Assessment sheet for: PSHE

Class: Y2

Unit	WTS	EXS	GDS
Term 1 **Unit title:** How can we look after our bodies? How can I build safe, kind and caring relationships with others?	**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** - Talking about how they feel when they have had enough sleep or not enough sleep. - Recognising when they are active and how it makes them feel. Independently choosing active play or movement during the school day. - Recognising opportunities for them to be active outside of school. - Beginning to join in with movement breaks or suggest when they need one. - Explaining why it is important to brush their teeth regularly. - Demonstrating how to brush teeth using an electric and a manual toothbrush correctly. - Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). - Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc). - Describing who is in their family. - Discussing how families are all unique. - Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). - Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. - Asking permission before touching or using someone else's things. - Expressing their own boundaries using simple language (e.g. 'I don't like that'). - Respecting when others say no or need space. - Using roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'. - Naming trusted adults at home and school. - Recognising bullying behaviour in simple scenarios. Naming how someone might feel if they are being bullied.	
Term 2 **Unit title:** How can we stay safe online? How do people belong to a community and earn money?	**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	**Key social and emotional skills** - Recognising some occasions when they are online in their everyday life. - Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). - Checking with a trusted adult before they use new apps or websites. - Beginning to identify when someone has shared too much information about themselves online. - Recognising when something online makes the feel scared, worried, uncomfortable or unsafe. - Describing some different jobs. - Identifying some groups they belong to.	

	content is clearly planned, taught and assessed in line with government guidance.	
Term 3 **Unit title:** How can we look after and respect our bodies as we grow? How can I make safe choices in different places?	**<u>National Curriculum coverage</u>** 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.	**<u>Key social and emotional skills</u>** - Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing. - Describing things they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc). - Expressing personal boundaries using simple language (e.g. “Don’t touch me there”). - Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). - Discussing what types of touch they do and do not like from friends and family members. - 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. - Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). - 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. - Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding some potential dangers associated with each. - 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. - Following simple safety rules in different settings. - Identifying some emergency situations. - Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).