Assessment sheet for: PSHE

Class: Y6

Unit	WTS	EXS	GDS
Term 1 **Unit title:** How do my choices today shape my future health? What does it mean to stand up for myself and 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** - Communicating how they are feeling and why, in a clear and respectful way. - Describing their thoughts and responses to a situation and considering possible alternative ways to respond. - Reflecting on whether their feelings and behavioural response were appropriate for a particular situation. - Considering how their behavioural response to a situation might be different in different places. - Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work. - Reflecting on the benefits of positive emotional health and what this entails for them. - Evaluating food choices and what can influence these. - Reading basic traffic light food labels to compare sugar, salt or fat content. - Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). - 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. - Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups. - Creating an evening routine that is conducive to a good night's sleep. - Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels. - Explaining how and why bullying, including cyberbullying, can negatively impact mental wellbeing in the short and long term. - Considering how those who are bullied would think and feel and demonstrating empathy towards them. - Analysing how different contexts can influence family roles and relationships. - Resolving conflict using calm, assertive communication (e.g. "I feel… when you…" statements). - Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. - Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. - Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). - Practising adapting communication to show respect in formal and informal situations, with both peers and adults. - Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). - Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). - Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. - Recognising when to stand up for themselves and when to compromise. - Discussing real-life examples of balancing their own needs with those of others. - Practising discussing disagreements without blaming others or over-reacting. - Recognising and celebrating their own identity and what makes them unique. - Reflecting on personal values and how these should influence their behaviour and choices. - Setting personal goals and planning how to work towards them. - Practising self-care strategies that support emotional wellbeing. - Noticing where stereotypes might appear, such as in books, games, adverts or everyday language. - Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports.	

		- Practising ways to safely speak out against unfairness or exclusion, using respectful language. - Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. - Demonstrating safe and effective ways to respond to bullying, both in person and online. - 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 do I feel about the things I see online? How can we protect everyone's rights?	**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** - Recognising that online experiences can have both positive and negative effects. - Recognising the effect of online interactions on personal wellbeing. - Recognising that changes in mood or self-esteem may be linked to time spent online. - Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. - Recognising a wide range of bullying and harassment behaviours online and their impact. - 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).
Term 3 **Unit title:** How can I stay safe as I grow up? How do people become parents and carers?	**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	**Key social and emotional skills** - Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. - Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. - Practising how to ask for, give or refuse permission or consent in a range of situations. - 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).* - Identifying safe places to cross a road and describing different strategies to cross safely.

	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.	- Explaining how to safely cross a railway line, at identified crossing points. Identifying various risks on railways and ways to make them safer. - Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. - Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. - Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). - Assessing whether a situation is hazardous and explaining why. - Considering how to respond to hazards in a range of situations, including those involving peers. - Identify situations where calling 999 is appropriate vs not.* - Recognising other ways of getting help when it is needed, but is not an emergency.* - Explaining why filming an incident is not usually the right course of action in an emergency.* - Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). - Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). - Explaining the risks and consequences of using harmful substances and practising how to say 'no'. - Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. - Describing how a baby is conceived and born. - Asking questions about conception and birth in a respectful and appropriate way.