



Trimley St Mary
PRIMARY SCHOOL

Trimley St Mary Primary School - Assessment in the Foundation Subjects. Subject :- PSHE Milestone 2 Year Group Core Theme 1 - Health and Well-being

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.
<p>To understand what positively and negatively affects their physical, mental and emotional health (H1). <i>To understand how to make informed choices and to begin to understand the concept of a 'balanced lifestyle' (H2).</i></p>	<p>Resilience (including self-motivation, perseverance and adaptability) Recalling and applying knowledge creatively and in new situations Recognising, evaluating and utilising strategies for managing influence Identification, assessment (including prediction) and management of positive and negative risk to self and others Identify links between values and beliefs, decisions and actions Making decisions</p>	<p>-identify different ways to help maintain good health - recognise what is meant by a 'balanced lifestyle'</p>	<p>- describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives - explain choices that have positive consequences on health and those which may have more negative effect - investigate what helps people to make a positive choice</p>	<p>- describe the potential short and long term consequences that people's choices can have on maintaining good health -identify what can influence people's choices about their health - identify steps that help make an informed choice</p>
<p><i>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).</i></p>	<p>Self-organisation Recalling and applying knowledge creatively and in new situations Recognising, evaluating and utilising strategies for managing influence Making decisions</p>	<p>- recognise what makes a balanced diet -identify what food they think should be eaten regularly to maintain good health</p>	<p>- identify what or who helps them decide what to eat and drink</p>	<p>- recognise when they have opportunities to make choices about food and drink - explain what they need to consider when making these choices</p>
<p><i>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4).</i></p>	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Identify links between values and beliefs, decisions and actions.</p>	<p>- recognise that images in the media can be changed, altered or adapted and therefore may not represent the 'true' image - identify how an image can influence someone's view about a place or product</p>	<p>- recognise why an image might be changed, such as to sell something, including an idea to others - identify how or when this might become an issue for people (such as if something they purchase is not the same as the image presented)</p>	<p>- explain that images in the media can be changed, altered or adapted and this means therefore they may not represent the 'true' image -identify why an image might be changed, such as to sell something, including an idea to others - describe the different thoughts an image of a place or product can make someone think about - identify how this might influence their viewpoint or actions</p>

Learning Objective	Key Indicators/skills	Basic	Advancing	Deep
		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	Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
<i>For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).</i>	Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) Resilience (including self-motivation, perseverance and adaptability) Self-regulation (including promotion of a positive growth mind set and managing strong emotions) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness and self-respect)	-reflect on their achievements and describe what they are proud of - describe the different ways achievements can be celebrated - describe aspirations for the end of term/school year and how they will know if they have achieved them -describe steps they can take to improve	- explain how making mistakes along the way can help them to learn - recognise their worth by identifying positive things about themselves and what they are proud of	- identify personal strengths that will help them achieve their goals - identify what personal actions they can take to improve - describe how learning from mistake and working with others can help them to achieve their goals
<i>For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). (H7).</i>	Resilience (including self-motivation, perseverance and adaptability) Self-regulation (including promotion of a positive growth mind set and managing strong emotions and impulses) Empathy and compassion (including impact on decision-making and behaviour)	- describe a range of different feelings (good and not so good) - describe how different feelings are experienced in their bodies - recognise the importance of sharing their feelings and identify some positive ways of doing this	- use a scale of intensity to help describe different feelings - recognise that people can also have lots of different feelings all at once (such as at times of change)	- explain that people can also feel lots of different emotions all at once (such as at times of change) - explain the importance of noticing different feelings - describe some positive ways of sharing feelings, recognising that this can help manage them
<i>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).</i>	Resilience (including self-motivation, perseverance and adaptability) 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)	- give examples of when someone might experience change (at school) - recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry) -identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better	- recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this - recognising that change is a natural part of life - show empathy towards others	- describe the feelings that might be associated with change and loss - describe some ways people express feelings when there is change, and of sadness and loss - explain what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better
<i>To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10).</i>	Resilience (including self-motivation, perseverance and adaptability) Strategies for identifying and accessing appropriate help and support Recalling and applying knowledge creatively and in new situations Identification, assessment (including prediction) and management of positive and negative risk to self and others	- give examples of what is meant by risk, danger and hazard - identify potential risk in different/ familiar situations - describe or demonstrate how to manage risk safely (e.g. crossing the road) - identify where they can get help if they feel a situation is risky or dangerous	- identify whether a risk is appropriate for them to manage themselves - describe steps that can be taken to reduce the risk or avoid danger	- assess whether they are able to manage the risk themselves and if not, who is responsible - identify if, when and how to report potential risks, dangers and hazards to others
<i>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).</i>	Making decisions			

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<i>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).</i>	Self-organisation Identification, assessment (including prediction) and management of positive and negative risk to self and others	- explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses - explain how bacteria and viruses can be passed on from one person to another - describe simple hygiene routines that reduce the spread of bacteria and viruses	- explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health	- describe a range of simple, everyday hygiene routines - recognise the shared responsibility for maintaining a clean environment
<i>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to ask for help; to use basic techniques for resisting pressure to do something dangerous or that they think is wrong (H14).</i>	Resilience Self-regulation (including promotion of a positive growth mind set and managing strong emotions and impulses) Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms Strategies for identifying and accessing appropriate help and support Identification and management of positive and negative risk to self and others	- recognise that pressure to do something can come from others or from within themselves - recognise that there can be positive and negative pressure - explain that negative pressure is when someone feels pressured to do something that is or may become unhealthy, dangerous or that feels wrong	- identify ways that negative pressure can be resisted - identify when they might need to ask for help and who they can ask	- describe some different ways to manage or resist pressure - identify who they can talk to if feeling under pressure
To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	Strategies for identifying and accessing appropriate help and support and management of positive and negative risk to self and others Making decisions	- identify school rules about health and safety - give reasons for having school rules about health and safety - describe what could happen if health and safety rules are not followed	- explain what an emergency is - explain where and how to get help if they feel a situation is unsafe or in an emergency	- explain what is helpful and unhelpful in emergency situations - identify sources of help in emergencies and how to alert them
<i>To learn what is meant by the term 'habit' and why habits can be hard to change (H16)</i>	Strategies for identifying and accessing appropriate help and support and management of positive and negative risk to self and others Making decisions	- identify what a habit is - identify habits that help us and habits that do not - identify some examples of healthy habits	- recognise that although it can be difficult, unhelpful habits can be changed or stopped	- identify strategies for developing helpful habits - suggest ways that less helpful habits can be changed or stopped
<i>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)</i>	Strategies for identifying and accessing appropriate help and support Identification and management of positive and negative risk to self and others Formulating questions Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) Making decisions	- recognise what is meant by 'a drug' (give a definition of 'drug') - recognise that drugs change the way people feel (for example, more relaxed or more energised) - identify some of the risks associated with drugs common in everyday life	- recognise there are laws relating to drugs seen in everyday life - identify why someone might choose or not choose to use a drug - recognise when a drug can become harmful - identify how to ask for help or support if they are worried about someone and drugs	- explain someone might choose or not choose to use a drug - identify alternatives to using drugs - identify different behaviours around drug use and when a drug can become harmful - identify where people can get help and support (e.g. smoking cessation services)

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<i>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</i>	Resilience (including self-motivation, perseverance and adaptability) Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)	- recognise that everyone grows and changes through the human life cycle - identify 'puberty' as the time when a child grows into an adolescent (ages 8-17) - recognise there are physical changes that happen to adolescents' bodies at this time and identify some of the physical changes that occur (e.g. body shape, voice getting deeper)	- recognise there are also emotional changes and that adolescents may act or behave differently to before or want more privacy - recognise that everyone goes through puberty but that it can feel different for everyone - use the correct names of female and male reproductive organs - explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings	- recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults - explain what happens during periods (menstruation) and ejaculation and how to manage both (if appropriate for chn) - explain why it is important and how to keep themselves clean during puberty - describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them - identify where to get help and support about the changes that happen at puberty
<i>To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bikeability programme), and safety in the environment (including rail, water and fire safety) (H21).</i>	As above	- recognise there is advice and guidance to help keep people safe in different places and situations - identify some of the risks that may occur - describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks) - identify who can help if something is, seems or may become unsafe	- recognise potential consequences of safety rules not being followed - identify when, how and who to alert if there is danger	- give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations - identify when, how and who to alert if there is danger
<i>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).</i>	As above	- recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online - give examples of online safety rules - recognise why it is important not to share personal information online (such as passwords, where they live, private pictures of themselves or others)	- recognise the sorts of images that are ok to photograph to share with others and what might not be appropriate - recognise that an image (or text) might be shared to many people, even though it was only sent to one person - identify who to tell and how to report it if they see something upsetting or something feels unsafe when online	- explain that there are rules to help keep people safe online and the importance of following these - recognise potential consequences of online safety rules not being followed - identify the sorts of images that are ok to photograph to share with others and what might not be appropriate - recognise that an image (or text) might be shared to many people, even though it was only sent to one person - explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust
<i>To recognise people who are responsible for helping them</i>	Strategies for identifying and accessing appropriate help and support	- identify people who help them to stay healthy and stay safe	- recognise that they should always report things that mean they or others may not be safe	

<p><i>stay healthy and safe; how they can help these people to keep them healthy and safe (H23).</i></p>	<p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<ul style="list-style-type: none"> - give examples of how they are helped to stay healthy and stay safe in a variety of places and situations - give examples of how they help to keep themselves (or others) safe 	<ul style="list-style-type: none"> - identify different ways asking for help – including online - identify appropriate people to tell or talk with about their concerns 	
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