

Learning Objective	Key Indicators /skills	Basic Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Advancing Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Deep Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
To learn about recognising how other people are feeling about sharing feelings their own feelings with others R1.	Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses) Empathy and compassion (including impact on decision-making and behaviour)	-give examples of feelings -demonstrate how faces and bodies show different feelings -use simple descriptions to describe how they, or others are feeling -recognise it is important to share feelings and give examples of appropriate ways of doing so	-list a range feelings people experience -use descriptive vocabulary to explain how they and others are feeling -suggest ways they can make themselves and others feel better -recognise that we can affect how others feel	- recognise that it is important to share feelings with others -give examples of helpful/not helpful ways to communicate feelings - identify some ways to respond sensitively to how others are feeling
N.B. For R1 assessment see H4 with similar objectives and record) <i>For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4) To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12).</i>	Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses) Empathy and compassion (including impact on decision-making and behaviour)	-to describe different types of behaviour and how this can make others feel -say when something was fair or unfair and say why -describe an act of kindness -say what they can do if they experience unhelpful behaviour -recognise the importance of telling someone (when to do this and who to tell)	-give examples of different kinds of behaviour and how this can make others feel including kindness -explain what is meant by right and wrong (in terms of their own behaviour) -identify what they can do if they (or others) experience unhelpful behaviour -recognise the importance of telling someone (when to do this and who to tell)	-reflect on the impact of kind/unkind actions -explain the importance of telling someone when others are being unkind to them or others -give examples of how to behave to affect others positively - describe or demonstrate simple strategies to help manage their own behaviour
<i>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel afraid. (R3).</i>	Strategies for identifying and accessing appropriate help and support Recognising, evaluating and utilising strategies for managing influence Identification, assessment (including prediction) and management of positive and negative risk to self and others	-say what a secret is and what it means to keep a secret -say what a surprise is and what it means to surprise someone -recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else -say who they can go to in school if they are worried about a surprise or a secret	-explain the difference between a secret and a surprise -explain that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else -identify who they can go to in school if they are worried about a surprise or a secret	-explain consequences of keeping secrets and why some secrets or surprises should not be kept because they could be harmful to themselves or others --explain why it is important not to keep secrets that make them feel uncomfortable, anxious or afraid. -identify who they can go to in school if they are worried about a surprise or a secret
Outcomes				



Trimley St Mary Primary School - Assessment in the Foundation Subjects. Subject :- PSHE Milestone 1 Year Group Core theme 2: Relationships

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<p><i>For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5).</i></p> <p><i>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6) To learn to offer constructive support and feedback to others (R7).</i></p>	Clarifying own values and re-evaluating values and beliefs in the light of new learning, experiences and evidence Respect for others' right to their own beliefs, values and opinions Skills for employability, including -Active listening and communication (including assertiveness skills) -Team working -Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) -Leadership skills -Presentation skills -Empathy and compassion	-listen to the ideas and thoughts of others -follow basic instructions -communicate with others -show co-operative skills -play co-operatively	-discuss things that matter to them -take turns when giving opinions and views -participate in discussions with peers in pairs, small groups or the whole class -respect beliefs and values of others	-listen and respond to opinions and others with respect -ask questions to clarify deeper understanding of opinions and beliefs of others -show co-operative and leadership skills -show an ability to assert oneself and negotiate with others -show an understanding of how to compromise -take part in a simple debate about topical issues
<p>To identify and respect the differences and similarities between people (R8).</p>	Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Valuing and respecting diversity	-identify basic similarities and differences between themselves and others -recognise that we all have things in common with other people, even if we think we are very different -recognise that everyone is equal	-describe similarities and differences between class members -explain how we can show respect towards other children and grown ups -find out what we have in common with other class-mates -explain what it means to be 'equal'	-explain specific similarities and differences between people of different religions and beliefs -explain how people of all beliefs show respect for each other -explain what it means to be 'equal' and valued
<p><i>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R9).</i></p>	Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Clarifying own values	-identify special people in their lives -describe what makes them special -know that we are all special	-describe ways people care for each other -suggest some ways they can help special people to care for them	-explain how family, friends and carers are special and how important it is to care for each other
<p>Outcomes</p>				



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<p><i>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10).</i></p> <p><i>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).</i></p>	<p>Strategies for identifying and accessing appropriate help and support Build and maintain healthy relationships of all kinds Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p>-describe how materials feel when we touch them(soft, fluffy, rough, smooth) -describe different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) - describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable -recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable</p> <p>-describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt -identify people they can go to if they are feeling uncomfortable or hurt</p>	<p>-role play a situation and the ability to be assertive and say 'no' when one person feels uncomfortable by others invading their personal space or tickling when it feels uncomfortable</p> <p>-describe the differences and similarities between being hurt physically and being hurt emotionally</p>	<p>-Identify situations where they could put themselves at risk of inappropriate touch -present a role play scenario to the class to clearly express assertiveness in uncomfortable situations</p> <p>-explain how they can let these people know they are feeling uncomfortable or hurt</p>
		<p><i>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13). To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).</i></p>	<p>Strategies for identifying and accessing appropriate help and support Empathy and compassion (including impact on decision-making and behaviour)</p>	<p>-recognise that although teasing might sometimes be funny, it can sometimes also be hurtful - identify what is meant by bullying and why this is wrong - identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words) -identify people in school/at home whom they can talk to if they are worried about teasing/bullying</p>
<p>Outcomes</p>				