



BLETCHINGLEY VILLAGE
PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

PSHE and Citizenship Progress Tracking for Key Stage 2

In order to track and assess pupil progress and coverage 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">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).	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 suncream – in seaside

<ul style="list-style-type: none"> • They know how to make simple choices that improve their health and wellbeing 			topic books
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Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- **take responsibility**
[e.g. for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- **feel positive about themselves**
[e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- **participate**
[e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- **make real choices and decisions**
[e.g. about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- **meet and talk with people**
[e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- **develop relationships through work and play**
[e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]
- **consider social and moral dilemmas that they come across in life**
[e.g. encouraging respect and understanding between different races and dealing with harassment]
- **find information and advice** [e.g. through help lines; by understanding about welfare systems in society]
- **prepare for change** [e.g. transferring to secondary school].

**Bletchingley Village Primary School
PSHE Progress Tracking Key Stage 2**

Date started:

Developing confidence and responsibility and making the most of our abilities

End of Key Stage Statements

- **Children can demonstrate that they recognise their own worth and that of others**
(e.g. by making positive comments about themselves and classmates).
- **They can express their views confidently and listen to and show respect for the views of others.**
- **They can identify positive ways to face new challenges**
(e.g. the transition to secondary school).
- **They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.**
- **They can talk about a range of jobs, and explain how they will develop skills to work in the future.**
- **They can demonstrate how to look after and save money.**

Outcome	Year 3	Year 4	Written Evidence
<p>We need to be able...</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society • to recognise their worth as individuals by identifying positive things about themselves and their achievements, 	Autumn	Autumn	

<p>seeing their mistakes, making amends and setting personal goals</p> <ul style="list-style-type: none"> • to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • 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 	Spring	Spring	
<ul style="list-style-type: none"> • to find out about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future • to look after their money and realise that future wants and needs may be met through saving 	Summer	Summer	

Preparing to play an active role as Citizens

End of Key Stage Statements

- **Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.**
- **They become more mature, independent and self-confident.**

- They learn about the wider world and the interdependence of communities within it.
- They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- They learn how to take part more fully in school and community activities.
- As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.
- They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Outcome	Year 3	Year 4	Written Evidence
I need to know... <ul style="list-style-type: none"> • how to research, discuss and debate topical issues, problems and events • 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 • that there are consequences to anti-social and aggressive behaviours, such as bullying and racism, and how these might effect individuals and communities • that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict 	Autumn	Autumn	
	Spring	Spring	
	Summer	Summer	

<p>with each other</p> <ul style="list-style-type: none"> • how to reflect on spiritual, moral, social, and cultural issues, using my imagination to understand other people's experiences • how to resolve differences by looking at alternatives, making decisions and explaining choices • what democracy is, and about the basic institutions that support it locally and nationally • how to recognise the role of voluntary, community and pressure groups • how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about and be able to explore how the media present information 			
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Developing a healthy, safer lifestyle

End of Key Stage Statements

- **Children can make choices about how to develop healthy lifestyles**
(e.g. by knowing the importance of a healthy diet and regular exercise).
- **They can identify some factors that affect emotional health and well-being**
(e.g. exercise or dealing with emotions).
- **They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.**
- **They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.**
- **They can identify and explain how to manage the risks in different familiar situations**
(e.g. discussing issues connected to personal safety).

Outcome	Year 3	Year 4	Written Evidence
We need to know... <ul style="list-style-type: none"> • what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices • that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread • about how the body changes as we approach puberty • which commonly available substances and drugs are legal and illegal, their effects and risks • how to recognise the different 	Autumn	Autumn	
	Spring	Spring	
	Summer	Summer	

<p>risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <ul style="list-style-type: none"> • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people we know, and how to ask for help and use basic techniques for resisting pressure to do wrong • the school rules about health and safety, basic emergency aid procedures and where to get help 			
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Developing good relationships and respecting the differences between people

End of Key Stage Statements

- **Children can explain how their actions have consequences for themselves and others.**
- **They can describe the nature and consequences of bullying, and can express ways of responding to it.**
- **They can identify different types of relationship** (e.g. marriage or friendships),
- **They can show ways to maintain good relationships** (e.g. listening, supporting, caring).
- **They can respond to, or challenge, negative behaviours such as stereotyping and aggression.**
- **They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.**

Outcome	Year 3	Year 4	Written Evidence
<p>We need to know...</p> <ul style="list-style-type: none"> to know that our actions affect ourselves and others, we need to care about other people's feelings and to try to see things from their points of view to think about the lives of people living in other places and times, and people with different values and customs 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 to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help to recognise and challenge stereotypes to know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability to know where individuals, 	Autumn	Autumn	
	Spring	Spring	
	Summer	Summer	

families and groups can get help and support			
	Year 5	Year 6	Written Evidence
<u>Developing confidence and responsibility and making the most of our abilities</u>			
End of Key Stage Statements			
<ul style="list-style-type: none"> • Children can demonstrate that they recognise their own worth and that of others (e.g. by making positive comments about themselves and classmates). • They can express their views confidently and listen to and show respect for the views of others. • They can identify positive ways to face new challenges (e.g. the transition to secondary school). • They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. • They can talk about a range of jobs, and explain how they will develop skills to work in the future. • They can demonstrate how to look after and save money. 			
Outcome	Year 5	Year 6	Written Evidence
We need to be able... <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society • to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends 	Autumn	Autumn	
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<p>and setting personal goals</p> <ul style="list-style-type: none"> • to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action 			
<ul style="list-style-type: none"> • 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 • to find out about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future • to look after their money and realise that future wants and needs may be met through saving 	Summer	Summer	

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- **They learn about the wider world and the interdependence of communities within it.**
- **They develop their sense of social justice and moral responsibility and begin to understand that their own choices**

and behaviour can affect local, national or global issues and political and social institutions.

- **They learn how to take part more fully in school and community activities.**
- **As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.**
- **They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.**

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	Spring	Spring	
	Summer	Summer	

<p>moral, social, and cultural issues, using my imagination to understand other people's experiences</p> <ul style="list-style-type: none"> • how to resolve differences by looking at alternatives, making decisions and explaining choices • what democracy is, and about the basic institutions that support it locally and nationally • how to recognise the role of voluntary, community and pressure groups • how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about and be able to explore how the media present information 			
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<p>then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <ul style="list-style-type: none"> • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people we know, and how to ask for help and use basic techniques for resisting pressure to do wrong • the school rules about health and safety, basic emergency aid procedures and where to get help 			
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We need to know...	Autumn	Autumn	

<ul style="list-style-type: none"> • to know that our actions affect ourselves and others, we need to care about other people's feelings and to try to see things from their points of view • to think about the lives of people living in other places and times, and people with different values and customs • 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 • to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help • to recognise and challenge stereotypes • to know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • to know where individuals, families and groups can get help and support 			
	Spring	Spring	
	Summer	Summer	

