

Expectations in PSHE

PSHE expectations - Year 1 PSHE

Pupil's Name: _____

EXPECTATIONS	SEEN	SECURE
I can understand that families are important for me growing up because they can give love, security and stability.		
I can explain the importance of time spent with friends and family and the benefits of limiting time online.		
I can explain that marriage represents a lifelong commitment of two people to each other.		
I can explain different ways that family and friends should care for one another.		
I can recognise that friends are important because they make me feel happy.		
I can recognise when a family relationship is making me feel unhappy or unsafe, and how to ask for help if needed.		
I can identify and name good and not so good feelings and express some of their positive qualities.		
I can use facial expressions and words to describe my feelings to others and use simple strategies for managing feelings.		
I can understand what to do if friends make me do things that I do not want to.		
I can recognise when people are being unkind either to me or others, how to respond, who to tell and what to say.		
I can explain ways to keep myself safe on the roads.		
I can understand that household products, including medicines, can be harmful if not used properly.		
I can understand how to make a call to the emergency services if necessary.		
I can name body parts and explain how to keep myself clean and healthy.		
I can talk about how rest and time outdoors improves mental wellbeing.		
I can understand the importance of sleep for good health.		
I can talk about safe and unsafe exposure to the sun (link to science).		

Expectations in PSHE

PSHE expectations – Year 2 PSHE

Pupil's name: _____

EXPECTATIONS	SEEN	SECURE
I can understand my good and not so good feelings, describe them and manage some of my feelings in a positive way.		
I can begin to share my views and personal opinions.		
I can understand that we belong to various groups and communities such as family and school.		
I can understand the benefits of community participation on mental wellbeing and happiness.		
I can discuss the word diversity and identify and respect the differences and similarities between people.		
I can identify special people (family, friends and carers), what makes them special and how special people should care for one another.		
I can understand the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.		
I can understand what makes a healthy lifestyle including the benefits of hygiene, dental health and exercise.		
I can understand some of the risks of spending too much time on electronic devices and I understand how it can affect my sleep, mood and ability to learn.		
I can describe ways of keeping myself safe in the home.		
I can understand what alcohol is and what it can do to my body.		
I can understand the importance of different people in the community e.g. police, nurses, doctors, shopkeepers etc.		
I can understand which people within the community I can seek help or advice from if a family relationship is making me feel unhappy or unsafe.		
I can give basic first aid treatment for common injuries.		
I can understand the benefits relating to immunisation and vaccination.		
I can understand that there are different types of teasing and bullying, that these are wrong and unacceptable and who I can talk to.		
I can recognise the effect of my behaviour on other people and cooperate with others.		

Expectations in PSHE

PSHE expectations – Year 3 PSHE

Pupil's name: _____

EXPECTATIONS	SEEN	SECURE
I can show that I recognise the importance of self-worth and respect and how this links to my own happiness.		
I can express my views with confidence and respect the views of others.		
I can talk about and deal with different emotions e.g. jealousy, lying, ashamed etc.		
I can judge my feelings and whether my behaviours are appropriate or not.		
I can explain how my actions have consequences for others and myself.		
I can show that I care for the environment and the community where I live.		
I can recognise what improves and harms our local, natural and built environments and about some of the ways people look after them.		
I can understand rules and laws that protect ourselves and how others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.		
I can explain the role money plays in our lives including managing money, keeping it safe, choices about spending money and what influences those choices.		
I can recognise what makes up a healthy diet, the benefits of a balanced diet and how to plan and prepare one considering calories and nutrition (link to science).		
I can recognise the importance of regular exercise as part of my routine (link to science and PE).		
I can recognise the links between a poor diet, lack of sleep and health risks, including mental health, obesity and tooth decay. I can identify signs of physical illness and who to turn to if I have any worries (link to science).		
I can understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (link to science).		
I can look at the dangers of smoking and can understand how it affects people's health and well-being.		
I can understand the importance of family and family networks and who to go to if I am worried.		
I can understand diversity and respect that families in school are different and may have different family members but all families have love and care.		
I can describe the nature and consequences of bullying and can express ways to respond to it.		

Expectations in PSHE

PSHE expectations – Year 4 PSHE

Pupil's name: _____

EXPECTATIONS	SEEN	SECURE
I can talk about emotions sensitively, using appropriate vocabulary.		
I can understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.		
I can recognise the benefits of voluntary activity on mental wellbeing and happiness.		
I can understand how to make democratic decisions in life.		
I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.		
I can respect that families in school or the wider world are different from my family and may have different family members but all families are characterised by love and care.		
I can understand that household products are very dangerous if not used properly.		
I can understand what alcohol is, some of its effects and its risks to diet and health.		
I can discuss my understanding of risk by recognising, predicting and assessing risks in difficult or dodgy situations and deciding how to manage them responsibly.		
I can understand dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (link to science).		
I can begin to understand how my body will change as I approach and move through puberty.		
I can identify different types of relationship, including those between friends and families, civil partnerships and marriage.		
I can judge what kind of physical contact is acceptable or unacceptable and how to respond.		
I can understand the characteristics of a friendship and that healthy friendships are secure, positive and welcoming towards others, and do not make others feel unhappy, lonely or excluded.		
I can recognise who to trust and who not to trust and understand that friendships have ups and downs that can be handled by seeking help or advice from others, if needed rather than with violence.		
I can say what cyber-bullying is, how to keep myself safe online and why social media and online games are age restricted.		

Expectations in PSHE

PSHE expectations – Year 5 PSHE

Pupil's name: _____

EXPECTATIONS	SEEN	SECURE
I can talk about emotions accurately and sensitively, using appropriate vocabulary.		
I can identify different ways to face new challenges in life.		
I can understand the effect mental health has adults and on myself.		
I can understand that children have certain rights in their community and in life in general.		
I can think about the lives of people living in other places, and people with different values and customs.		
I can understand about the role money plays in my own and others' lives, including how to manage money and about being a critical consumer.		
I can understand about enterprise and the skills that make someone 'enterprising'.		
I can say reasons why people choose to smoke or not to smoke.		
I can recognise the harms from smoking tobacco, the benefits of quitting and how to access support to quit.		
I can understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know.		
I can recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable, anxious or that they believe to be wrong.		
I can understand how to be assertive and what to do if I am pressured by my peers to do something that I do not want to.		
I can understand the importance of protecting personal information, including passwords, addresses and images online and explain why some online activities are age restricted.		
I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities and how to seek help if needed.		
I can respond to or challenge negative behaviours such as stereotyping and aggression.		
I can discuss some of the bodily and emotional changes at puberty and identify ways of dealing with these in a positive way.		
I can judge when physical contact is acceptable or unacceptable and how to respond.		
I can talk about the future and about jobs and can explain how I will develop these skills for the future.		

Expectations in PSHE

PSHE – Year 6 PSHE

Pupil's name: _____

EXPECTATIONS	SEEN	SECURE
I can understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations.		
I can explore and comment on how the media present information.		
I can recognise how images in the media do not always reflect reality and can affect how people feel about themselves.		
I can describe some of the different beliefs and values in society and know to treat these with respect.		
I can demonstrate respect and tolerance towards people who are different to myself.		
I can recognise what a stereotype is, how stereotypes can be unfair, negative or destructive and how they can be challenged.		
I can realise the nature and consequences of discrimination, teasing, bullying (including cyber bullying), aggressive behaviours and use of prejudice-based language and how to respond and ask for support.		
I can recognise strategies for keeping physically and emotionally safe including safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones).		
I can understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.		
I can discuss emotional and bodily changes as puberty approaches in a positive and mature way.		
I can understand how relationships change as I grow up and can begin to explore relationships of love.		
I can understand about human reproduction.		
I can understand why people take drugs and what the effects and risks are, including the link to serious mental health conditions.		
I can decide what risks there are with taking drugs and pass the information into others.		
I can understand which commonly available substances and drugs are restricted and which are illegal to own, use and supply to others.		
I can learn ways to cope with and get out of a risky situation.		
I can identify a range of ways to face new challenges e.g. SATs and transition to secondary school, including physical activity as an approach to combat stress.		
I can give basic first aid treatment to deal with common injuries, including head injuries.		

