none">I can define prejudiceI can differentiate between prejudice and discriminationI can recognise acts of discriminationI know strategies to safely respond to and challenge discriminationI can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groupsI can explain how stereotypes are perpetuated and how to challenge this			
Media literacy and digital resilience	To evaluate media sources; To explain sharing things online	<ul style="list-style-type: none">I can list the benefits of safe internet use e.g. learning, connecting and communicatingI can say how and why images online might be manipulated, altered, or fakedI can recognise when images might have been alteredI can explain why people choose to communicate through social media and some of the risks and challenges of doing soI know that social media sites have age restrictions and regulations for useI can give reasons why some media and online content is not appropriate for childrenI can talk about sharing things online, including rules and laws relating to thisI know how to recognise what is appropriate to share onlineI can explain how to report inappropriate online content or contact			



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Year 6 Assessment: PSHE

Money and work	<p>To know Influences and attitudes to money;</p> <p>Be able to explain money and financial risks</p>	<ul style="list-style-type: none">• I can describe the role that money plays in people's lives, attitudes towards it and what influences decisions about money• I can explain value for money and how to judge if something is value for money• I can recognise how companies encourage customers to buy things.• I know how having or not having money can impact on a person's emotions, health and wellbeing• I can explain about common risks associated with money, including debt, fraud and gambling• I can describe how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk• I can say how to get help if I am concerned about gambling or other financial risks	.		
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Year 6 Assessment: PSHE

Strand	Curriculum Objectives	Skills			
		Expected	Evidence to support formative assessment	Summative Assessment	Pupils not meeting expected levels
Physical health and mental wellbeing	Know what affects mental health and ways to take care of it; How to manage change, loss and bereavement; Know how to manage time online	<ul style="list-style-type: none">I know that mental health is just as important as physical health and that both need looking afterI can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and supportI can describe how negative experiences such as being bullied or feeling lonely can affect mental wellbeingI can suggest positive strategies for managing feelingsI know that there are situations when someone may experience mixed or conflicting feelingsI can recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is availableI can identify where I should ask for help and support with mental wellbeing in and outside schoolI know the importance of asking for support from a trusted adultI can talk about the changes that may occur in life including death, and how these can cause conflicting feelingsI know that changes can mean people experience feelings of loss or griefI can talk about the process of grieving and how grief can be expressedI can identify how to ask for help and support with loss, grief or other aspects of changeI can discuss how balancing time online with other activities helps to maintain my health and wellbeingI can suggest strategies to manage time spent online and foster positive habits e.g. switching phone off at nightI know what to do and whom to tell if they are frightened or worried about something they have seen online			
Growing and changing	To know the process of human reproduction and birth: Be aware of their increasing independence and know how to manage transitions	<ul style="list-style-type: none">I can recognise some of the changes as I grow up e.g. increasing independenceI can talk about the transition to secondary school and how this may affect my feelingsI can explain how relationships may change as I grow up or move to secondary schoolI can give practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary schoolI can identify the links between love, committed relationships and conceptionI know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adultsI can explain how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the wombI know that pregnancy can be prevented with contraceptionI can talk about the responsibilities of being a parent or carer .			



Wallsend Jubilee Primary School

Year 6 Assessment: PSHE

Keeping safe	<p>To know the importance of keeping personal information safe; to be aware of regulations and choices;</p> <p>To know about drug use and the law; drug use and the media</p>	<ul style="list-style-type: none">• I can identify potential risks of personal information being misused• I can suggest strategies for dealing with requests for personal information or images of themselves• I can identify types of images that are appropriate to share with others and those which might not be appropriate• I know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be• I can say what to do if they take, share or come across an image which may upset, hurt or embarrass them or others• I know how to report the misuse of personal information or sharing of upsetting content/ images online• I know about the different age rating systems for social media, T.V, films, games and online gaming• I can explain why age restrictions are important .• I know about the risks and effects of different drugs and about the laws relating to drugs common to everyday life and illegal drugs• I can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs• I know about the organisations where people can get help and support concerning drug use• I can say how to ask for help if I have concerns about drug use			
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