



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

Learning Objective	Key Indicators/skills	<b>Basic</b> 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	<b>Advancing</b> Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	<b>Deep</b> Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
<p><i>To learn what constitutes, and how to maintain, a healthy lifestyle (H1).</i></p> <p><i>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2).</i></p>	Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	<ul style="list-style-type: none"> <li>-identify some ways of taking care of themselves on a daily basis</li> <li>-list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation</li> <li>-describe how physical activity and sleep helps their bodies to grow and them to feel well</li> <li>-describe how they can take care of their dental health</li> <li>-describe what they like and what they dislike</li> <li>- recognise what a choice is</li> </ul>	<ul style="list-style-type: none"> <li>-compare differences in how chn take care of themselves daily.</li> <li>-design a healthy lunch.</li> <li>-compare how many hours we sleep</li> <li>-explain how we look after our teeth</li> <li>- identify some choices they can make to help improve how they feel</li> </ul>	<ul style="list-style-type: none"> <li>-identify the impact on people don't look after their bodies</li> <li>- recognise choices have consequences, and that these may be good or not so good</li> </ul>
<p>To learn about good and not so good feelings, a vocabulary to describe feelings and how to manage feelings. (H4)</p>	Self-regulation of feelings(including promotion of a positive growth mindset).	<ul style="list-style-type: none"> <li>-name feelings they have had</li> <li>-to say what makes us feel good.</li> </ul>	<ul style="list-style-type: none"> <li>-explain what makes them feel good</li> <li>-identify where in their body they have these feelings</li> </ul>	<ul style="list-style-type: none"> <li>-identify ways to feel better and explain how we can manage impulses and negative feelings</li> </ul>
<p><i>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5).</i></p>	Resilience (including self-motivation, perseverance and adaptability) Empathy and compassion (including impact on decision-making and behaviour)	<ul style="list-style-type: none"> <li>-describe times when people experience change (eg: new baby brother or sister, moving to a new class) and how it makes us feel</li> </ul>	<ul style="list-style-type: none"> <li>- identify how changes can make us feel</li> <li>-explain how it feels to lose something special</li> </ul>	<ul style="list-style-type: none"> <li>-explain what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss</li> </ul>
<p><i>To learn how to maintain personal hygiene (H6).</i></p> <p><i>To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others (H7).</i></p>	To learn about basic personal hygiene routines and why these are important	<ul style="list-style-type: none"> <li>-describe some basic personal hygiene routines</li> <li>- recognise why this is important</li> </ul>	<ul style="list-style-type: none"> <li>-identify how infections (such as coughs and colds) can be spread</li> <li>- describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough)</li> </ul>	<ul style="list-style-type: none"> <li>-recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication</li> </ul>
<b>Outcomes</b>				

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<p><i>To learn about the process of growing from young to old. (H8). To learn about growing and changing and new opportunities and responsibilities (H9).</i></p>	<p>Resilience (including self-motivation, perseverance and adaptability) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>	<p>-describe changes that have happened to them since they were a baby -describe some things they can do now that they could not do before</p>	<p>- explain how their needs have changed since they were babies</p>	<p>-predict how needs will change as they grow older -explain how responsibilities change as we grow older</p>
<p><i>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).</i></p>	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>	<p>-to learn the correct names for the main parts of the body of boys and girls -to identify physical similarities and differences between girls and boys</p>	<p>-to compare physical similarities and differences between girls and boys</p>	<p>-recognise and use the correct names for main parts of the body including external genitalia</p>
<p>To learn that household products, including medicines, can be harmful if not used properly (H11).</p>	<p>Strategies for identifying and accessing appropriate help and support Identification, assessment (including prediction) and management of positive and negative risk to self and others Making decisions</p>	<p>-to say that household products, including medicines, can be harmful if not used correctly -name people we can trust to tell us to put things onto and into our bodies</p>	<p>-identify what goes on to and into people's bodies and how this can make people feel - recognise that household products (including medicines) can be harmful if not used correctly</p>	<p>-describe ways of keeping safe around household products (including medicines) -explain why products can be harmful if put onto or into our bodies</p>
<p><i>To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).</i></p>	<p>Strategies for identifying and accessing 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</p>	<p>-to learn about rules for keeping safe (in familiar and unfamiliar situations) - describe the things they do in school or at home to keep themselves and others safe including online</p>	<p>- identify rules for keeping safe in a range of familiar situations, such as crossing the road - identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations - explain what they can say or do if they feel unsafe or think something is not safe including online.</p>	<p>-demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside' -identify ways of keeping safe online - identify potential unsafe situations and steps they can take to avoid or remove themselves from them -demonstrate ways they can ask for help from people whose job it is to keep them safe</p>
<p><b>Outcomes</b></p>				

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To recognise people who look after them, their family networks, who to go to if they are worried (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14). To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15).	Resilience (including self-motivation, perseverance and adaptability) Strategies for identifying and accessing appropriate help and support including when online	-name whom they can go to if they are worried about something and learn how to ask for help if they are worried about something -identify the people who look after them in school and outside of school	-explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') -demonstrate ways they can attract the attention of people who care for them and make sure they are listened to	-explain why it is very important to tell someone if they are worried about something -demonstrate how to ask for help (and keep asking until they are listened to) - identify what might happen next if someone asks for help
To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).	Empathy and compassion (including impact on decision-making and behaviour) Strategies for identifying and accessing appropriate help and support Identification, assessment (including prediction) and management of positive and negative risk to self and others	- recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private)	-explain what is meant by 'keeping something private' - identify when people might want (or need) to keep something private such as passwords online	- recognise times when they and others want or have the right to privacy - recognise that it is important to respect someone's privacy - recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private)
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