

Hoyland Common Primary School

PSHCE Skills





Transition

<u>Assessment criteria</u>	<u>Skills</u>
<p>Pupils ask questions about issues that are suggested to them. They share their ideas about these issues with others. They begin to recognise that all people have needs and wants. They identify some groups they belong to and recognise some similarities and differences between people. They take part in some of the decisions that affect them and their communities.</p>	<p>I say what I like and dislike, what is fair and unfair, and what's right and wrong. I think about myself, learn from my experiences and recognise what I am good at. I take part in discussions with one other person and the whole of the class. I agree and follow rules for my group and classroom, and understand how rules help me. I know that I belong to various groups and communities, such as family and school. I keep a good level of personal hygiene. I know and understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help me to stay safe. I recognise how my behaviour affects other people. I listen to other people, and play and work co-operatively. I understand that family and friends should care for each other.</p>



Lower KS1

Assessment criteria	Skills
<p>Pupils ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants. They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about issues that affect them and suggest how things might be improved in their community through the actions that they or others take.</p>	<p>I share my opinions on things that matter to me and explain my views. I recognise, name and deal with my feelings in appositive way. I know how to set simple goals. I take part in a simple debate about topical issues. I recognise choices I can make, and recognise the difference between right and wrong. I realise that people and other living things have needs, and that I have responsibilities to meet them. I know what improves and harms my local, natural and built environments and about some of the ways people look after them. I make simple choices that improve or maintain my health and well-being. I know how some diseases spread and can be controlled. I understand the process of growing from young to old and how people's needs change. I understand that all household products, including medicines, can be harmful if not used properly. I identify and respect the differences and similarities between people. I understand that there are different types of teasing and bullying. I know bullying is wrong. I know how to get help to deal with bullying.</p>



Upper KS1

<u>Assessment criteria</u>	<u>Skills</u>
<p>Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They recognise that in a democracy people have a say in what happens locally and nationally. They describe some of the rights and responsibilities people have towards each other and the environment. They describe some of the different features of their communities and how they are changing. They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts.</p>	<p>I talk and write about my opinions, and explain my views, on issues that affect society and myself. I recognise my worth as an individual by identifying positive things about myself and my achievements. I can identify my mistakes, make amends and set personal goals. I look after my money and realise that future wants and needs may be met through saving. I know 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. I resolve differences by looking at alternatives, making decisions and explaining choices. I appreciate the range of national, regional, religious and ethnic identities in the UK. I understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. I know and follow school rules about health and safety, basic emergency aid procedures and know where to get help. I understand that my actions affect myself and others. I care about other people’s feelings and try to see things from their point of view. I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p>



Lower KS2

Assessment criteria	Skills
<p>Pupils investigate issues affecting communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving some reasons for their view. They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things. They discuss what is fair and unfair and describe how justice is applied in some situations. They consider situations where rights or responsibilities conflict. They begin to explore some of the diverse groups and communities in the UK and the wider world, identifying how these relate to their own identities and communities. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities.</p>	<p>I face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>I know about the range of jobs carried out by people I know.</p> <p>I understand how I can develop skills to make my own contribution in the future.</p> <p>I research, discuss and debate topical issues, problems and events.</p> <p>I know 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.</p> <p>I reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>I recognise the role of voluntary, community and pressure groups.</p> <p>I explore how the media present information.</p> <p>I recognise the difference the different risks in different situations and then decide how to behave responsibly.</p> <p>When behaving responsibly I think about;</p> <ul style="list-style-type: none"> • Sensible road use, • Judging what kind of physical contact is acceptable or unacceptable <p>I understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>I know where individuals, families and groups can get help and support.</p>



Upper KS2

Assessment criteria	Skills
<p>Pupils use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and draw some conclusions. They discuss their arguments clearly, giving relevant reasons for their views. They describe key features of the political and justice systems in the UK and consider what is fair and unfair to individuals and groups in different situations. They describe situations where rights and interests conflict. They give examples of how the UK is a diverse society and is interconnected with the wider world. They work with others to plan and carry out actions aimed at making a difference to the lives of others. They explain the impact of actions taken.</p>	<p>I realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>I understand what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>I know which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>I am aware of different types of relationships, including marriage and those between friends and families.</p> <p>I can develop the skills to be effective in relationships.</p> <p>I can discuss and debate topical and controversial issues including those where rights are in conflict and need to be balanced.</p> <p>I can use different methods of enquiry and sources of information to investigate issues and explore a range of viewpoints, drawing some conclusions.</p> <p>I can communicate my arguments clearly, giving reasons for my opinion and recognising the range of ideas involved.</p> <p>I can participate effectively in activities involving representation, voting and campaigning on issues I have explored.</p> <p>I can talk and write compellingly about my views when discussing issues that affect me and society.</p> <p>I can help others to set personal goals by discussing their strengths and weaknesses and what actions they could take.</p> <p>I can take action on a new challenge after collecting information, looking for help and making responsible choices.</p> <p>I know that range of jobs available to me and how I can work towards the skills I will need to contribute to achieving my aims.</p>