

### PSHE Skills Checklist – Years 3

<u>Autumn Term 2014</u>	<u>Spring Term 2015</u>	<u>Summer Term 2015</u>
<p><b>Health and Wellbeing- Identity –</b> developing sense of who I am, where I come from, personal qualities and attitudes and skills <b>School LEARN statement)</b></p> <p><b>Relationships</b> <b>Diversity and Equality</b></p> <p><b>Living in the wider world</b> <b>Rights, responsibilities and consent</b></p>	<p><b>Health and Wellbeing</b> SEAL Going for Goals <b>Relationships</b> <b>Living in the wider world</b> <b>Relationships - including different types and in different settings</b> (SEAL - Getting on and falling out)</p> <p><b>Power –</b> (Getting on and falling out yrs3/4 /Say no to Bullying <b>Identity –</b> consolidate attitude and skills, attributes and achievements (SEAL - Going For Goals)</p>	<p><b>Health and Wellbeing</b> <b>Relationship and Sex Education Years 3/4/6</b> Year 5 – To develop personal responsibility ( including drugs and alcohol issues. Sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Which, why and how commonly available substances and drugs including alcohol and tobacco can damage their immediate and future health and safety <b>Relationships</b> <b>Living in the wider world</b> <b>Change and Resilience (Changes – SEAL)</b> <b>Sex Education</b></p>

I can/ I know / I understand/I am able

- To know how it feels to do or start something new and how to cope with these feelings.
- To know how it feels to be happy, sad, scared or excited and to recognise and act on those feelings in others.
- I can tell you about myself as a learner.
- I can identify the advantages and disadvantages of the goals I set myself.
- I can foresee obstacles and plan to overcome them when I am setting goals.
- I can manage frustration by using a number of strategies.
- I understand how to show respect.
- I can recognise respectful behaviour in others.
- I can tell you about a plan I have made to change something about my behaviour.
- I can think about and plan to overcome obstacles.

- I know how to look and sound friendly.
- I know how to be a good listener (taking turns).
- I know how to give and receive compliments.
- I know how to see things from someone else's point of view.
- I know what my triggers for anger are.
- I know how my body changes when I start to get angry.
- I know some ways to calm down when I start feeling angry.
- I can tell you what bullying is.
- To understand the role of witnesses in bullying.
- To understand what we can do if we witness bullying.
- I can identify how we can keep ourselves safe at school.
- I can understand how it might feel to be bullied.
- I know how I can help if I think someone is being bullied.
- I can use peaceful problem solving to sort out difficulties.
- I can tell you what a 'win-win' solution is and always try to find one in a conflict situation
- I can respect and accept the rights of others
- I can tell you about human rights.
- I can tell you about what is fair and unfair.
- I can tell you about our different cultural backgrounds.
- I can celebrate our differences and similarities.
- I can tell you why it is important to challenge stereotypes.
- I can value the achievements of others.
- I can tell you what feeling surprised is like.
- I can tell you whether I like surprises or I like things to stay the same.
- I can think about my worries and decide what I might do about them.
- I can tell when I should share a worry.
- I know that everyone has worries.
- I can relax when I want to.
- I can tell when it's good to relax.
- To be aware of similarities and differences among people.
- To know some different and special things about yourself and others.
- I can tell you about myself as a learner.

- I can set success criteria so that I will know whether I have reached my goal.
- I can break down a goal into a number of steps.
- I can foresee obstacles and plan to overcome them when I am setting goals.
- I can manage frustration by using a number of strategies.
- I know that I am responsible for my own learning and behaviour.
- I can break down a goal into a number of steps.
- I know how others can help me achieve my goals and how I can help others.
- I can evaluate my plan.
- I can predict the consequences of my actions/goals for myself or others.
- I can make a choice about what to do based on my predictions of what I think may happen.
- I know that change can be really good and I can tell you about some of the changes that have made my life better.
- I know that everybody goes through many different sorts of change all the time.
- I can tell you about some of the things that have changed in my life and how I feel about them.
- I can create a life journey.
- I know that even changes we want to happen can sometimes feel uncomfortable.
- I know some ways of dealing with the feelings that sometimes arise from changes.
- I can think about and plan to overcome obstacles.
- I can tell you the names of body parts including those important for reproduction.
- I can use universal scientific terms for these parts.
- I know the basic processes of reproduction.
- I can tell you what qualities make a good friend.
- I can tell you the things that hurt my feelings.
- I can understand how I might hurt others.
- I can explain how to keep safe in our environment and recognise the risks.
- I know where to get help.

## PSHE Skills Checklist – Years 4

I can/ I know / I understand/I am able

- To know how it feels to make someone feel welcomed and valued at our school.
- To know how it feels to be unwelcome.
- I can identify some barriers to my learning.
- I know how my feelings can influence my learning.
- I can tell you how I can apply what I have learned.
- I can break down a goal into a number of steps in order to achieve a result.
- I know how others can help me to achieve my goals and how I can help others.
- I understand how to show respect.
- I recognise respectful behaviour in others.
- I know that what we feel and think affects what we do.
- I can tell you why I behave as I do when I am finding change difficult.
- I know some ways of dealing with the feelings that sometimes arise from changes
- I can identify some barriers to my learning.
- I know how my feelings can influence my learning.
- I can tell you how I can apply what I have learned.
- I can break down a goal into a number of steps in order to achieve a result.
- I know how others can help me to achieve my goals and how I can help others.
- I understand how to show respect.
- I recognise respectful behaviour in others.
- I know that what we feel and think affects what we do.
- I can tell you why I behave as I do when I am finding change difficult.
- I know some ways of dealing with the feelings that sometimes arise from changes.
- I can tell you what bullying is.
- To understand the role of witnesses in bullying.
- To understand what we can do if we witness bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I can tell you why witnesses sometimes join in with bullying or don't tell an adult.
- I know how it might feel to be a witness to and a target of bullying.

- I recognise the feelings that cause some people to bully others.
- I know how it might feel to be a witness to and a target of bullying.
- I recognise the feelings that cause some people to bully others.
- I can problem solve a bullying situation with other's help.
- I can respect and accept the rights of others.
- I can tell you about human rights.
- I can tell you about what is fair and unfair.
- I can tell you about our different cultural backgrounds.
- I can celebrate our differences and similarities.
- I can tell you about different families and their rituals and celebrations.
- I can think about children whose lives are different to mine.
- I can recognise when I am beginning to get upset or angry and have some ways to calm down.
- I understand why we sometimes fight or run away when we feel threatened.
- I know why it is sometimes important to stop and think when we feel angry or stressed.
- I can stop and think before I act.
- I can explain what hopeful and disappointed mean
- I can use strategies to help me cope with feelings of hopefulness and feelings of disappointment.
- I can express myself assertively in a variety of ways.
- I can tell you about myself as a learner.
- I can use my strengths as a learner.
- I know what I need to do to learn effectively.
- I know that I am responsible for my own learning.
- I know how my feelings can influence my learning.
- I can tell you how I am going to apply what I have learned.
- I can identify some barriers to my learning.
- I can think of ways to overcome barriers to my learning.
- I can set success criteria so I will know whether I have reached my goal.
- I can recognise why I have reached my goal or been successful.
- I can tell you how I am going to apply what I have learned.
- I can tell you how I keep going even when the task is difficult or boring.
- I know when to keep trying and when to try something else.
- I can understand that some thoughts help me reach my goal and some are a barrier.

- I can recognise when I find learning difficult and persevere when I need to.
- I can tell you how I would feel if a change I didn't want was imposed on me.
- I know some of the reasons that change can feel uncomfortable or scary.
- I can tell you how it feels to belong to a group and know that it is important for everyone.
- I know that even changes we want to happen can sometimes feel uncomfortable.
- I know some ways of dealing with the feelings that sometimes arise from changes.
- I can think about and plan to overcome obstacles.
- I can tell you about the significant stages of the human life-cycle.
- I can tell you how I have grown and changed since babyhood.
- I can tell you how my skills have developed.
- I can describe how I am more independent and what I am responsible for.
- I know the various stages of independence and understand when these stages occur throughout life.
- I know the basic body changes at puberty.
- I know how my feelings may change at puberty.
- I can tell you the names of body parts including those important for sexual reproduction.
- I can use universal scientific terms for these parts.
- I know the basic processes of human sexual reproduction.
- I can tell you about human pregnancy.

## PSHE Skills Checklist – Years 5

I can/ I know / I understand/I am able

- To know that I am valued at school.
- To understand how it feels to do or start something new and why.
- To explain how I go about solving a problem and can give an example of a problem I have solved.
- I can recognise and celebrate my own achievements.
- I know what some of the people in my class like or admire about me.
- I can set myself a goal or challenge.
- I understand how to show respect.
- I recognise respectful behaviour in others.
- I can understand how it might feel when a change takes you away from familiar people and places.
- I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.
- I know that my relationships are all different and that different ways of behaving are appropriate to different types of friendships.
- I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.
- I can say and do things that are likely to make a difficult situation better.
- I can tell you things that people sometimes say in a conflict that usually make things worse.
- I can tell you what bullying is.
- I understand how rumour spreading and name-calling can be bullying behaviours
- I know some of the reasons why people using bullying behaviours.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I understand the effect of bullying on an individual.
- I understand that sometimes the feeling part of my brain takes over and I might make mistakes.
- I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.
- I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy.
- I can explain how I am feeling even if I have mixed feelings.
- I can disagree with someone without falling out.
- I can cope when someone disagrees with me.
- I can make a judgement about whether to take a risk

- I can tell the difference between showing I am proud and boasting.
- I know that boasting can make other people feel inadequate or useless.
- I can use some strategies to help me when I feel useless or inadequate.
- I can feel positive even when things are going wrong.
- I know the skills and attributes of an effective learner.
- I can be a critical friend to others and myself.
- I can recognise and celebrate my own achievements.
- I can persevere and focus on goals.
- I am self-aware and recognise habits which effect my behaviour.
- I understand how it might feel when a change takes you away from familiar people and places.
- I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.
- I can try to understand why people might behave the way they do when they are facing a difficult change.
- I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.
- I know that sometimes there can be positive outcomes from changes.
- I can tell you some of my own 'sore spots'.
- I can recognise when I might over react because someone has touched a 'sore spot'.
- I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.
- I know that people respond differently to changes and challenges.
- I can tell you about drugs.
- I know that all medicines are drugs but not all drugs are medicines.
- I can give you examples of drugs and medicines.
- I can tell you some of the risks linked to taking drugs and medicines.
- I know the difference between legal and illegal.
- I can give you some examples of legal and illegal drugs.
- I can tell you some of the risks linked to taking drugs and medicines
- I can tell you why some people choose to and choose not to take drugs and medicines.
- I know some of the effects of alcohol
- I can tell you why there are laws about drugs including alcohol
- I know some of the effects of taking illegal drugs including solvents.
- I can tell you what we need to keep us healthy.
- I can recognise peer pressure

## PSHE Skills Checklist – Years 6

I can/ I know / I understand/I am able

- To know that sometimes difference can be a barrier to friendship.
- To try to recognise when I or other people are pre judging others and to try to make an effort to overcome these assumptions.
- To know how it might feel to be excluded or treated badly because of being different in some way.
- I can make a long term plan and break it down into smaller achievable goals either in my personal life or in my behaviour.
- I know that it is up to me to get things done by taking the first step.
- I know that if at first I don't succeed then it is worth trying again.
- I can try again even when I have been unsuccessful.
- I understand how to show respect.
- I recognise respectful behaviour in others.
- I can stand up for what I think after listening to others and making my own choice.
- I understand that the majority view is not always right.
- I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.
- I can use language ('I messages') that does not make conflict situations worse.
- I am able to see a situation from another person's perspective.
- I know how my behaviour is linked to my thoughts and feelings.
- I can stop and try to get an accurate picture before I act.
- I know what my triggers are for anger.
- I know what happens when I get angry.
- I know what happens when I am overwhelmed by my feelings.
- I know some ways to calm myself down.
- I understand how rumour spreading and name-calling can be bullying behaviours
- I know some of the reasons why people use bullying behaviours.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I understand the effect of bullying on an individual
- I can recognise and understand when I am feeling worried.
- I know how to do something about my worry.

- I can stand up for what I think after listening to others and making my own choice.
- I understand that the majority view is not always right.
- I can behave in an assertive way using appropriate body language and tone of voice.
- I can recognise when I am beginning to be overwhelmed by feelings and can use a calming down strategy.
- I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time
- To develop children's understanding of what stereotyping is
- To encourage children to think critically about stereotyping and to reflect on how this influences their own behaviour
- I can begin to understand how to value differences.
- I can start to identify what causes discrimination
- I understand how it feels to be marginalised
- I recognise certain behaviours as discrimination.
- I can make a long term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.
- I know that it is up to me to get things done by taking the first step.
- I know that if at first I don't succeed, it is worth trying again.
- I can try again even when I have been unsuccessful.
- I can recognise when I am using an excuse instead of finding a way around a problem.
- I know that it is up to me to get things done by taking the first step.
- I feel confident to share and discuss my fears or concerns regarding secondary school.
- I can begin to understand the different systems I will encounter at Secondary school.
- I feel confident about the process of change and to know where to seek help if needed.
- I understand puberty and its associated feelings.
- I understand that there are several types of relationships.
- I understand how babies are made.
- I understand the development of the unborn baby.
- I understand the needs of a baby before and after birth.
- I understand and recognise the changes that girls go through at puberty.
- I understand and recognise the changes that boys go through at puberty.
- I recognise sexual stereotyping and how it is used in the media.
- I recognise that changing emotions are part of puberty.