Assessment sheet for: PSHE

Class: Y1

Unit	WTS	EXS	GDS
Term 1 **Unit title:** How can we look after our feelings? How can I help myself and others feel happy and safe?	**National Curriculum coverage** PSHE education is a non-statutory subject; however, elements within it are statutory. From September 2026, schools must follow the Department for Education statutory guidance for Relationships Education (primary) and Health Education, alongside Relationships and Sex Education (RSE) requirements. PSHE provides the context through which these statutory areas are delivered, alongside broader non-statutory content such as economic wellbeing and personal development. Schools retain flexibility to design a PSHE curriculum that best meets the needs of their pupils, while ensuring that all statutory RSHE content is clearly planned, taught and assessed in line with government guidance.	**Key social and emotional skills** - Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions). - Beginning to recognise how others are feeling by examining facial expressions and body language cues. - Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation. - Beginning to describe how strong their feelings are using simple scales and language. - Talking about whether something made them feel 'a little bit' or 'very' upset, excited, angry, etc. - Beginning to notice when they or others might need help with their feelings from a trusted adult. Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed. - Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc). - Noticing when they or others feel sad, worried, left out or lonely. - Talking about how someone might feel when someone else is repeatedly unkind to them. - Talking about how families are special. Identifying different ways family members help each other. - Recognising when someone in a family might need support. - Exploring why spending time with family is important to them. Identifying some appropriate and inappropriate responses to family disagreements. - Beginning to express disagreement calmly (e.g. 'I don't agree' or 'Can I have a turn too?'). - Solving some minor disagreements with peers, using compromise, turn-taking or asking for help from an adult. - Recognising and admitting when they or others have behaved in an unkind way. - Expressing basic feelings (e.g. 'I feel sad') and needs politely (e.g. 'Please stop'). - Using polite words to ask for help or solve small problems. - Beginning to use calming strategies with adult support. -Discussing what makes a good friend (e.g. kind, sharing). - Discussing why friendships are important to them. - Using simple, polite phrases in everyday situations. Showing respectful behaviour towards others by listening, sharing and taking turns. - Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). - Talking about things they are good at and enjoy. - Recognising and naming their own feelings and achievements. - Beginning to set simple personal goals, e.g. 'I want to learn to tie my shoelaces'. - Practising positive self-talk with adult support, e.g. 'I can do it if I keep trying'.
Term 2 **Unit title:** How do we spend time online? How can I help others and the environment?	**National Curriculum coverage** PSHE education is a non-statutory subject; however, elements within it are statutory. From September 2026, schools must follow the Department for Education statutory guidance for Relationships Education (primary) and Health Education, alongside Relationships and Sex Education (RSE) requirements.	**Key social and emotional skills** - Recognising some occasions when they are online in their everyday life. - Identifying activities that can be done online with others and those that are done in person. - Recognising that polite behaviour in person is the same as polite behaviour online. - Recognising that screen time can distract people from doing something important. - Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop-ups). - Checking with a trusted adult before they use new apps or websites. - Giving reasons for their opinions. - Describing some different jobs.	

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Term 3 **Unit title:** How can I protect myself and others in daily life? How can I stay safe?	**National Curriculum coverage** PSHE education is a non-statutory subject; however, elements within it are statutory. From September 2026, schools must follow the Department for Education statutory guidance for Relationships Education (primary) and Health Education, alongside Relationships and Sex Education (RSE) requirements. PSHE provides the context through which these statutory areas are delivered, alongside broader non-statutory content such as economic wellbeing and personal development. Schools retain flexibility to design a PSHE curriculum that best meets the needs of their pupils, while ensuring that all statutory RSHE content is clearly planned, taught and assessed in line with government guidance.	**Key social and emotional skills** - Practising how to wash their hands properly using soap and water. - Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). - Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). - Choosing appropriate clothing and preparing for different weather conditions (e.g. a hat, sunglasses and suncream when it is hot). - Telling an adult when they feel unwell, tired or hurt. - Beginning to describe common signs of illness (e.g. “My tummy hurts”, “I feel dizzy”). - Identifying some emergency situations. - Recognising when something may be dangerous in the home. - Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. - Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products). - Following simple safety rules in different settings. - Identifying safe places to walk on the pavement. - Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. - Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”. - Naming some trusted adults at home and school.