



BLETCHINGLEY VILLAGE  
PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

## PSHE and Citizenship Progress Tracking for Key Stage 1

**In order to track and assess pupil progress in PSHE and Citizenship across the school:**

**Please assess your class regularly and hand in the updated tracking sheet to the PSHCE coordinator at the end of each term.**

**Identify from your planning the strand you are teaching and, during the relevant term, indicate on the table whether the children have understood the strand and make any comments about children who have not made the necessary progress so that they can be targeted for further teaching, and those who have made better than expected progress. . Please highlight the strand that has been covered so that we can track coverage as well as outcome.**

This is not intended to be followed as a linear model but to be informed from your planning.

For example:

<ul style="list-style-type: none"><li>Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</li><li>They know <a href="#">how to make simple choices that improve their health and wellbeing</a></li></ul>	Autumn	Autumn	Please indicate in this column where a piece of written/pictorial evidence that supports the learning can be found.
	Spring	Spring	
	Summer:	Summer	e.g. see instruction writing – How to apply sunscreen – in seaside topic books

**Bletchingley Village Primary School  
PSHE and Citizenship Progress Tracking Key Stage 1**

**Date started:**

**Developing confidence and responsibility and making the most of our abilities**

**End of Key Stage Statements**

- **Children can identify and name some feelings** (e.g. 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** (e.g. talking about fairness).
- **They can set themselves simple goals** (for example sharing toys)

Outcome	Year 1	Year 2	Written Evidence
<b>We need to be able...</b> <ul style="list-style-type: none"> <li>• to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> <li>• to share their opinions on things that matter to them and explain their views</li> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at</li> <li>• to set simple goals</li> </ul>	Autumn	Autumn	
	Spring	Spring	
	Summer	Summer	

**Preparing to play an active role as Citizens**

**End of Key Stage Statements**

- They have learnt about themselves as developing individuals and as members of their communities,
- They can build on their own experiences and on the early learning goals for personal, social and emotional development.
- They have learnt the basic rules and skills for keeping themselves healthy and safe and for behaving well.
- They have had opportunities to show they can take some responsibility for themselves and their environment.
- They have begun to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.
- As members of a class and school community, they have learnt social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.
- They begin to take an active part in the life of their school and its neighbourhood.

Outcome	Year 1	Year 2	Written Evidence
<p><b>I need to know ...</b></p> <ul style="list-style-type: none"> <li>• how to take part in discussions with one other person and the whole class</li> <li>• how to take part in a simple debate about topical issues</li> <li>• to recognise choices I can make, and recognise the difference between right and wrong</li> <li>• how to agree and follow rules for my group and classroom, and understand how rules help me</li> <li>• that people and other living things have needs, and that I have a responsibility to meet those needs</li> </ul>	Autumn	Autumn	
	Spring	Spring	

<ul style="list-style-type: none"> <li>that I belong to various groups and communities, such as my family and my school</li> <li>what improves and harms my local, natural and built environments and about some of the ways people look after them</li> <li>how to contribute to the life of my class and my school</li> </ul>			
	Summer	Summer	

**Developing a healthy, safer lifestyle**

**End of Key Stage Statements**

- Children can make simple choices about some aspects of their health and well-being** (e.g. by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- They can explain ways of keeping clean** (e.g. by washing their hands and keeping their hair tidy) 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** (e.g. knowing how and where to cross the road safely).
- They can explain that people grow from young to old.**

<b>Outcome</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Written Evidence</b>
<b>We need to know...</b> <ul style="list-style-type: none"> <li>how to make simple choices that improve our health and wellbeing</li> <li>how to maintain personal hygiene</li> <li>how some diseases spread and can be controlled</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names of the main parts of the body</li> </ul>	Autumn	Autumn	
	Spring	Spring	

<ul style="list-style-type: none"> <li>that all household products, including medicines, can be harmful if not used properly</li> <li>that there are rules for, and ways of, keeping safe, including basic road safety, and about people who can help us to stay safe</li> </ul>			
	Summer	Summer	

**Developing good relationships and respecting the differences between people**

**End of Key Stage Statements**

- 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 with others** (e.g. by playing and working with friends or classmates).
- They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another** (e.g. telling a friend that they like them, showing concern for a family member who is unwell).

<b>Outcome</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Written Evidence</b>
<b>We need to be able...</b> <ul style="list-style-type: none"> <li>to recognise how our behaviour affects other people</li> <li>to listen to other people, and play and work cooperatively</li> <li>to identify and respect the differences and similarities between people</li> <li>to know that family and friends should care for each other</li> <li>to know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> </ul>	Autumn	Autumn	
	Spring	Spring	
	Summer	Summer	

