Assessment sheet for: PSHE

Class: Y4

Unit	WTS	EXS	GDS
Term 1 **Unit title:** How can I make healthy choices? How can we respect each other?	**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** - Describing various personal ways they look after their feelings and mood (for example, resting, playing, talking, spending time with others) and explaining why these can be helpful. - Reflecting on how helping others makes them and others feel. Identifying different ways they are regularly active during the school day and outside of school. - Recognising when they have been inactive for too long and choosing to move or be active. - Describing how different activities make their body feel (for example, out of breath, sweaty, energised, tired). - Recognising and explaining some of the benefits of being physically active. - Planning a healthy lunchbox or snack. - Describing the role of different food groups and what makes for a healthy, balanced diet. - Recognising natural and processed foods and what makes them different. - Beginning to recognise unhealthy or unhappy friendships. - Taking ownership of their actions and explaining how they have acted impulsively or unkindly. - Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people. - Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them. - Identifying respectful and disrespectful behaviours in a range of scenarios. - Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). - Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). - Listening and responding respectfully when someone makes a request or expresses a boundary. - Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). - Setting and working towards personal goals with more independence. - Beginning to challenge negative self-talk and compare themselves less to others. - Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). - Rehearsing what to do or say when they see bullying happening. - Practising how they would ask for help and say 'no' in certain situations. - Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).	
Term 2 **Unit title:** How can we decide what to trust online? How can I spend money responsibly?	**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	**Key social and emotional skills** - Identifying what the internet can be used for. - Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. - 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. - Questioning whether online information, including from search engines, is accurate. - Comparing several sources of information before choosing one. - Getting value for money involves considering the cost, usefulness and quality of items. - Budgeting involves planning how to spend and save available money.	

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Term 3 **Unit title:** How will my body and emotions change as I grow up? What signs help me recognise what is safe or unsafe?	**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** - Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. - Describing some emotional changes that happen during adolescence. - Communicating personal boundaries clearly (e.g. "I'm not comfortable with that"). - Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). - Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). - Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. - Practising how they would ask for help and say 'no' in certain situations.* - Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* - Explaining how to safely cross roads using a variety of crossing types. - Identifying various risks on roads and ways to make them safer. - Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). - Explaining some water safety signs and their meaning. - Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. - Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. - Identifying different ways of getting help in an emergency, including phoning 999. * - Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).