



Healthy Schools
Southwark

PSHE FRAMEWORK

**QCA ASSESSMENT
AND
EXAMPLES**

KEY STAGE TWO

DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES

<p>To talk and write about their opinions, and explain their views on issues that affect themselves and society</p>	<p>Can express their views confidently and listen to and show respect for the views of others. Can debate, explain their views, listen to others and consider different alternatives</p>	<p>Can take part in a debate regularly expressing opinions and listening to others opinions Can recount another person's view back to whole class After reading can explain authors views on the subject and give their own even if differing view is held</p>
<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p>	<p>Can demonstrate their own worth and that of others</p>	<p>Pupil involvement in personal profiles Speaks confidently in circle time about themselves and others in a positive manner Target setting Can talk through choices made and what they would do differently next time etc</p>
<p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p>	<p>Can face new challenges positively</p>	<p>Transition between classes, key stages and schools – personal response to these School council meetings Discussion work around relationships Scenarios – making the appropriate choice from range of (or open) options</p>
<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p>	<p>Know that there are emotional changes during puberty, and have ways of dealing with these in a positive way</p>	<p>Writes about their feelings and the feelings of others. Offers positive solutions to emotional problems (relating to a character in a book) Helpful towards others and models positive dealings with others</p>
<p>About the range of jobs carried out by people they know, and to understand how they can</p>	<p>Can talk about a range of jobs and understand how they will need to develop skills to work in</p>	<p>Describes a range of jobs outside the school and explains what you may need to do in order to get</p>

develop their skills to make their own contribution in the future	the future	the job you would like What can you do now? What skills do you need to improve? what if you change your mind? Do you have a back up idea?
To look after their money and realise that future wants and needs may be met through saving	Know how to look after and save money	Contributes to and organises class fundraising event. (notes on organisation Explains the cost of their favourite toy and how they might save or earn money for it

PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS

To research, discuss and debate topical issues, problems and events	Can describe, discuss and debate topical issues they have researched with others	Internet searching, Summary and opinion on news item or concerns in class/school
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Can explain why rules are important for living and working together. Know that rules can be changed and how individuals and groups try to achieve fairness	Four word build on most important school rules Rules for different settings Example of class/individual involvement in amending class rules
To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	Knows the consequences of breaking rules for individuals and communities	Recounts rules re bullying Explains how they combat racism Identifies areas in the community which are not good e.g. graffiti and how this affects people in the area
That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	Know that citizens have rights, responsibilities and duties and can give examples of these for children	Recites their own rights Written response to 'For Every Child' book Every child matters – discuss and debate what is it saying? Is it happening? Can we do anything?
To reflect on spiritual, moral and cultural issues, using imagination to understand other people's experience	<i>Has shown awareness of other cultures</i>	<i>Written piece on other's experience</i> <i>Discuss needs in other countries – can talk about the life of another and how different it is to theirs. Fundraising</i>
To resolve differences by looking at alternatives, making decisions and explaining choices	Know that there are many everyday choices and decisions that affect people	Scenarios, continuums Circle time activities, games
What democracy is, and about the basic institutions that support it locally and nationally	Know that in the UK laws are created through parliament and enforced <i>by police and the courts</i> Can explain democracy in their own words,	Active Citizenship through class and school council Describes democracy in context of debates in

	identifying key features of this in the UK	school – visits to Westminster, news updates compare to other nations
To recognise the role of voluntary, community and pressure groups	<i>Can identify local community groups to which the may belong</i> <i>Knows about national campaigns</i>	<i>Explains role of local community group</i> <i>Charities in area</i> <i>Accounts of national campaign, e.g. red nose day</i>
To appreciate the range of national, regional, religious and ethnic identities in the UK	Know that people in the UK have different identities and recognise similarities and differences with other people	Lists of nationalities/religions in school Photographs of participation in cultural events States their own nationality/cultural background positively and talks about similarities and differences positively
That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Know how resources are allocated	Asks questions about why? Can discuss changes they have seen in their own area – can interview council members about changes in their area
To explore how the media present information	<i>Can begin to differentiate between opinion and fact within the media</i>	<i>Review two stories with different emphasis from local/national press</i> <i>Reading papers – give own view of situation – audience to decide which is fact or which is opinion</i>

DEVELOPING A HEALTHY, SAFER LIFESTYLE

What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	Can make choices about how to develop healthy lifestyles Can understand what affects mental health	Explains constitution of a healthy meal and appropriate weekly exercise Draw and write mental health needs identified Can discuss how we can support others
That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	Can describe basic immune system Can manage their own personal hygiene	Diagram and labelling Discusses what happens in the body when disease enters it - simply
About how the body changes as they approach puberty	Know that there are emotional changes during puberty, and have ways of dealing with these in a positive way	List three things that happen to the body during puberty and suggest ways to handle these changes effectively Discuss how it feels to be in a bad mood for no reason – how can we know this is happening to us? How can we address it?
Which commonly available substances and drugs are legal and illegal, their effects and risks	Know which commonly available substances and drugs are legal and illegal, and are able to describe some of the effects and risks of these	Needs assessment – physical, emotional, social, legal effects of drug use Three things I have learned about drugs

		Three reasons why people take drugs and three alternate choices which could have been made
To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable	Can identify the risks in different situations and are aware of how to behave responsibly	Identifies key elements of personal safety Identifies what to do if safety is at risk Talks about what kind of physical contact is appropriate between different types of relationships
That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	Can make judgements and decisions and know ways of resisting negative peer pressure around issues affecting their health and well-being	Demonstrates how to say no without using the word. Identifies a range of places/people where pressure to conform may come from Identifies places to get help
School rules about health and safety, basic emergency aid procedures and where to get help	<i>Can demonstrate basic first aid procedures</i>	Lists process if pupil has head injury in the playground People that may help them

DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view	Aware that their actions have consequences for themselves and others	Scenarios – what ifs? Positive and negative outcomes
To think about the lives of people living in other places and other times, and people with different values and customs	Know that there are different beliefs and values in society	Describes range of beliefs to include historical and religion other than their own Talks about these positively
To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	Know that there are different types of relationships. Can develop skills to maintain good relationships	Mind mapping different relationships for them Three things I can do to maintain friendship groups are
To realise the nature and consequences of racism, teasing, bullying and aggressive	Aware that their actions have consequences for themselves and others.	Identifies potential sources of bullying with counter measures to avoid

behaviours, and how to respond to them and ask for help	Can recognise the nature and consequences of bullying, and know ways to respond to it	Explains who to speak to in school in relation to bullying
To recognise and challenge stereotypes	Can respond to or challenge negative behaviours such as stereotyping and aggression	Draw and write four people who may use drugs Look at media – discuss visual elements and how people are portrayed Role play in dealing with aggression - observation
That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	Can listen to and respect the views of others. Can demonstrate respect and tolerance towards people different from themselves	Recounts another persons views on a topic of conversation. Recounts the views of a character in a book Shows respect to others points of views and does not judge them
Where individuals, families and groups can get help and support	Knows that there are organisations to support families and individuals	Knows where to look for this information Can name local council and some support groups available locally and nationally e.g. childline or pregnancy clinic in area