



Healthy Schools
Southwark

PSHE FRAMEWORK

**QCA ASSESSMENT
AND
EXAMPLES**

FOUNDATION STAGE

Most Examples of Assessment can be focussed on during observations of children at play and work

DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES

<p>Behaviour and self-control Understand what is right, what is wrong and why.</p>	<p>1a To recognise what they like and dislike, what is fair and unfair and what is right and wrong</p>	<p>Can identify and name some feelings while looking at facial expression cards Can talk about some of their positive qualities. Is beginning to control feelings and actions through talking about them or when incidents occur Can follow routines and play purposeful</p>
<p>Self-confidence and self esteem Respond to significant experiences, showing a range of feelings when appropriate.</p>	<p>1b share their opinions on things that matter to them and other people and explain their views 1c to recognise, name and deal with their feelings in a positive way 1d to think about themselves, learn from their experiences and recognise what they are good at.</p>	<p>Can demonstrate that they can manage some feelings in a positive and effective way in everyday situations. Is beginning to share their views and opinions Responds with confidence to new people and change Is confident to try new activities</p>

PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS

To make choices		Wants to participate in all activities

		Knows that they can choose activities
To understand rules and why they're necessary		Respects own and others property Can share and take turns Respects teacher and is co-operative Responds positively to instructions
To show an understanding that others have needs		Shows care towards others Shows understanding of how others are feeling Helps others children when hurt or upset Can share and take turns Can consider consequence of words/actions of others
To look after living things e.g. fish, plants		Appreciate and want to care for the classroom environment Can take care of classroom plants and/ or animals Shows understanding of how others are feeling Helps others when hurt or upset
Shows respect for the culture and beliefs of others		Listens carefully to others points of view Joins in with all activities

DEVELOPING A HEALTHY, SAFER LIFESTYLE

Self-care		
Dress and undress independently and manage their own personal hygiene.	to maintain personal hygiene can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body	Can explain how to be clean and healthy – posters for toilet area, dresses and washed dolls Gets dressed on own Washes hands after going to the toilet Sings songs such as Head Shoulders Knees and Toes etc
Recognise risks to safety of self and others from situations and the environment		Says “no” when something feels wrong Asks for help Follows simple safety rules and

		instructions Knows what is safe/not safe to touch – posters for classroom and home Knows people who can help them – draw or discuss
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DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE

Self-confidence and self-esteem	Behaviour and self-control	Sense of community
<p>Self-confidence and self esteem Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views, feelings of others.</p>	<p>4b to listen to other people and respect the differences and similarities between people 4c to identify and respect the differences and similarities between people</p>	<p>Knows that we are all unique Says “sorry” “thank you” “please” Co-operates with others in work and play Says why someone is special to them – make books about families Knows there are different types of families</p>
<p>Behaviour and self-control Consider the consequences of their words and actions for themselves and others.</p>	<p>4a to recognise how their behaviour affects other people and can choose to modify their behaviour to promote good relationships with others</p> <p>4e that there are different types of teasing and bullying, that bullying is wrong, to deal with bullying and how to get help to deal with bullying</p>	<p>Children can recognise that bullying is wrong and can talk about what to do in the situation dealing with it. –stories of bullying Knows the difference between accidental and purposeful hurting – discuss situations in class or read story and discuss</p> <p>Works well in a group situation Shows good communication skills Interacts appropriately with people verbally and non verbally</p>
<p>Sense of community Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p>	<p>4c to identify and respect the differences and similarities between people.</p> <p>4d that family and friends should care for each other</p>	<p>Shows respect by listening to what others say</p> <p>Knows there are different types of people in the community – visit local mosque, church etc</p>

		Hold cultural evening or afternoon Cook a variety of different food
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