



Trimley St Mary Primary School - Assessment in the Foundation Subjects. Subject :- PSHE Milestone 1 Year Group Core theme 3: Living in the wider world

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.
<i>To learn how they can contribute to the life of the classroom and school (L1) To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).</i>	Self-organisation (including time management) Empathy and compassion (including impact on decision-making and behaviour) Team working Identification, assessment (including prediction) and management of positive and negative risk to self and others Identify links between values and beliefs, decisions and actions	-describe how they would like their classroom to be -explain who or what they are responsible for in their classroom -explain what 'rules' mean and how they help all of us	-give suggestions for what could be included in class rules and explain why they are important - explain why it is important for them to carry out classroom responsibilities	- explain what happens when responsibilities or classroom/school rules are not carried out -identify when this might be more difficult or challenging and what to do in these situations
<i>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).</i>	Self-organisation (including time management) Empathy and compassion (including impact on decision-making and behaviour) Team working / Leadership skills	-describe some ways of looking after themselves and others including pets -explain why need to be able to take turns and share things and places; return things that are borrowed - identify who to tell if they are worried that needs are not being met	-explain that people (and animals) need to be looked after and cared for - identify some of the needs of all living things (including themselves and/or pets/animals)	-describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) -explain what happens if our responsibilities are not carried out - identify who to talk to if responsibilities are not being carried out and rights are not being met
For pupils to learn that they belong to various groups and communities such as family and school (L4).	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	-name the different groups they belong to (e.g. friends, class, year group, faith) - describe what it is like to be a part of the group (special people, special places what they do there or when they are with group)	- identify the different roles within groups they belong to (e.g. friend, pupil, member, leader) - explain what is special about the groups they belong to	- describe the different rights and responsibilities they have in the groups they belong to - explain how group members make sure everyone feels included
Outcomes				



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<p><i>To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).</i></p>	<p>Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence Empathy and compassion (including impact on decision-making and behaviour) Identify links between values and beliefs, decisions and actions</p>	<p>-describe the local environment -describe what makes the local environment pleasant / not so pleasant -tell what can harm different environments</p>	<p>-identify what the local environment is like -suggest some ways people can care for the environment -identify what they can do / not do to help care for the environment</p>	<p>-give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas) - explain the shared responsibility we have to take care of our environments for others -suggest some steps they could take as an individual and as a class to improve their local environment</p>
<p><i>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).</i></p>	<p>Self-organisation Identify links between values and beliefs, decisions and actions Making decisions</p>	<p>-recognise what money looks like - say how people get money (won, borrowed, found, earned, presents) -give some examples of some of the ways that money can be used (saved as well as spent)</p>	<p>- identify how money is obtained (won, borrowed, found, earned, presents) -identify what might make someone want to spend or save their money -explain where money can be stored to keep it safe</p>	<p>-give examples of some of the choices they might have about spending or saving money and what helps them decide - identify how people keep track of what money is spent or saved and why this is important - explain the importance of keeping money safe and some ways of doing this</p>
<p><i>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).</i></p> <p><i>To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).</i></p> <p><i>To know about special people' who work in their community and who are responsible for looking after them and protecting them, including dialling 999 in an emergency (L10).</i></p>	<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 Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) Valuing and respecting diversity Strategies for identifying and accessing appropriate help and support</p>	<p>-recognise that this means every single person is special and valuable just as they are - recognise they are unique – there is no-one exactly like them -recognise some of the things they have in common in others, including physical similarities - identify common likes / dislikes between themselves and others -name a range of different jobs that people in the local community do -describe the work they do and how it helps others -say who could help them in different places</p>	<p>-explain that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world - identify things they think are unique or special about themselves - explain what they share in common with someone else, even if, at first they thought they were only differences - recognise that there are other similarities between people that are not immediately obvious (eg: the same birthday month) -identify who could help them in different places and what they could do to attract attention or to ask for help in different situations</p>	<p>-explain that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world - identify things they think are unique or special about others -describe how we can find out if we have things in common with someone else - identify similarities with others, including things not immediately obvious - explain what they share in common with someone else, even if, at first they thought they were only differences -explain how to ask for help and how to ask for help in a range of different situations ☑ demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency</p>

