Assessment sheet for: PSHE

Class: Y3

Unit	WTS	EXS	GDS
Term 1 **Unit title:** How can I take care of my mind and body? What helps us feel safe and included?	**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** - Using more nuanced language to discuss their own and others' emotions and feelings. - Recognising changes in their body that happen with different emotions (e.g. heart racing when scared). - Noticing and describing when others might be feeling strong feelings using body language, voice and actions. - Identifying who they would speak to for support about their feelings in different situations and when to do this. - Recognising habits that are conducive to a good night's sleep. - Describing how bullying could negatively affect someone's feelings and how they view themselves. - Reflecting on how people who are bullied might think and feel. - Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). - Recognising and explaining some of the benefits of being physically active. Describing different ways families can spend time together. Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.). Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc). Identifying characteristics they look for in a friend and why. Considering practical ways they can be a good friend to others. Using respectful language when disagreeing or solving problems with others. Analysing situations and discussing appropriate and inappropriate responses. Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise. Communicating personal boundaries clearly (e.g. 'I am not comfortable with that). Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). Practising saying no or expressing disagreement respectfully. Communicating simple boundaries clearly (e.g. 'I don't want to play that game'). Identifying their own characteristics, strengths, skills and interests. Reflecting on personal achievements and progress. Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. Identifying examples of different types of bullying in various contexts, including online. Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted.
Term 2 **Unit title:** How should we communicate online? What rights and	**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	**Key social and emotional skills** - Identifying what the internet can be used for. - Identifying the benefits and challenges of online and in-person communication. - Communicating respectfully and appropriately in an online environment. - Recognising that disrespectful online communication can have a negative impact on others. - Identifying some types of online bullying behaviour.	

responsibilities do we have?	(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.	- Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. - Choosing whether to accept a friend request in an online game. - Recognising that some online features are not suitable for all ages. - Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult. - Identifying things that can and cannot be recycled. - Explaining how reducing, reusing and recycling resources can help the environment. - Describing the local council's role in looking after the local area. - Recognising the ways in which people's rights can support and protect them.
Term 3 **Unit title:** How can we prevent illness and injury and respond if they happen? What careers do people choose and why?	**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** - Explaining how germs and infection can spread from person to person. - Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness. - Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals. - Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services. - Applying sunscreen with supervision. - Describing ways they can protect themselves in the sun (e.g. slip, slop, slap). - Describing physical health concerns clearly to an adult. - Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching). - Beginning to judge when a physical concern may need help from a health professional. - Role-playing making a 999 call. - Recognising what makes a call to 999 clear and efficient. - Identifying different ways of getting help in an emergency, including phoning 999. - Recognising a wider range of jobs available. - Identifying their personal strengths and skills and considering how these relate to jobs. - Recognising some common gender stereotypes, why they are unhelpful and how to challenge them. - Recognising that people can change careers.