

PSHE End of Key Stage Descriptors

By the end of FS2:

Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

By the end of KS1:

Children can identify and name some feelings through interpreting facial expressions and express some of their positive qualities - they can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions and can set themselves simple goals such as sharing toys.

Children can make simple choices about some aspects of their health and wellbeing, for example choosing between different foods and between physical activities, and know what keeps them healthy. They can explain ways of keeping clean such as washing their hands and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations, knowing how to cross the road safely. They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate, communicate and share with others. They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another, for example telling a friend that they like them, showing concern for a family member who is unwell.

By the end of LKS2:

Children can demonstrate that they recognise their own worth, for example by making positive comments about themselves and classmates. They can express their views and listen to the views of others.

They can identify positive ways to face new challenges, can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and discuss how they will develop skills to work in the future, and they can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles, and know the importance of a healthy diet and regular exercise. They can identify some factors that affect emotional health and wellbeing and know strategies for dealing with emotions to promote a positive mind-set. They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can identify and explain how to manage the

risks in different familiar situations and know they can speak to a trusted adult about any personal safety concerns.

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship, and can show ways to maintain good relationships by demonstrating active listening, supporting and caring. They can recognise negative behaviours such as stereotyping and aggression, can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.

Children are aware of environmental issues which are prominent, and what their responsibilities towards looking after the environment are. They know that they belong to a community and different people support our communities and environment. They are aware of the lives of others around the world and know how resources are allocated to these lives.

By the end of UKS2:

Children can demonstrate that they recognise their own worth and that of others, for example by making positive comments about themselves and classmates. They can express their views and feelings confidently and listen to and show respect for the views of others, responding appropriately. They can discuss bereavement, loss and grief, and empathise with those who have connections with this.

They can identify positive ways to face new challenges such as the transition to secondary school. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Children can also discuss and explain human reproduction and conception. They can talk about a range of jobs, and explain how they will develop skills to work in the future, and they can demonstrate how to look after and save money. Children can demonstrate earning money and deductions from this, showing enterprise in their choices.

Children can make choices about how to develop healthy lifestyles, and know the importance of a healthy diet and regular exercise. They can identify some factors that affect emotional health and wellbeing and know how exercise or dealing with emotions can promote a positive mind-set. Children can also discuss what influences their choices about their health and wellbeing. They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations and know they can speak to a trusted adult about any personal safety concerns.

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship, and can show ways to maintain good relationships by demonstrating active listening, supporting and caring. They can respond to, or challenge, negative behaviours such as stereotyping and aggression, can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.

Children are aware of environmental issues which are prominent, and what their responsibilities towards looking after the environment are. They know that they belong to a community and different people support our communities and environment. They are aware of the lives of others around the world and know how resources are allocated to these lives. Children know how to resolve differences and can actively engage in this.