



# Wallsend Jubilee Primary School

## Year 1 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Relationships Families and friendships</b>	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"> <li>I can talk about people who care for me e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>I know the role these different people play in my life and how they care for me.</li> <li>I can talk about what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>I know about the importance of telling someone — and how to tell them — if I am worried about something in my family</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of how people care for me.</li> <li>I can ask for help and support.</li> </ul>
<b>Safe relationships</b>	To know what 'privacy means', know how to stay safe and how to seek permission.	<ul style="list-style-type: none"> <li>I can talk about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>I know about what it means to keep something private, including parts of the body that are private,</li> <li>I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>I know when it is important to ask for permission to touch others</li> <li>I know how to ask for and give/not give permission</li> </ul>	<ul style="list-style-type: none"> <li>I can say how to re-pond if being touched makes me feel uncomfortable or unsafe</li> </ul>
<b>Respecting ourselves and others</b>	To know how their behaviour affects others and know how to be polite and respectful.	<ul style="list-style-type: none"> <li>I can say what kind and unkind behaviour means in and out school</li> <li>I can say how kind and unkind behaviour can make people feel</li> <li>I know what respect means</li> <li>I can talk about class rules, being polite to others, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of kind and unkind behaviour.</li> </ul>
<b>Belonging to a community</b>	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"> <li>I can give examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>I know that different people have different needs</li> <li>I can describe how we care for people, animals and other living things in different ways</li> <li>I can talk about how I can look after the environment, e.g. recycling</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect for other s' rights to their own beliefs and opinions.</li> </ul>
<b>Media literacy and digital re- silience</b>	To know how to use the internet and other digital devices. To know how to communicate online.	<ul style="list-style-type: none"> <li>I know how and why people use the internet</li> <li>I know the benefits of using the internet and digital devices</li> <li>I can describe how people find things out and communicate safely with others online</li> </ul>	<ul style="list-style-type: none"> <li>I can name 3 benefits of using the internet</li> </ul>
<b>Money and work</b>	To know what their strengths and interests are. To identify a range of jobs in the community.	<ul style="list-style-type: none"> <li>I know that everyone has different strengths, in and out of school</li> <li>I 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 community</li> <li>I can talk about different jobs and the work people do</li> </ul>	<ul style="list-style-type: none"> <li>I can use team working skills.</li> <li>I can be a team leader</li> </ul>



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Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Physical health and mental wellbeing</b>	<p>To know the importance of keeping healthy including food and exercise.</p> <p>To know the importance of hygiene routines and sun safety.</p>	<ul style="list-style-type: none"> <li>I can say what it means to be healthy and why it is important</li> <li>I know ways to take care of myself on a daily basis</li> <li>I can talk about basic hygiene routines, e.g. hand washing</li> <li>I know about healthy and unhealthy foods, including sugar intake and about physical activity and how it keeps people healthy</li> <li>I can identify different types of play, including balancing indoor, outdoor and screen-based play</li> <li>I know people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>I can say how to keep safe in the sun</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of healthy and unhealthy food.</li> <li>I can set my own goals to be healthy.</li> </ul>
<b>Growing and changing</b>	<p>To recognising what makes them unique and special;.</p> <p>To identify different feelings and know how ways of managing when things go wrong</p>	<ul style="list-style-type: none"> <li>I can recognise what makes me special and unique including my likes, dislikes and what I am good at</li> <li>I know how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>I can identify how I am the same and different to others</li> <li>I can talk about different kinds of feelings</li> <li>I know how to recognise feelings in themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>I know how feelings can affect how people behave</li> <li>I can develop my self confidence and self worth.</li> </ul>
<b>Keeping safe</b>	<p>To know how rules and age restrictions help us;</p> <p>To know about keeping safe online</p>	<ul style="list-style-type: none"> <li>I can say how rules can help to keep us safe</li> <li>I know why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>I can talk about basic rules for keeping safe online</li> <li>I know who to tell if I see something online that makes me feel unhappy, worried, or scared</li> </ul>	<ul style="list-style-type: none"> <li>I understand why rules are made.</li> </ul>



# Wallsend Jubilee Primary School

## Year 2 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Relationships Families and friendships</b>	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"> <li>I can talk about how to be a good friend, e.g. kindness, listening, honesty</li> <li>I know about different ways that people meet and make friends</li> <li>I can identify strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>I can talk about what causes arguments between friends and how to positively resolve arguments between friends</li> <li>I can recognise, and ask for help, when I am feeling lonely or unhappy and know how to help someone else</li> </ul>	<ul style="list-style-type: none"> <li>I can have different positive relationships</li> </ul>
<b>Safe relationships</b>	To know about managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<ul style="list-style-type: none"> <li>I can recognise hurtful behaviour, including online</li> <li>I know what to do and whom to tell if I see or experience hurtful behaviour, including online</li> <li>I know what bullying is and different types of bullying</li> <li>I know how someone may feel if they are being bullied</li> <li>I can recognise the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>I know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>I can say how to ask for help if I feel unsafe or worried and what vocabulary to use</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and manage peer influence.</li> </ul>
<b>Respecting ourselves and others</b>	To recognising things they have in common and differences; playing and working cooperatively; sharing opinions	<ul style="list-style-type: none"> <li>I can talk about the things I have in common with my friends, classmates, and other people</li> <li>I know that friends can have both similarities and differences</li> <li>I know how to play and work cooperatively in different groups and situations</li> <li>I can share my ideas and listen to others, take part in discussions, and give reasons for my views</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect for others' right to their own beliefs, values and opinions</li> </ul>
<b>Belonging to a community</b>	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"> <li>I can talk about being a part of different groups, and the role I play in these groups e.g. class, teams, faith groups</li> <li>I can identify different rights and responsibilities that I have in school and the wider community</li> <li>I know how a community can help people from different groups to feel included</li> <li>I can recognise that we are all equal, and can identify ways in which we are the same and different to others in my community</li> </ul>	<ul style="list-style-type: none"> <li>I can respect diversity in school and in the wider community.</li> </ul>
<b>Media literacy and digital resilience</b>	To know how to use the internet in everyday life; To know about online content and information	<ul style="list-style-type: none"> <li>I can talk about the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>I can recognise the purpose and value of the internet in everyday life</li> <li>I can recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>I know that information online might not always be true</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my analysis skills including separating fact and reasoned argument</li> </ul>
<b>Money and work</b>	To know what money is; needs and wants; looking after money	<ul style="list-style-type: none"> <li>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 payments</li> <li>I know how money can be kept and looked after</li> <li>I know about getting, keeping and spending money</li> <li>I know that people are paid money for the job they do</li> <li>I can recognise the difference between needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>I recognise that people make choices about spending money, including thinking about needs and wants</li> </ul>



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## Year 2 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Physical health and mental wellbeing</b>	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"> <li>I can talk about routines and habits for maintaining good physical and mental health</li> <li>I can say why sleep and rest are important for growing and keeping healthy</li> <li>I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>I know the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>I can describe and share a range of feelings</li> <li>I know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>I know when and how to ask for help, and how to help others, with their feelings</li> </ul>	<ul style="list-style-type: none"> <li>I can identify food and drink that affect dental health</li> <li>I know how to manage big feelings including those associated with change, loss and bereavement</li> </ul>
<b>Growing and changing</b>	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"> <li>I know about the human life cycle and how people grow from young to old</li> <li>I can say how our needs and bodies change as we grow up</li> <li>I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>I can talk about change as people grow up, including new opportunities and responsibilities</li> <li>I can identify ways to prepare to move to a new class and set goals for next year</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my resilience (including self-motivation, perseverance and adaptability)</li> <li>I can respond positively to change.</li> </ul>
<b>Keeping safe</b>	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"> <li>I can recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>I know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>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 danger</li> <li>I 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 feel</li> <li>I know how to respond if there is an accident and someone is hurt</li> <li>I 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</li> </ul>	<ul style="list-style-type: none"> <li>I know how to help keep safe at home in relation to electrical appliances, fire safety and medicines/household products</li> </ul>



# Wallsend Jubilee Primary School

## Year 3 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Relationships Families and friendships</b>	To know what makes a family and be able to describe the features of family life.	<ul style="list-style-type: none"> <li>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 parents</li> <li>I know that being part of a family provides support, stability and love</li> <li>I can talk about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>I know the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>I can identify if/when something in a family might make someone upset or worried</li> <li>I know what to do and whom to tell if family relationships are making me feel unhappy or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>I can have different positive relationships.</li> <li>I can build healthy relationships.</li> </ul>
<b>Safe relationships</b>	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"> <li>I can talk about what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>I know what privacy and personal boundaries are, including online</li> <li>I can identify basic strategies to help keep myself safe online e.g. passwords, using trusted sites and adult supervision</li> <li>I know that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved</li> <li>I can recognise bullying online, and the similarities and differences to face-to-face bullying</li> <li>I know what to do and whom to tell if I see or experience bullying or hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>I can manage power positively.</li> <li>I can identify forms of bullying and work proactively to deal with these issues including On-line Bullying.</li> </ul>
<b>Respecting ourselves and others</b>	To recognise respectful behaviour, know the importance of self respect, courtesy and being polite.	<ul style="list-style-type: none"> <li>I can recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>I know the importance of self-respect and their right to be treated respectfully by others</li> <li>I can say what it means to treat others, and be treated, politely</li> <li>I know the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<ul style="list-style-type: none"> <li>I can model respectful behaviour in different situations e.g. at home, at school, online</li> </ul>
<b>Belonging to a community</b>	To know the value of rules and laws; rights, freedoms and responsibilities	<ul style="list-style-type: none"> <li>I can give the reasons for rules and laws in wider society</li> <li>I know the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>I can talk about what human rights are and how they protect people</li> <li>I know I have rights and also responsibilities</li> <li>I know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<ul style="list-style-type: none"> <li>I can identify basic examples of human rights including the rights of children</li> </ul>
<b>Media literacy and digital resilience</b>	To know how the internet is used; To be able to assess information online	<ul style="list-style-type: none"> <li>I can describe how the internet can be used positively for leisure, for school and for work</li> <li>I can recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>I can evaluate whether a game is suitable to play or a website is appropriate for my age-group</li> <li>I can make safe, reliable choices from search results</li> <li>I know how to report something seen or experienced online that concerns me e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<ul style="list-style-type: none"> <li>I know strategies to recognise whether something I see online is true or accurate</li> </ul>
<b>Money and work</b>	To know about different jobs and skills; To identify job stereotypes; To set personal goals	<ul style="list-style-type: none"> <li>I can talk about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>I know that people can have more than one job at once or over their lifetime</li> <li>I can describe common myths and gender stereotypes related to work</li> <li>I know about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>I can recognise my interests, skills and achievements and how these might link to future jobs</li> <li>I know how to set goals that I would like to achieve this year e.g. learn a new hobby</li> </ul>	<ul style="list-style-type: none"> <li>I can challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> </ul>



# Wallsend Jubilee Primary School

## Year 3 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Physical health and mental wellbeing</b>	<p>To know that people make choices about their health</p> <p>To know what a habit is</p> <p>To know what affects feelings and how to express feelings</p>	<ul style="list-style-type: none"> <li>I can talk about the choices that people make in daily life that could affect their health</li> <li>I can identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>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 feelings</li> <li>I can identify the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy life-style</li> <li>I can explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health</li> <li>I can talk about the things that affect feelings both positively and negatively</li> <li>I can give strategies to identify and talk about my feelings</li> <li>I can recognise how feelings can change overtime and become more or less powerful</li> </ul>	<ul style="list-style-type: none"> <li>I know what can help people to make healthy choices and what might negatively influence them</li> <li>I can explain some of the different ways people express feelings e.g. words, actions, body language</li> </ul>
<b>Growing and changing</b>	<p>To identify personal strengths and achievements;</p> <p>About managing and reframing setbacks</p>	<ul style="list-style-type: none"> <li>I know that everyone is an individual and has unique and valuable contributions to make</li> <li>I can recognise how strengths and interests form part of a person's identity</li> <li>I can identify my own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> </ul>
<b>Keeping safe</b>	<p>Risks and hazards; to describe safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> <li>I can identify typical hazards at home and in school</li> <li>I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>I know about fire safety at home including the need for smoke alarms</li> <li>I know the importance of following safety rules from parents and other adults</li> <li>I can explain how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and fire-work safety</li> </ul>	<ul style="list-style-type: none"> <li>I can identify assess (including prediction) and manage positive and negative risk to self and others</li> </ul>



# Wallsend Jubilee Primary School

## Year 4 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Relationships Families and friendships</b>	Know the importance of positive friendships, including online	<ul style="list-style-type: none"> <li>I can identify the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>I can give strategies to build positive friendships</li> <li>I know how to seek support with relationships if I feel lonely or excluded</li> <li>I can communicate respectfully with friends when using digital devices</li> <li>I know what to do or whom to tell if I am worried about any contact online</li> </ul>	<ul style="list-style-type: none"> <li>I can say how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> </ul>
<b>Safe relationships</b>	Be able to respond to hurtful behaviour; manage confidentiality; recognise risks online	<ul style="list-style-type: none"> <li>I can differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>I know how to respond if I witness or experience hurtful behaviour or bullying, including online</li> <li>I can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make me feel uncomfortable</li> <li>I know when it is right to keep or break a confidence or share a secret</li> <li>I can recognise risks online such as harmful content or contact</li> <li>I know people may behave differently online including pretending to be someone they are not</li> <li>I can report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online</li> </ul>	<ul style="list-style-type: none"> <li>I can manage pressures associated with dares</li> <li>I can build healthy relationships</li> </ul>
<b>Respecting ourselves and others</b>	To know the importance of respecting differences and similarities; Be able to discuss difference sensitively	<ul style="list-style-type: none"> <li>I can recognise differences between people such as gender, race, faith</li> <li>I can recognise what I have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>I know the importance of respecting the differences and similarities between people</li> <li>I can use appropriate vocabulary to sensitively discuss difference and include everyone</li> </ul>	<ul style="list-style-type: none"> <li>I can value and respect diversity</li> </ul>
<b>Belonging to a community</b>	I know what makes a community; To identify shared responsibilities	<ul style="list-style-type: none"> <li>I know the meaning and benefits of living in a community</li> <li>I can recognise that I belong to different communities as well as the school community</li> <li>I can talk about the different groups that make up and contribute to a community</li> <li>I can describe how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the individuals and groups that help the local community, including through volunteering and work</li> </ul>
<b>Media literacy and digital resilience</b>	To know how data is shared and used	<ul style="list-style-type: none"> <li>I know that everything shared online has a digital footprint</li> <li>I know that organisations can use personal information to encourage people to buy things</li> <li>I can recognise what online adverts look like</li> <li>I can compare content shared for factual purposes and for advertising</li> <li>I can explain why people might choose to buy or not buy something online e.g. from seeing an advert</li> </ul>	<ul style="list-style-type: none"> <li>I know that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>
<b>Money and work</b>	Know how and why people make decisions about money; To learn about using and keeping money safe	<ul style="list-style-type: none"> <li>I can explain how people make different spending decisions based on their budget, values and needs</li> <li>I know how to keep track of money and why it is important to know how much is being spent</li> <li>I can talk about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> </ul>	<ul style="list-style-type: none"> <li>I know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>



# Wallsend Jubilee Primary School

## Year 4 Assessment: PSHE

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



# Wallsend Jubilee Primary School

## Year 5 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Relationships Families and friendships</b>	To be able to manage friendships and peer influence	<ul style="list-style-type: none"> <li>I can talk about what makes a healthy friendship and how to make people feel included</li> <li>I can talk about peer influence and how it can make people feel or behave</li> <li>I know the impact of the need for peer approval in different situations, including online</li> <li>I know that it is common for friendships to experience challenges</li> <li>I can give strategies to positively resolve disputes and reconcile differences in friendships</li> <li>I know that friendships can change over time and the benefits of having new and different types of friends</li> <li>I know how to recognise if a friendship is making me feel unsafe, worried, or uncomfortable</li> <li>I can say when and how to seek support in relation to friendships</li> </ul>	<ul style="list-style-type: none"> <li>I can give strategies to help someone feel included</li> <li>I can give strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> </ul>
<b>Safe relationships</b>	Physical contact and feeling safe	<ul style="list-style-type: none"> <li>I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>I know how to ask for, give and not give permission for physical contact</li> <li>I am aware of how it feels in a person's mind and body when they are uncomfortable</li> <li>I understand that it is never someone's fault if they have experienced unacceptable contact</li> <li>I know how to respond to unwanted or unacceptable physical contact</li> <li>I 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 about</li> <li>I can say whom to tell if I am concerned about unwanted physical contact</li> </ul>	<ul style="list-style-type: none"> <li>I can identify, assess (including prediction) and manage positive and negative risk to self and others</li> </ul>
<b>Respecting ourselves and others</b>	To be able to responding respectfully to a wide range of people; To recognise prejudice and discrimination	<ul style="list-style-type: none"> <li>I can recognise that everyone should be treated equally</li> <li>I 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 own</li> <li>I can describe what discrimination means and different types of discrimination e.g. racism, sexism, Homophobia</li> <li>I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>I can explain the impact of discrimination on individuals, groups and wider society</li> <li>I can discuss ways to safely challenge discrimination</li> <li>I know how to report discrimination online</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect for others' right to their own beliefs, values and opinions</li> <li>I can evaluate the arguments and opinions of others (including challenging 'group think')</li> </ul>
<b>Belonging to a community</b>	To know the importance of protecting the environment; To know how to show compassion towards others	<ul style="list-style-type: none"> <li>I know how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>I know the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>I can explain how to show compassion for the environment, animals and other living things</li> <li>I know about the way that money is spent and how it affects the environment</li> <li>I can express my own opinions about my responsibility towards the environment</li> </ul>	<ul style="list-style-type: none"> <li>I can show empathy and compassion (including impact on decision-making and behaviour)</li> </ul>
<b>Media literacy and digital re- silience</b>	<ul style="list-style-type: none"> <li>To know how information online is targeted; different media types, their role and impact</li> </ul>	<ul style="list-style-type: none"> <li>I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>I know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>I know that some media and online content promote stereotypes</li> <li>I can assess which search results are more reliable than others</li> <li>I can recognise unsafe or suspicious content online</li> <li>I know how devices store and share information</li> </ul>	<ul style="list-style-type: none"> <li>I can use analysis skills (including separating fact and reasoned argument from rumour, speculation and opinion)</li> </ul>
		<ul style="list-style-type: none"> <li>I can identify jobs that I might like to do in the future</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my enterprise skills and</li> </ul>



# Wallsend Jubilee Primary School

## Year 5 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Physical health and mental wellbeing</b>	To know healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"> <li>I can explain how sleep contributes to a healthy lifestyle</li> <li>I can identify healthy sleep strategies and how to maintain them</li> <li>I know about the benefits of being outdoors and in the sun for physical and mental health</li> <li>I can explain how medicines can contribute to health and how allergies can be managed</li> <li>I know that some diseases can be prevented by vaccinations and immunisations</li> <li>I know that bacteria and viruses can affect health</li> <li>I can describe how I can prevent the spread of bacteria and viruses with everyday hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>I recognise the shared responsibility of keeping a clean environment</li> </ul>
<b>Growing and changing</b>	<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"> <li>I can identify external genitalia and reproductive organs</li> <li>I can describe the physical and emotional changes during puberty</li> <li>I can give key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>I can give strategies to manage the changes during puberty including menstruation</li> <li>I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>I know how to discuss the challenges of puberty with a trusted adult</li> <li>I know how to get information, help and advice about puberty</li> </ul>	<ul style="list-style-type: none"> <li>I can develop strategies for self regulation –managing my emotions and feelings.</li> </ul>
<b>Keeping safe</b>	To know about keeping safe in different situations, including responding in emergencies, first aid and FGM	<ul style="list-style-type: none"> <li>I can identify when situations are becoming risky, unsafe or an emergency</li> <li>I can identify occasions where they can help take responsibility for their own safety</li> <li>I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>I know how to deal with common injuries using basic first aid techniques</li> <li>I can respond in an emergency, including when and how to contact different emergency services</li> <li>I know that female genital mutilation (FGM) is against British law<sup>1</sup> and what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<ul style="list-style-type: none"> <li>I can identify, assess (including prediction) and manage positive and negative risk to self and others</li> <li>I can confidently make decisions.</li> </ul>



# Wallsend Jubilee Primary School

## Year 6 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Relationships Families and friendships</b>	Be able to explain attraction to others; romantic relationships; civil partnership and marriage	<ul style="list-style-type: none"> <li>I can explain what it means to be attracted to someone and different kinds of loving relationships</li> <li>I know that people who love each other can be of any gender, ethnicity or faith</li> <li>I can describe the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>I can identify ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>I can say what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>I know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal</li> <li>I can say how and where to report forced marriage to or ask for help if I am worried</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the qualities of healthy relationships that help individuals flourish</li> </ul>
<b>Safe relationships</b>	To recognise and manage pressure; To explain consent in different situations	<ul style="list-style-type: none"> <li>I can compare the features of a healthy and unhealthy friendship</li> <li>I understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>I can give strategies to respond to pressure from friends including online</li> <li>I know how to assess the risk of different online 'challenges' and 'dares'</li> <li>I can recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>I know how to get advice and report concerns about personal safety, including online</li> <li>I can explain what consent means and how to seek and give/not give permission in different situations</li> </ul>	<ul style="list-style-type: none"> <li>I can have different positive relationships</li> <li>I can manage risk in play, friendships work and online.</li> <li>I can recognise and manage peer influence and the need for peer approval, including evaluating perceived social norms</li> </ul>
<b>Respecting ourselves and others</b>	Be able to express opinions and respect other points of view, including discussing topical issues	<ul style="list-style-type: none"> <li>I can discuss the link between values and behaviour and how to be a positive role model</li> <li>I can discuss issues respectfully</li> <li>I can listen to and respect other points of view</li> <li>I can constructively challenge points of view I disagree with</li> <li>I know ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<ul style="list-style-type: none"> <li>I can clarify my own values (including reflection on the origins of personal values and beliefs) and re-evaluate values and beliefs in the light of new learning, experiences and evidence</li> </ul>
<b>Belonging to a community</b>	To value diversity; challenge discrimination and stereotypes	<ul style="list-style-type: none"> <li>I can define prejudice</li> <li>I can differentiate between prejudice and discrimination</li> <li>I can recognise acts of discrimination</li> <li>I know strategies to safely respond to and challenge discrimination</li> <li>I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>I can explain how stereotypes are perpetuated and how to challenge this</li> </ul>	<ul style="list-style-type: none"> <li>I can identify unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> </ul>
<b>Media literacy and digital resilience</b>	To evaluate media sources; To explain sharing things online	<ul style="list-style-type: none"> <li>I can list the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>I can say how and why images online might be manipulated, altered, or faked</li> <li>I can recognise when images might have been altered</li> <li>I can explain why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>I know that social media sites have age restrictions and regulations for use</li> <li>I can give reasons why some media and online content is not appropriate for children</li> <li>I can talk about sharing things online, including rules and laws relating to this</li> <li>I know how to recognise what is appropriate to share online</li> <li>I can explain how to report inappropriate online content or contact</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>I can understand personal privacy online.</li> </ul>
		<ul style="list-style-type: none"> <li>I can describe the role that money plays in people's lives, attitudes towards it and what influences decisions about</li> </ul>	<ul style="list-style-type: none"> <li>I can understand why it is important to</li> </ul>



# Wallsend Jubilee Primary School

## Year 6 Assessment: PSHE

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Physical health and mental wellbeing</b>	<p>Know what affects mental health and ways to take care of it;</p> <p>How to manage change, loss and bereavement;</p> <p>Know how to manage time online</p>	<ul style="list-style-type: none"> <li>I know that mental health is just as important as physical health and that both need looking after</li> <li>I can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>I can describe how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>I can suggest positive strategies for managing feelings</li> <li>I know that there are situations when someone may experience mixed or conflicting feelings</li> <li>I can recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>I can identify where I should ask for help and support with mental wellbeing in and outside school</li> <li>I know the importance of asking for support from a trusted adult</li> <li>I can talk about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>I know that changes can mean people experience feelings of loss or grief</li> <li>I can talk about the process of grieving and how grief can be expressed</li> <li>I can identify how to ask for help and support with loss, grief or other aspects of change</li> <li>I can discuss how balancing time online with other activities helps to maintain my health and wellbeing</li> <li>I can suggest strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>I know what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>I can offer strategies that can help someone cope with the feelings associated with change or loss</li> </ul>
<b>Growing and changing</b>	<p>To know the process of human reproduction and birth:</p> <p>Be aware of their increasing independence and know how to manage transitions</p>	<ul style="list-style-type: none"> <li>I can recognise some of the changes as I grow up e.g. increasing independence</li> <li>I can talk about the transition to secondary school and how this may affect my feelings</li> <li>I can explain how relationships may change as I grow up or move to secondary school</li> <li>I can give practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>I can identify the links between love, committed relationships and conception</li> <li>I know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>I can explain how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>I know that pregnancy can be prevented with contraception</li> <li>I can talk about the responsibilities of being a parent or carer .</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how what being more independent might be like, including how it may feel</li> <li>I can talk about how having a baby changes someone's life.</li> </ul>
<b>Keeping safe</b>	<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"> <li>I can identify potential risks of personal information being misused</li> <li>I can suggest strategies for dealing with requests for personal information or images of themselves</li> <li>I can identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>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</li> <li>I can say what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>I know how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>I know about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>I can explain why age restrictions are important .</li> <li>I know about the risks and effects of different drugs and about the laws relating to drugs common to everyday life and illegal drugs</li> <li>I can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>I know about the organisations where people can get help and support concerning drug use</li> <li>I can say how to ask for help if I have concerns about drug use</li> </ul>	<ul style="list-style-type: none"> <li>I know how age restrictions help people make safe decisions about what to watch, use or play.</li> <li>I can recognise that there are mixed messages in the media relating to drug use and know that they might influence opinions and decisions</li> <li>I can recognise, evaluate and use strategies to manage negative influences.</li> </ul>