Assessment sheet for: PSHE

Class: Y5

Unit	WTS	EXS	GDS
Term 1 **Unit title:** How can I support my mind and body as I grow? Why are healthy relationships important?	**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** Evaluating food choices and what can influence these. Reading basic traffic light food labels to compare sugar, salt or fat content. Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. Explaining what a healthy relationship with food entails (e.g. balance, variety and enjoyment without guilt). Reflecting on how active they are each day and planning ways to move more during the week. Recognising the difference between light, moderate and vigorous activity and giving examples of each. Recognising and explaining the benefits of regular physical activity on both mental and physical health. Communicating how they are feeling and why, in a clear and respectful way. Reflecting on whether their feelings and behavioural responses were appropriate for a particular situation. Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc). Discussing how the time spent with family may change as they get older and how these relationships might evolve. Reflecting on how they support their families, how their families support them and why this is important to their families. Exploring different ways parents or carers might protect and show care for their children. Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). Analysing how different contexts can influence family roles and relationships. Recognising and respecting different types of families. Recognising when a family relationship seems unsafe or unhealthy. Considering the importance of friendships and the different ways friendships can enhance our lives. Suggesting ways people can make new friends throughout their lives. Recognising that friendships will change and evolve over time. Describing some signs of unhealthy or unhappy friendships. Resolving conflict using calm, assertive communication (e.g. 'I feel… when you…' statements). Self-identifying when they need to adjust their behaviour. Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Practising ways to safely speak out against unfairness or exclusion, using respectful language. Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).	
Term 2 **Unit title:** How am I influenced	**National Curriculum coverage** PSHE education is a non-statutory subject; however, elements within it are statutory.	**Key social and emotional skills** - Recognising that online experiences can have both positive and negative effects.	

by what I see online? How can we make a difference in our communities and beyond?	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.	- Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. - Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. - Recognising that some apps and websites have age restrictions because of their content or features. - Evaluating information they see online, including the difference between fact and opinion. Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language). - Describing the issues and causes they care about. - Explaining what happens when someone breaks the law. - Explaining how some people have contributed to their community and beyond. - Role-playing a local council surgery. - Explaining how they can influence what happens in Parliament.
Term 3 **Unit title:** How can I manage? How can we be in control of our 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 content is clearly planned, taught and assessed in line with government guidance.	**Key social and emotional skills** - Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. - Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). - Describing the stages of the menstrual cycle. - Challenging behaviour that crosses personal boundaries, while staying respectful and safe. - Classifying spending decisions as needs or wants. - Explaining how to safeguard their money online and offline. - Explaining the risks of gambling. - Explaining what happens when someone breaks the law.