

Pear Tree Infant School
End of Year Statements for Age Related Children

Subject - PSHE

	Foundation Stage	Year 1	Year 2
Health and Wellbeing	<p>(H1) I know the importance of good health is physical exercise, good dental hygiene and a healthy diet.</p> <p>(H1) I can talk about ways to keep healthy and safe.</p> <p>(H2) I am confident to try new activities and say why I like some more than others.</p> <p>(H3) I can say when I do and don't need help.</p> <p>(H3) I am confident to try new activities and say why I like some more than others.</p> <p>(H3) I can choose resources I need for my chosen activity.</p> <p>(H4) I can name the basic emotions- happy, sad, angry, worried.</p> <p>(H4/H5) I can have a go at strategies suggested to help me manage my feelings.</p> <p>(H6) I can manage my own basic hygiene and personal needs</p>	<p>(H1) I can explain what keeps me healthy.</p> <p>(H2) I can make simple choices about my health and wellbeing.</p> <p>(H2) I can say what I like and dislike.</p> <p>(H3) I am beginning to think about setting myself simple goals.</p> <p>(H3) I can talk about some of my strengths and qualities.</p> <p>(H4) I can name and identify a range of feelings.</p> <p>(H4/H5) I can develop simple strategies to manage some feelings.</p> <p>(H6) I can explain ways of keeping clean.</p> <p>(H7) I can use skills developed to help prevent diseases spreading.</p> <p>(H8/H9) I can explain some changes that happen from young to old.</p> <p>(H10) I can name main parts of the body.</p> <p>(H11) I can talk about ways to stay safe at home.</p> <p>(H12) I can describe ways of keeping safe in different situations.</p> <p>(H13) I can describe different ways that family and friends should care for one another.</p> <p>(H14/H15) I know that I do not need to keep secrets. I can explain why.</p> <p>(H16) I know what privacy means.</p>	<p>(H1) I can recognise and discuss the difference between physical, emotional and mental health.</p> <p>(H2) I can explore how to make informed choices to best support my health and wellbeing.</p> <p>(H3) I can set myself simple goals.</p> <p>(H4) I can use words to name and describe a range of feelings.</p> <p>(H4/H5) I can list strategies that can be used to manage feelings and put some into practice.</p> <p>(H6) I can recognise the importance of personal hygiene.</p> <p>(H7) I can name and use skills developed to help prevent diseases spreading.</p> <p>(H8/H9) I can explore, growing, changing and becoming independent.</p> <p>(H10) I can use the correct names for body parts including external genitalia.</p> <p>(H11) I can identify alternatives to taking medicine.</p> <p>(H11) I can identify that household products, including medicine, can be dangerous if not used properly.</p> <p>(H12) I can identify rules for keeping safe.</p> <p>(H13) I know the people I can ask for help and know how to do that.</p> <p>(H14/H15) I know that I am also responsible for keeping myself and others safe.</p>

	successfully, including dressing and going to the toilet independently.	(H16) I can recognise what is meant by privacy for myself and others.	(H16) I know I have a right to keep things private and that it is important to respect others' privacy.
Relationships	<p>(R1) I can begin to talk about how others and I show feelings.</p> <p>(R2) I can talk about my own and others behaviour.</p> <p>(R4) I know what is right and wrong.</p> <p>(R5) I am confident to speak in a familiar group talking about my ideas.</p> <p>(R5) I can say when I do and don't need help.</p> <p>(R6) I can work as part of a group or class and understand and follow rules.</p> <p>(R6/R7) I can take account of others' ideas about how to organise an activity.</p> <p>(R6/R7) I can play co-operatively and take turns with my peers.</p> <p>(R8) I know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>(R1) I can communicate my feelings to others.</p> <p>(R2) I can recognise that my behaviour can affect other people.</p> <p>(R3) I can recognise the difference between secrets and nice surprises.</p> <p>(R4) I know what is fair and unfair.</p> <p>(R5) I can begin to share my views and opinions.</p> <p>(R6) I can actively listen to other people and to instructions.</p> <p>(R6/R7) I can independently work cooperatively with others.</p> <p>(R8) I can identify similarities and differences between people.</p> <p>(R9) I can identify what makes me special.</p> <p>(R10) I know what kind of physical contact is acceptable.</p> <p>(R11) I can recognise people's bodies and feelings can be hurt.</p> <p>(R12) I can be kind to others.</p> <p>(R13) I can recognise bullying and why it is wrong.</p> <p>(R14) I can identify who to go to if I need help.</p>	<p>(R1) I can recognise a range of feelings in myself and in others, how the feelings are shown and ways in which I can respond.</p> <p>(R2) I know how my behaviour can affect other people and what I can do to create positive relationships.</p> <p>(R3) I know ways to keep safe and that I do not need to keep secrets.</p> <p>(R4) I know what is fair/ unfair, right/ wrong, kind/ unkind.</p> <p>(R5) I can share opinions on things that matter using discussions.</p> <p>(R6) I can listen to others, work cooperatively and offer constructive support to others.</p> <p>(R7) I know that my actions can affect myself and others.</p> <p>(R8) I can identify and behave with respect towards the differences and similarities amongst people.</p> <p>(R9) I can identify what being part of a community means.</p> <p>(R10) I know what physical contact is acceptable and unacceptable.</p> <p>(R11) I know that people's bodies and feelings can be hurt and how to prevent this.</p>

			<p>(R12) I can recognise when people are being unkind to myself or others and who to tell and what to say.</p> <p>(R13) I can identify different types of teasing and bullying and know that these are wrong and unkind.</p> <p>(R14) I can identify strategies that can be used to prevent and resist teasing or bullying if experienced or witnessed.</p>
Living in the Wider World	<p>(L1) I can show sensitivity to others needs and feelings and form positive relationships with adults and children.</p> <p>(L2) I can talk about my own and others behaviour.</p> <p>(L2) I can adjust my behaviour to different situations and take changes of routine in my stride.</p> <p>(L2) I can work as part of a class and understand and follow the rules.</p> <p>(L3) I know that actions have consequences and understand that some behaviour is unacceptable.</p> <p>(L4) I can form positive relationships within my school and friendship groups.</p> <p>(L4) I can talk about members of my immediate family and community.</p>	<p>(L1) I can demonstrate how we can care for one another.</p> <p>(L2) I can follow classroom and school rules.</p> <p>(L3) I can demonstrate how to be responsible.</p> <p>(L4) I can explain which groups I belong to such as family and school.</p> <p>(L5) I can explain how we care for animals.</p> <p>(L6/ L7) I can identify where money comes from and what influences how we spend it.</p> <p>(L8) I can express why I am unique.</p> <p>(L9) I can explain ways in which we are the same as all other people.</p> <p>(L10) I can identify what to do in an emergency.</p>	<p>(L1) I know and express ways in which I can contribute to the life of the classroom and school.</p> <p>(L2) I can construct and explore the importance of rules.</p> <p>(L3) I can explore and understand that everyone has rights and responsibilities.</p> <p>(L4) I recognise that I belong to a range of different groups and communities such as family, school, clubs, friendship groups etc.</p> <p>(L5) I can identify what improves and harms our environment.</p> <p>(L6) I can recognise what money looks like and how it is obtained.</p> <p>(L7) I understand how money is used, how to keep it safe and what influences choices.</p> <p>(L8) I understand and respect that everyone is unique.</p> <p>(L9) I know and can express ways in which we are the same as all other people and what we have in common with everyone else.</p> <p>(L10) I can identify people who work in the community and how to ask for help.</p>

	<p>(L5) I know how to show sensitivity and care to others, including animals.</p> <p>(L8) I know about similarities and differences between myself and others.</p> <p>(L9) I can recognise ways in which I am similar and different to others among families, communities and traditions.</p>		
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