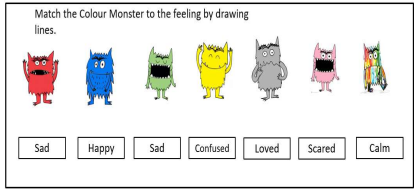
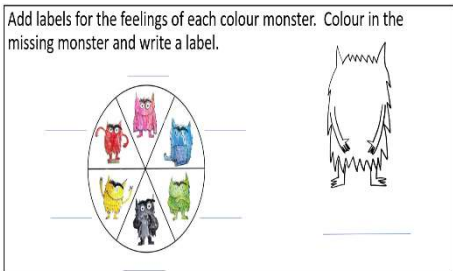
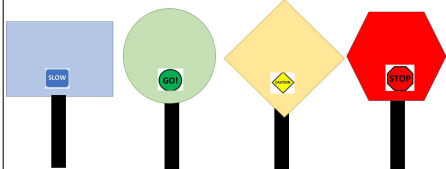


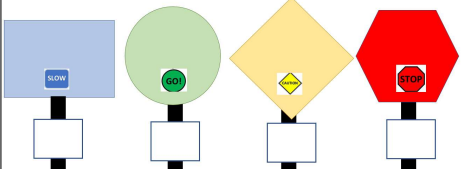
PSHE ASSESSMENT

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships					
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Task		Key indicators assessed		Children not at EXS	
Start of unit: Review Task: <i>What is a trusted adult?</i> Pupils to draw and label their trusted adult		Pre-requisite knowledge: What a 'trusted adult' is/who their trusted adults are. (Identity and Relationships)			
Review task; <i>When should we share a secret? And when can we keep something as a surprise?</i> Sort the scenarios into two groups. e.g. I have got Mummy a present to give to her at the weekend. e.g. I have a secret, I broke Tom's favourite toy, don't tell him.		That many people use the words 'secrets' and 'surprises' interchangeably and that secrets and surprises that are safe to keep are those that can be exciting and can make people happy. However, any type of secret or surprise that leaves them feeling uncomfortable or worried is not safe and should be shared with a trusted adult.			
Review Question – Matching Match the Colour Monster to the emotion. These can be read by an adult.		That the colour monsters represent 7 different feelings and there are tools we can use to help us when we feel a certain way - red is angry, green is calm, blue is sad, yellow is happy, grey is fear/scared, pink is loved and mixed is muddled up or confused.			
		To identify how they are feeling at different times within the day.			
Review Task: Draw and label <i>Can you draw a picture of your family?</i> Discuss how your family different to your friends?		That there are many different types of families (e.g. different sizes, different family members, different living arrangements) but that no one family type is better than another and they should all provide love, security and stability.(SRE lesson 3)			


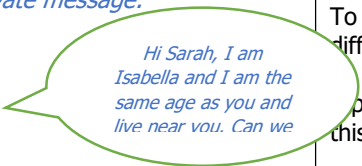
YEAR 2									
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6				
Relationships									
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Task		Key indicators assessed		Children not at EXS					
Start of unit: Review Task: Multiple choice <i>Which of these scenarios is an example of bullying?</i> 1. Harry knocks Seth over on the playground. It was an accident. 2. Sam is repeatedly and deliberately saying unkind things to Tom, every day. 3. Max accidentally breaks Jim's pencil.		Pre-requisite knowledge: That bullying is not a one-off incident, or an accident, but rather something that happens repeatedly and is deliberate. (Identify and Relationships)							
Review Task; Cloze Task <i>Can you recite the PANTS rule and complete the phrases -</i> Privates are _____ Always remember your _____ belongs to you _____ means no Talk about _____ that upset you _____ up, someone can		The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. That the colour monsters represent 7 different feelings and there are tools we can use to help us when we feel a certain way - red is angry, green is calm, blue is sad, yellow is happy, grey is fear/scared, pink is loved and mixed is muddled up or confused. To identify how they are feeling at different times within the day.							
Review Task; Written or scribed. Accept any of the 3 key words for the monster. <div><p>Add labels for the feelings of each colour monster. Colour in the missing monster and write a label.</p></div>		That secrets and surprises that are safe to keep are those that can be exciting and can make people happy.							
Review Task; Sorting Activity. <i>Can you sort these secrets/surprises into two groups? Which ones will make someone happy and which do you need to tell a grown up about. Put the numbers in the box.</i> 1. Daddy tells me he has got Mummy a present for us to give to her at the weekend. 2. Teddy has a secret, "I broke Tom's favourite toy, don't tell him" 3. Sam tells me on the playground "I have got Oliver's biscuits in my pocket. Don't tell anyone and I will share them with you." 4. Mrs Smith tells the hedgehog class that they are making their teaching assistant a card for her birthday. "You mustn't tell her about it!"		To know that any type of secret or surprise that leaves us feeling uncomfortable or worried is not safe and should be shared with a trusted adult.							
<table><tr><td>These will make someone happy</td><td>I need to tell a grown up about these</td></tr><tr><td> </td><td> </td></tr></table>		These will make someone happy	I need to tell a grown up about these						
These will make someone happy	I need to tell a grown up about these								

YEAR 3

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships					
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Task		Key indicators assessed		Children not at EXS	
Start of unit; Review Task: <i>Thought Bubble – What makes a good friend? List 5 qualities.</i>		Pre-requisite knowledge: That a friendship should be a two-way relationship in which both people are honest, caring and kind towards each other and that good friends listen to us, play with us and care for us. (Identity and Relationships) To 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 confidence' or share a secret. That there are four zones representing different feelings and emotions and there are tools to support them when they experience one of these. This is known as self-regulation . The PANTS rules: P rivates are private; A lways remember your body belongs to you; N o means no; T alk about secrets that upset you; S peak up, someone can help. (SRE lesson 2) To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents) and that families of all types can give family members love, security and stability. (SRE lesson 3)			
Review Task; Sorting Activity <i>Should you tell these secrets to a trusted adult?</i> Tick or cross. <ol style="list-style-type: none">Sam tells Tom that his Dad hit him at home last night. He asks Tom not to tell the teacher.Mum told me she is arranging a surprise party for Dad's birthday. She asks me not to tell him.A group of girls on the playground keep pushing me and being unkind. They said if I tell the teacher they won't be my friends.					
Review Question: Add some key words which describe how you may feel in each zone: <div><small>Review Task – Add key words that show how you may feel in each zone.</small> </div>					
Review Task; Cloze Task <i>Can you recite the PANTS rule and complete the phrases -</i> _____are private _____ remember your belongs to you ___ means no _____ about _____ that upset you _____ up, someone can					
Review Task; Written or Scribed <i>Can you draw and label some examples of different types of families?</i>					

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships					
↓					
Task	Key indicators assessed	Children not at EXS			
Start of unit; Review Questions; <i>What does respect mean?</i> <i>What does culture mean?</i> Explain your answer in a sentence.	Pre-requisite knowledge: The meaning of 'respect'. (Beliefs and Values) The meaning of culture. (Beliefs and Values) That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships. Some relationships are short term but others can last a life time. That shared characteristics of healthy family relationships include commitment , care, spending time together, and being there for each other in times of difficulty. That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. (SRE lesson 3) That there are four zones representing different feelings and emotions and there are tools to support them when they experience one of these. This is known as self-regulation .				
Review Task; Written or scribed <i>Can you list some different types of relationships?</i> <i>What makes a healthy relationship?</i> <i>Explain in one or two sentences.</i>					
Review Question; Written or scribed <small>Review Task – Add key words that show how you may feel in each zone. Add a tool that could help when you feel this way.</small> 					
Review Task; Cloze Task <i>Can you recite the PANTS rule and complete the phrases -</i> _____are _____ _____remember your belongs to you ____ means _____ _____about _____ that upset you _____up, _____can _____					
Review Task; Written or Scribed <i>Is bullying online different to bullying someone face to face? Explain your answer.</i>					
	The PANTS rules: P rivates are private; A lways remember your body belongs to you; N o means no; T alk about secrets that upset you; S peak up, someone can help To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying				

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships					
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Task		Key indicators assessed		Children not at EXS	
Start of unit; Review Question; <i>What does 'stereotypes' mean?</i> Explain in a sentence		Pre-requisite knowledge: The meaning of 'stereotypes'. (Diversity and Equality)			
Review Question; Written or scribed <i>What would you do in this scenario?</i> 'Sam and Ben dare Tom to take the crisps from Pip's lunchbox and eat them. They say if he doesn't, he can't hang around with them.'		To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable.			
Review Questions; Sorting Activity <i>Sort the following examples into traits from a healthy and unhealthy relationship. Use a tick for a healthy relationship and cross for unhealthy.</i> One person is made to feel guilty. My friend compliments me when I achieve something special. One person always accepts the blame. Sara thinks about how I might be feeling. There is jealousy in the relationship. One person is made to feel bad about themselves. We both get a chance to speak when we are sharing our feelings. We talk about any problems and try to find a solution.		To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view. - recognise and challenge stereotypes. To recognise ways in which relationships –including family relationships and friendships- can be unhealthy, how to manage these situations and whom to talk to if they need support.			
Review Task; Cloze Task <i>Can you recite the PANTS rule and complete the phrases -</i> _____are _____ _____ remember your _____ belongs to you _____ means _____ _____ about _____ that upset you _____ up, _____ can _____		The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.			

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships					
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Task		Key indicators assessed		Children not at EXS	
Start of unit; Review Task: <i>Name a type of relationship. Can you give an example of how that type of relationship would be positive and healthy?</i>		Pre-requisite knowledge: To recognise what constitutes a positive, healthy relationship. That there are different types of relationships, including friendships , family relationships , romantic relationships and online relationships . (Identity and Relationships/Living in the Wider World)			
Review Task; Definition focus <i>Name three different types of bullying including online. What do they each mean?</i>		To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.			
Review Question; Written or scribed <i>What does consent mean? Explain your answer in a sentence.</i>		To look at seeking and giving permission (consent) in different situations. Specifically, privacy and personal boundaries in friendships and wider relationships (including online).			
Review Question; Written or scribed <i>When playing a game online, you receive a message from someone you do not know. This is their profile picture/avatar. They send you a private message.</i> <div data-bbox="71 1238 207 1379">  </div> <div data-bbox="236 1227 598 1391">  <p>Hi Sarah, I am Isabella and I am the same age as you and live near you. Can we</p> </div> <i>Would this concern you? Have they given you appropriate information? Explain why? What would you do next?</i>		To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and to know there may be risks of communicating online with those we don't know in person. To know why someone may behave differently online, including pretending to be someone they are not, and how to report any concerns they may have about this.			
Review Question; Written or scribed <i>Zones of Regulation Scenario: You have noticed that someone in your class seems quieter than usual. What zone is this child in? Recommend two tools for this child.</i>		That there are four zones representing different feelings and emotions and there are tools to support them when they experience one of these. This is known as self-regulation . That tools can be recommended to others by their peers.			