

Pear Tree Infant & Nursery School End of Year Statements for Age Related Children			
Subject - PSHE			
	By end of Early Years	By end of Year 1	By end of Year 2
Health and Wellbeing	• (H1) I know the importance of good health is physical exercise, good dental hygiene and a healthy diet. • (H1) I can talk about ways to keep healthy and safe. • (H2) I am confident to try new activities and say why I like some more than others. • (H3) I can say when I do and don't need help. • (H3) I am confident to try new activities and say why I like some more than others. • (H3) I can choose resources I need for my chosen activity. • (H4) I can name the basic emotions happy, sad, angry, worried. • (H4/H5) I can have a go at strategies suggested to help me manage my feelings. • (H6) I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	• (H1) I can explain what keeps me healthy. • (H2) I can make simple choices about my health and wellbeing. • (H2) I can say what I like and dislike. (H3) I am beginning to think about setting myself simple goals. (H3) I can talk about some of my strengths and qualities. • (H4) I can name and identify a range of feelings. • (H4/H5) I can develop simple strategies to manage some feelings. (H6) I can explain ways of keeping clean. • (H7) I can use skills developed to help prevent diseases spreading. • (H8/H9) I can explain some changes that happen from young to old. (H10) I can name main parts of the body. • (H11) I can talk about ways to stay safe at home. • (H12) I can describe ways of keeping safe in different situations. • (H13) I can describe different ways that family and friends should care for one another. • (H14/H15) I know that I do not need to keep secrets. I can explain why. • (H16) I know what privacy means. • (H16) I can recognise what is meant by privacy for myself and others.	• (H1) I can recognise and discuss the difference between physical, emotional and mental health. • (H2) I can explore how to make informed choices to best support my health and wellbeing. • (H3) I can set myself simple goals. • (H4) I can use words to name and describe a range of feelings. • (H4/H5) I can list strategies that can be used to manage feelings and put some into practice. • (H6) I can recognise the importance of personal hygiene. • (H7) I can name and use skills developed to help prevent diseases spreading. • (H8/H9) I can explore, growing, changing and becoming independent. • (H10) I can use the correct names for body parts including external genitalia. • (H11) I can identify alternatives to taking medicine. • (H11) I can identify that household products, including medicine, can be dangerous if not used properly. • (H12) I can identify rules for keeping safe. (H13) I know the people I can ask for help and know how to do that. (H14/H15) I know that I am also responsible for keeping myself and others safe.
Relationships	• (R1) I can begin to talk about how others and I show feelings.	• (R1) I can communicate my feelings to others. • (R2) I can recognise that my behaviour can affect other people.	• (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.

	• (R2) I can talk about my own and others behaviour. • (R4) I know what is right and wrong. • (R5) I am confident to speak in a familiar group talking about my ideas. • (R5) I can say when I do and don't need help. • (R6) I can work as part of a group or class and understand and follow rules. • (R6/R7) I can take account of others' ideas about how to organise an activity. • (R6/R7) I can play co-operatively and take turns with my peers. • (R8) I know that other children don't always enjoy the same things and are sensitive to this.	• (R3) I can recognise the difference between secrets and nice surprises. • (R4) I know what is fair and unfair. • (R5) I can begin to share my views and opinions. • (R6) I can actively listen to other people and to instructions. • (R6/R7) I can independently work cooperatively with others. • (R8) I can identify similarities and differences between people. (R9) I can identify what makes me special. • (R10) I know what kind of physical contact is acceptable. • (R11) I can recognise people's bodies and feelings can be hurt. • (R12) I can be kind to others. • (R13) I can recognise bullying and why it is wrong. • (R14) I can identify who to go to if I need help.	• (R2) I know how my behaviour can affect other people and what I can do to create positive relationships. • (R3) I know ways to keep safe and that I do not need to keep secrets. • (R4) I know what is fair/ unfair, right/ wrong, kind/ unkind. • (R5) I can share opinions on things that matter using discussions. (R6) I can listen to others, work cooperatively and offer constructive support to others. • (R7) I know that my actions can affect myself and others. • (R8) I can identify and behave with respect towards the differences and similarities amongst people. • (R9) I can identify what being part of a community means. • (R10) I know what physical contact is acceptable and unacceptable. • (R11) I know that people's bodies and feelings can be hurt and how to prevent this. • (R12) I can recognise when people are being unkind to myself or others and who to tell and what to say. • (R13) I can identify different types of teasing and bullying and know that these are wrong and unkind. • (R14) I can identify strategies that can be used to prevent and resist teasing or bullying if experienced or witnessed.
Living in the Wider World	• (L1) I can show sensitivity to others needs and feelings and form positive relationships with adults and children. • (L2) I can talk about my own and others behaviour.	• (L1) I can demonstrate how we can care for one another. • (L2) I can follow classroom and school rules. • (L3) I can demonstrate how to be responsible.	• (L1) I know and express ways in which I can contribute to the life of the classroom and school. • (L2) I can construct and explore the importance of rules.

	• (L2) I can adjust my behaviour to different situations and take changes of routine in my stride. • (L2) I can work as part of a class and understand and follow the rules. • (L3) I know that actions have consequences and understand that some behaviour is unacceptable. • (L4) I can form positive relationships within my school and friendship groups. • (L4) I can talk about members of my immediate family and community. • (L5) I know how to show sensitivity and care to others, including animals. • (L8) I know about similarities and differences between myself and others. • (L9) I can recognise ways in which I am similar and different to others among families, communities and traditions.	• (L4) I can explain which groups I belong to such as family and school. (L5) I can explain how we care for animals. • (L6/ L7) I can identify where money comes from and what influences how we spend it. • (L8) I can express why I am unique. (L9) I can explain ways in which we are the same as all other people. (L10) I can identify what to do in an emergency.	• (L3) I can explore and understand that everyone has rights and responsibilities. (L4) I recognise that I belong to a range of different groups and communities such as family, school, clubs, friendship groups etc. (L5) I can identify what improves and harms our environment. • (L6) I can recognise what money looks like and how it is obtained. • (L7) I understand how money is used, how to keep it safe and what influences choices. • (L8) I understand and respect that everyone is unique. • (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. • (L10) I can identify people who work in the community and how to ask for help.
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