



### PSHE – Assessment – KS1 Autumn 1 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Meet Your Brain</b></p> <ul style="list-style-type: none"> <li>Know the definition of neuroplasticity: Our brain helps us to make good decisions and remember what we have learnt. If we want to improve at something, we need to practise repeatedly, and our brain helps us get better each time.</li> </ul> <p><b>Vocabulary:</b> Hippocampus, Amygdala, Prefrontal Cortex, Neuroplasticity, 'Fight, Flight Freeze'</p> <p><b>Places</b></p> <ul style="list-style-type: none"> <li>Recognise and name different feelings.</li> </ul> <p><b>Vocabulary:</b> facial expressions, body, heart, strategies</p> |                         |                                          |                                               |                                          |                            |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Working Independently</b></p> <ul style="list-style-type: none"> <li>To know what to say if someone stops you learning.</li> <li>To know what to do when stuck on work, before asking a grown up.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                                          |                                               |                                          |                            |



**PSHE – Assessment – KS1 Autumn 2 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b><u>Teacher Comments</u></b> | <b><u>Pupils<br/>working<br/>above – next<br/>steps</u></b> | <b><u>Pupils<br/>working just<br/>below – next<br/>steps</u></b> | <b><u>Pupils working<br/>below – next<br/>steps</u></b> | <b><u>% on track<br/>or above</u></b> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what Celebrate</u></b></p> <ul style="list-style-type: none"> <li>Identify their own unique character strengths and explain how they can use them to be their best self</li> </ul> <p><b>Vocabulary:</b> Character Strengths, Unique, Special, Strength Spotting</p> <p><b>Showing Respect and managing hurtful behaviour</b></p> <ul style="list-style-type: none"> <li>Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable</li> <li>Know the importance of telling a trusted adult if you or someone else is hurt or upset.</li> </ul> <p><b>Vocabulary:</b> bullying, several incidents, on purpose, trusted adult, acceptable, essential, hurtful</p> |                                |                                                             |                                                                  |                                                         |                                       |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Collaborative Learning</b></p> <ul style="list-style-type: none"> <li>To take turns and listen to the contributions and suggestions of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |                                                             |                                                                  |                                                         |                                       |



**PSHE – Assessment – KS1 Spring 1 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b><u>Teacher Comments</u></b> | <b><u>Pupils working above – next steps</u></b> | <b><u>Pupils working just below – next steps</u></b> | <b><u>Pupils working below – next steps</u></b> | <b><u>% on track or above</u></b> |
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| <b><u>Substantive – Declarative Knowledge – Know what</u></b><br><b>Appreciate</b> <ul style="list-style-type: none"> <li>Know that we can be thankful for people, experiences and ourselves, not just material things.</li> <li>Identify people, experiences and things about ourselves we appreciate.</li> </ul> <b>Vocabulary:</b> Appreciate, Grateful, Wheel of Gratitude<br><br><b>Healthy Lifestyles</b> <ul style="list-style-type: none"> <li>Be able to identify various ways to keep healthy.</li> </ul> <b>Vocabulary:</b> Healthy, unhealthy, habits, Hygiene, routine, germs, spreading |                                |                                                 |                                                      |                                                 |                                   |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><br><b>Creative thinking</b> <ul style="list-style-type: none"> <li>To use your different senses to help you learn.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                |                                                 |                                                      |                                                 |                                   |



### PSHE – Assessment – KS1 Spring 2 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Relate</b></p> <ul style="list-style-type: none"> <li>Know the characteristics of a good friend.</li> <li>Recognise characteristics of a good friend in themselves and others.</li> </ul> <p><b>Vocabulary:</b> Relate, Active Listening, ‘Stop, Understand and Consider’, Friendships, Differences</p> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>Know common features of family life.</li> <li>Identify the people who love and care for them and what they do to help them feel cared for.</li> <li>Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul> <p><b>Vocabulary:</b> close, extended, family, care, member, worried, trusted</p> |                         |                                          |                                               |                                          |                            |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Caring thinking</b></p> <ul style="list-style-type: none"> <li>Know how to be an effective talk partner</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                                          |                                               |                                          |                            |



**PSHE – Assessment – KS1 Summer 1 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Teacher Comments</u></b> | <b><u>Pupils<br/>working<br/>above – next<br/>steps</u></b> | <b><u>Pupils<br/>working just<br/>below – next<br/>steps</u></b> | <b><u>Pupils working<br/>below – next<br/>steps</u></b> | <b><u>% on track<br/>or above</u></b> |
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| <b><u>Substantive – Declarative Knowledge – Know what Engage</u></b> <ul style="list-style-type: none"> <li>Know the 3 steps to setting goals.</li> </ul> <b>Vocabulary:</b> Perseverance, Goal Setting, ‘Feel Good, Do Good’, Believe to Achieve, Habits<br><br><b>Shared Responsibilities</b> <ul style="list-style-type: none"> <li>Know what rules are, why they are needed, and why different rules are needed for different situations.</li> </ul> <b>Vocabulary:</b> rules, respect<br><br><b>Communities</b> <ul style="list-style-type: none"> <li>Recognise the different roles and responsibilities people have in their community.</li> </ul> <b>Vocabulary:</b> community, roles, responsibilities |                                |                                                             |                                                                  |                                                         |                                       |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><br><b>Resilient Learning</b> <ul style="list-style-type: none"> <li>To know that learning is not always easy and challenges help us learn.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |                                                             |                                                                  |                                                         |                                       |



**PSHE – Assessment – KS1 Summer 2 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                                        | <b><u>Teacher Comments</u></b> | <b><u>Pupils<br/>working<br/>above – next<br/>steps</u></b> | <b><u>Pupils<br/>working just<br/>below – next<br/>steps</u></b> | <b><u>Pupils working<br/>below – next<br/>steps</u></b> | <b><u>% on track<br/>or above</u></b> |
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| <b><u>Substantive – Declarative Knowledge – Know what</u></b><br><b><u>Ourselves growing and changing</u></b> <ul style="list-style-type: none"> <li>Recognise the ways in which we are all unique.</li> <li>Know how people's needs change when growing and changing from young to old.</li> </ul> <b>Vocabulary:</b> grow, change, needs, stage, baby, child, adult, young, old |                                |                                                             |                                                                  |                                                         |                                       |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><b><u>Critical Thinking</u></b> <ul style="list-style-type: none"> <li>To think of questions, linked to the learning, which you would like to know the answer to.</li> </ul>                                                                                                                                                 |                                |                                                             |                                                                  |                                                         |                                       |



**PSHE – Assessment – LKS2 Autumn 1 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b><u>Teacher Comments</u></b> | <b><u>Pupils working above – next steps</u></b> | <b><u>Pupils working just below – next steps</u></b> | <b><u>Pupils working below – next steps</u></b> | <b><u>% on track or above</u></b> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Meet Your Brain</b></p> <ul style="list-style-type: none"> <li>Know that the role of the Hippocampus, Amygdala and Prefrontal Cortex: <ul style="list-style-type: none"> <li>the Hippocampus is like a scrapbook storing our memories and things that we learn</li> <li>The Amygdala is there to react to keep us safe when there is danger. It cannot assess danger though, it can only react if it senses it by Fighting, Flighting or Freezing!</li> <li>the Prefrontal Cortex helps us to make decisions, understand different perspectives, solve problems, analyse and make choices.</li> </ul> </li> </ul> <p><b>Vocabulary:</b> Mind, Focus, Neuron, Oxygen, Real Danger, Perceived Danger, Trigger</p> <p><b>Places</b></p> <ul style="list-style-type: none"> <li>Use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> </ul> <p><b>Vocabulary:</b> physical health, trusted adult, support</p> |                                |                                                 |                                                      |                                                 |                                   |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Working Independently</b></p> <p>To manage a range of distractions effectively, knowing what to say.</p> <p>To organise your own learning by thinking about what you have to do, what is there to help you, what you will do if you get stuck.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                                 |                                                      |                                                 |                                   |



**PSHE – Assessment – LKS2 Autumn 2 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                         | <b><u>Teacher Comments</u></b> | <b><u>Pupils working above – next steps</u></b> | <b><u>Pupils working just below – next steps</u></b> | <b><u>Pupils working below – next steps</u></b> | <b><u>% on track or above</u></b> |
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| <b><u>Substantive – Declarative Knowledge – Know what</u></b><br><b>Celebrate</b> <ul style="list-style-type: none"> <li>Know that if we use character strengths regularly we build neural pathways and create good habits</li> </ul> <b>Vocabulary:</b> Genetics, Neural Pathways |                                |                                                 |                                                      |                                                 |                                   |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><b>Collaborative Learning</b> <ul style="list-style-type: none"> <li>To actively include and respond to all members of the group.</li> </ul>                                                                                  |                                |                                                 |                                                      |                                                 |                                   |





### PSHE – Assessment – LKS2 Spring 1 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Appreciate</b></p> <ul style="list-style-type: none"> <li>To recognise what makes them feel good and regularly show gratitude to others</li> </ul> <p><b>Vocabulary:</b> Attitude of Gratitude</p> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>Be able to name the components of a healthy, balanced diet</li> <li>Know that diet, physical exercise and sleeping all contribute to a healthy lifestyle</li> </ul> <p><b>Vocabulary:</b> balanced, lifestyle, diet, choices, influence</p> |                         |                                          |                                               |                                          |                            |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Creative thinking</b></p> <ul style="list-style-type: none"> <li>To know when it is appropriate to work on your own and when to ask for help from another child or an adult.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |                         |                                          |                                               |                                          |                            |



## PSHE – Assessment – LKS2 Spring 2 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Relate</b></p> <ul style="list-style-type: none"> <li>Know good friends ask about feelings and opinions.</li> <li>Be able to reflect on someone else's point of view.</li> </ul> <p><b>Vocabulary:</b> Relationships, Perspectives</p> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>Identify strategies to resolve disputes and reconcile differences positively and safely.</li> </ul> <p><b>Vocabulary:</b> truthfulness, honesty, support star, included, excluded</p> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents)</li> <li>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul> <p><b>Vocabulary:</b> blended family, relationship, trusted, security, stability</p> |                         |                                          |                                               |                                          |                            |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Caring thinking</b></p> <ul style="list-style-type: none"> <li>Know how to be tolerant of others' opinions, understanding that others may have different points of view.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |                                          |                                               |                                          |                            |



### PSHE – Assessment – LKS2 Summer 1 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                    | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <b><u>Substantive – Declarative Knowledge – Know what Engage</u></b> <ul style="list-style-type: none"> <li>Know we need to pay attention and put effort in to achieve goals.</li> <li>Set a personal goal by: <ul style="list-style-type: none"> <li>setting the goal</li> <li>Describing key actions</li> <li>Identifying help needed</li> </ul> </li> </ul> <b>Vocabulary:</b> Resilience, Dopamine |                         |                                          |                                               |                                          |                            |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><br><b>Resilient Learning</b> <ul style="list-style-type: none"> <li>To know how to stay focused on learning, even when it is hard, and to keep going until you are successful.</li> </ul>                                                                                                                                                        |                         |                                          |                                               |                                          |                            |



## PSHE – Assessment – LKS2 Summer 2 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>Identify the benefits of living in a diverse community and the value of diversity within communities.</li> </ul> <p><b>Vocabulary:</b> respect, diversity, contribute</p> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>Identify ways to protect the environment in school and at home; know how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices).</li> </ul> <p><b>Vocabulary:</b> compassion, opinion, environment</p> <p><b>Ourselves growing and changing</b></p> <ul style="list-style-type: none"> <li>Understand that change and loss, including death, can affect feelings</li> </ul> <p><b>Vocabulary:</b> grief, loss, passing away</p> |                         |                                          |                                               |                                          |                            |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>To look for patterns and identify connections between different learning and lessons.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |                                          |                                               |                                          |                            |



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| <b><u>Substantive – Declarative Knowledge – Know what</u></b><br><b>Meet Your Brain</b> <ul style="list-style-type: none"> <li>Know own brain controls lots of parts of our body without us realising but we can choose what to focus our mind on.</li> <li>Explore situations which trigger their amygdala and how they can use happy breathing to send oxygen to Team HAP</li> </ul> <b>Vocabulary:</b> Cortisol, Dopamine<br><br><b>Places</b> <ul style="list-style-type: none"> <li>Know about everyday things that affect feelings and the importance of expressing feelings.</li> </ul> |                                |                                                 |                                                      |                                                 |                                   |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><br><b>Working Independently</b> <ul style="list-style-type: none"> <li>To know what distracts you from your learning and have a range of strategies to draw upon to manage these distractions.</li> <li>To organise your own learning by identifying prior learning which will help you, the resources you need, and the strategies you will use and to monitor your own learning, being prepared to change your plans if necessary.</li> </ul>                                                                                          |                                |                                                 |                                                      |                                                 |                                   |



**PSHE – Assessment – UKS2 Autumn 2 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                          | <b><u>Teacher Comments</u></b> | <b><u>Pupils working above – next steps</u></b> | <b><u>Pupils working just below – next steps</u></b> | <b><u>Pupils working below – next steps</u></b> | <b><u>% on track or above</u></b> |
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| <b><u>Substantive – Declarative Knowledge – Know what</u></b><br><b>Celebrate</b> <ul style="list-style-type: none"> <li>Be able to identify their top 5 character strengths</li> <li>Reflect on how they have used their strengths to face certain situations</li> </ul> <b>Vocabulary:</b> Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtue, |                                |                                                 |                                                      |                                                 |                                   |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><b>Collaborative Learning</b> <ul style="list-style-type: none"> <li>To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor.</li> </ul>                                                                                                   |                                |                                                 |                                                      |                                                 |                                   |



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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Appreciate</b></p> <ul style="list-style-type: none"><li>Regularly identify various people, experiences and aspects of ourselves we are grateful for.</li></ul> <p><b>Vocabulary:</b> Gratitude Domino Effect</p> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"><li>Know the importance of personal hygiene to stay healthy</li><li>Know how about the safe use of medicines to support good health</li></ul> <p><b>Vocabulary:</b> personal hygiene, bacteria, viruses, early signs, prevent, medicine, vaccinations, immunisations</p> |                                |                                                 |                                                      |                                                 |                                   |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Creative thinking</b></p> <ul style="list-style-type: none"><li>To understand, and identify, how being curious and intrigued with learning can make us better learners.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                         |                                |                                                 |                                                      |                                                 |                                   |



## PSHE – Assessment – UKS2 Spring 2 Year A

| <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Relate</b></p> <ul style="list-style-type: none"> <li>Know the 6 Active Listening skills.</li> <li>Identify their top 5 strengths, which virtue they fall under and how to use these to develop relationships</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>Know how to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face</li> </ul> <p><b>Vocabulary:</b> healthy friendships, online, offline, safe, peer pressure, uncomfortable</p> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>Know marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</li> <li>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul> <p><b>Vocabulary:</b> marriage, affection, love</p> |                         |                                          |                                               |                                          |                            |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Caring thinking</b></p> <ul style="list-style-type: none"> <li>Know how to genuinely value the contributions of others, and understand why they might have different points of view, whilst offering alternative points of view</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |                                          |                                               |                                          |                            |





**PSHE – Assessment – UKS2 A Summer 1 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                 | <b><u>Teacher Comments</u></b> | <b><u>Pupils working above – next steps</u></b> | <b><u>Pupils working just below – next steps</u></b> | <b><u>Pupils working below – next steps</u></b> | <b><u>% on track or above</u></b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------|------------------------------------------------------|-------------------------------------------------|-----------------------------------|
| <b><u>Substantive – Declarative Knowledge – Know what</u></b><br><b>Engage</b> <ul style="list-style-type: none"> <li>Identify which of their strengths will be useful to achieve a specific goal.</li> <li>Know how to recognise their concerns and define strategies to overcome them</li> </ul> <b>Vocabulary:</b> Cortisol, Team Goals |                                |                                                 |                                                      |                                                 |                                   |
| <b><u>Disciplinary Knowledge (Think like)</u></b><br><b>Resilient Learning</b> <ul style="list-style-type: none"> <li>To know that learning is often a slow and uncertain process and to have a range of strategies to develop stamina and resilience.</li> </ul>                                                                          |                                |                                                 |                                                      |                                                 |                                   |



**PSHE – Assessment – UKS2 Summer 2 Year A**

| <b><u>Key Learning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b><u>Teacher Comments</u></b> | <b><u>Pupils working above – next steps</u></b> | <b><u>Pupils working just below – next steps</u></b> | <b><u>Pupils working below – next steps</u></b> | <b><u>% on track or above</u></b> |
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| <p><b><u>Substantive – Declarative Knowledge – Know what</u></b></p> <p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"><li>Recognise that people make spending decisions based on priorities, needs and wants.</li><li>To know different ways to keep track of money.</li></ul> <p><b>Vocabulary:</b> cash, spending, priorities, budget, risk, safe, stolen, passwords</p> <p><b>Ourselves growing and changing</b></p> <ul style="list-style-type: none"><li>Identify ways of expressing and managing grief and bereavement.</li></ul> |                                |                                                 |                                                      |                                                 |                                   |
| <p><b><u>Disciplinary Knowledge (Think like)</u></b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"><li>To confidently share your own thoughts and feelings about something, without feeling they have to be the same as someone else.</li></ul>                                                                                                                                                                                                                                                                                   |                                |                                                 |                                                      |                                                 |                                   |