

Banks Road Primary School

PSHE Assessment Grids

To be used until August 31st 2026 only.

Purpose of the PSHE Assessment Grids

The PSHE Assessment Grids are designed to support teachers in making **accurate, consistent and meaningful judgements** about pupils' personal, social, health and economic development across the school. They set out clear expectations for each unit, showing what children should know, understand and be able to do by the end of teaching.

In line with our PSHE Long-Term Plan and Ofsted's emphasis on high-quality personal development, rights, responsibilities and safeguarding within the curriculum, these grids ensure that assessment reflects both **substantive knowledge** (what children learn) and **skills/attributes** (how they apply and embody this learning).

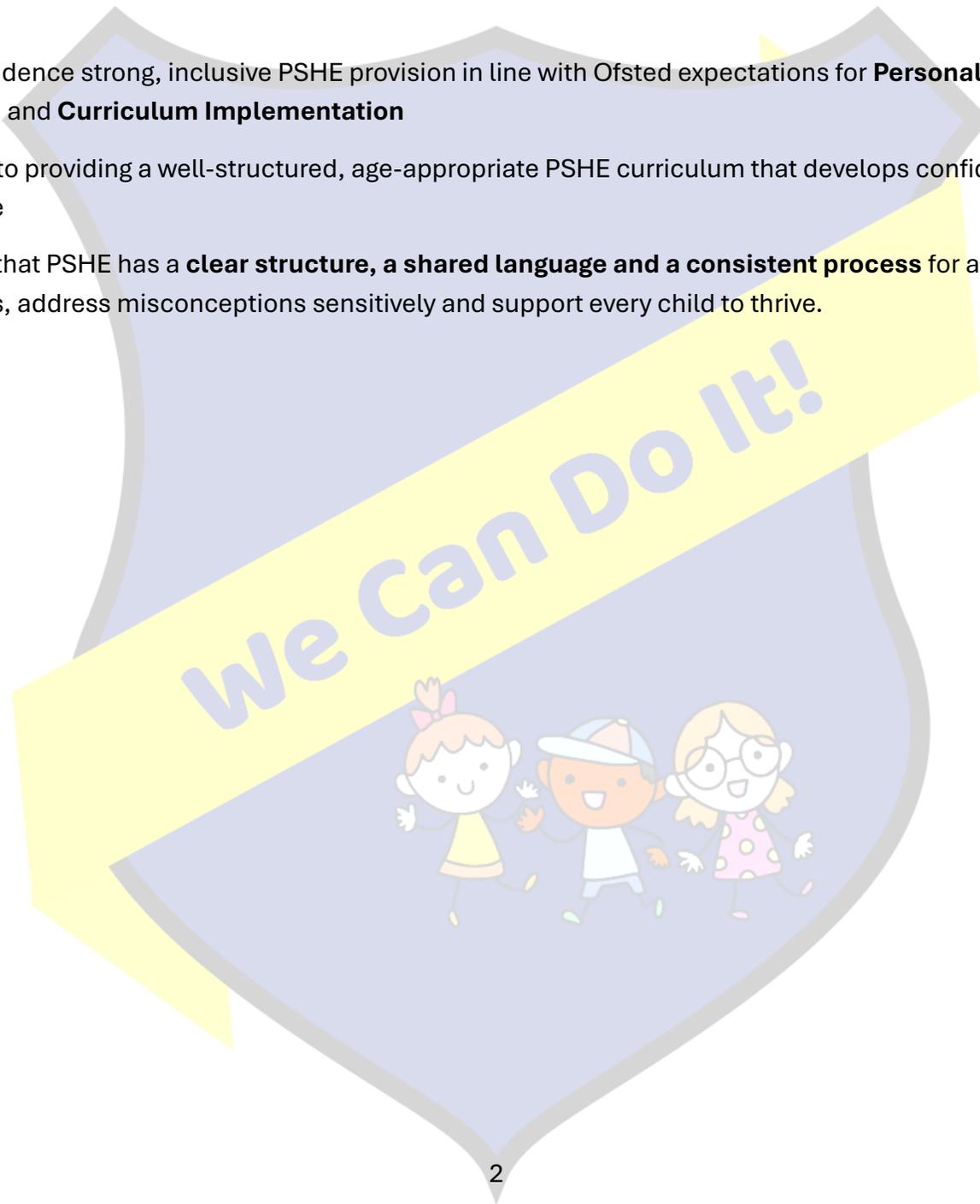
Across all year groups, teachers begin from the principle that **most pupils are working at the expected standard**. Formative evidence gathered through discussion, written activities, pupil voice, role-play, group work, reflection tasks and observation is used to determine whether pupils are **Working Towards, Working At, or Working at Greater Depth** within each unit.

The grids:

- Provide a **coherent progression model** from Year 1 to Year 6
- Support teaching teams in ensuring **consistency and clarity** when assessing sensitive or complex PSHE outcomes
- Help identify pupils who may require additional support with emotional literacy, relationships, safety, resilience or wider personal development

- Ensure the school can evidence strong, inclusive PSHE provision in line with Ofsted expectations for **Personal Development, Behaviour and Attitudes, Safeguarding, and Curriculum Implementation**
- Reflect our commitment to providing a well-structured, age-appropriate PSHE curriculum that develops confident, healthy, resilient and responsible young people

These assessment grids ensure that PSHE has a **clear structure, a shared language and a consistent process** for assessing progress, helping teachers to recognise successes, address misconceptions sensitively and support every child to thrive.



Y1 Being Me in My World – Assessment Grid

(Feeling special/safe, class community, rights & responsibilities, rewards/consequences, Learning Charter, No Outsiders: liking the way I am)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies feelings only in simple terms and struggles to explain class rules or what makes them feel safe.	Describes feeling safe and special; understands being part of a class; explains simple rights/responsibilities and why rewards/consequences matter.	Reflects on their role in the class; explains how behaviour affects others; gives thoughtful examples of responsibility.
Vocabulary & Personal Development Language	Uses everyday emotional words; needs support to use key vocabulary (safe, responsibility, respect).	Uses vocabulary accurately: <i>rights, responsibilities, consequences, safe, special, Learning Charter</i> .	Uses vocabulary confidently and reflectively; uses reasoning words (<i>because, so</i>) when explaining choices.
Skills / Attributes	Needs adult support to follow routines and understand shared rules.	Follows the Learning Charter; contributes positively to class routines; recognises how actions affect peers.	Shows leadership in supporting routines; demonstrates early empathy and supports classmates who feel unsafe/upset.

Y1 Celebrating Difference – Assessment Grid

(Similarities/differences, bullying, making friends, inclusion, No Outsiders: playing with boys and girls)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises only obvious differences; needs support identifying bullying.	Identifies similarities/differences; explains simple unkind behaviour; knows what to do if bullying happens; understands everyone can play together.	Gives examples of uniqueness; explains why bullying happens; suggests strategies to support others; speaks confidently about inclusion.
Vocabulary & Personal Development Language	Uses everyday terms (mean, different) without precision.	Uses vocabulary: <i>bullying, kind/unkind, similar, different, include, celebrate.</i>	Uses language thoughtfully to discuss fairness, uniqueness and inclusion; begins using phrases like “Everyone is unique.”
Skills / Attributes	Needs support to solve conflicts or make new friends.	Builds friendships; uses simple conflict-resolution strategies; includes others in play.	Acts as a role model for inclusion; articulates how words/actions affect feelings; helps peers resolve friendship issues.

Y1 Dreams and Goals – Assessment Grid

(Setting goals, successes, learning styles, working with a partner, overcoming obstacles, feeling success)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies very simple goals; struggles to describe success or perseverance.	Sets achievable goals; identifies successes and feelings; understands challenges can be overcome by “trying again.”	Gives reasons for goals; breaks goals into steps; explains how they overcame obstacles or adapted.
Vocabulary & Personal Development Language	Uses general terms (“try”, “hard”).	Uses vocabulary: <i>goal, challenge, success, achievement, partner, obstacle, try again.</i>	Uses vocabulary confidently to reflect on resilience; uses reasoning language when evaluating their learning.
Skills / Attributes	Gives up easily; needs reassurance.	Shows perseverance; works cooperatively with a partner; celebrates joint success.	Encourages peers; demonstrates resilience; gives reflective accounts of success.



Y1 Healthy Me – Assessment Grid

(Healthy lifestyle choices, hygiene, safety, medicine safety, road safety, linking health and happiness)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies basic healthy habits only; needs reminders about hygiene.	Explains simple healthy choices (exercise, food, sleep); understands basic medicine/household safety; knows simple road safety.	Makes connections between healthy choices and well-being; explains why certain actions are unsafe; talks confidently about keeping self/others safe.
Vocabulary & Personal Development Language	Uses general terms (“good”, “bad”) without detail.	Uses vocabulary: <i>healthy, exercise, hygiene, medicine, danger, safe, clean, road safety, choices, happiness.</i>	Explains risks using precise vocabulary; uses reasoning to justify healthy decisions.
Skills / Attributes	Needs support to follow safety rules.	Demonstrates independence in hygiene; makes positive health/safety choices.	Anticipates risks; suggests solutions; supports others to keep safe.



Y1 Relationships – Assessment Grid

(Families, friendships, physical contact preferences, people who help us, qualities of friendship, being a good friend to myself)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises familiar relationships only; struggles with safe/unsafe touch.	Identifies different relationships; knows qualities of a good friend; understands physical contact preferences; knows who helps us and how to ask.	Reflects on healthy relationships; explains how to maintain/repair friendships; shows early understanding of boundaries and respect.
Vocabulary & Personal Development Language	Uses everyday friendship terms.	Uses vocabulary: <i>family, friend, safe touch, help, special, qualities, respect, boundary.</i>	Uses vocabulary confidently to discuss emotions, boundaries and appreciation; uses reasoning when discussing friendships.
Skills / Attributes	Needs support to manage disagreements or express preferences.	Builds/maintains friendships; resolves simple conflicts; shows appreciation of others.	Demonstrates empathy; supports peers to resolve relationship difficulties; reflects on strengths as a friend.



Y1 Changing Me – Assessment Grid

(Life cycles, changes in me, growth and learning, coping with change, transition)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that people grow but gives limited detail.	Identifies simple changes since being a baby; understands that change is part of life.	Explains how growing leads to new abilities; reflects positively on change and transition.
Vocabulary & Personal Development Language	Uses simple terms (“big/small”).	Uses vocabulary: <i>change, grow, baby, child, adult, learning, feelings</i> .	Uses reflective vocabulary; talks about confidence, resilience and emotions linked to change.
Skills / Attributes	Needs reassurance when coping with change.	Talks about feelings related to change; shows readiness for transition.	Shows confidence and coping strategies; supports peers during transition.



Y2 Being Me in My World – Assessment Grid

(Hopes/fears for the year; rights/responsibilities; rewards/consequences; safe/fair learning environment; valuing contributions; choices; recognising feelings; No Outsiders: understanding diversity)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies very simple hopes/fears; struggles to explain rights/responsibilities.	Describes hopes/fears clearly; explains rights/responsibilities and how they create a safe, fair classroom.	Reflects on how their own choices contribute to class well-being; gives thoughtful examples of shared responsibility and fairness.
Vocabulary & Personal Development Language	Uses everyday terms (happy/sad) without detail.	Uses vocabulary accurately: <i>rights, responsibilities, consequences, choices, fair, feelings, contribution.</i>	Uses vocabulary confidently and reflectively; explains feelings and classroom choices using reasoning (<i>because, so, therefore</i>).
Skills / Attributes	Needs guidance to follow rules or contribute to group discussions.	Participates positively; follows class rules; recognises how behaviour affects others.	Supports peers in managing feelings; demonstrates empathy and helps create a calm learning environment.

Y2 Celebrating Difference – Assessment Grid

(Assumptions/stereotypes about gender; bullying; standing up for self/others; new friendships; gender diversity; celebrating difference; No Outsiders: sharing the world)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Shows limited awareness of stereotypes or bullying; needs support to identify unkind behaviour.	Identifies gender stereotypes; explains bullying and knows strategies to stand up for themselves/others; understands the importance of friendship and difference.	Explains how stereotypes can harm; evaluates situations where bullying might occur and suggests thoughtful solutions; recognises difference as something to value.
Vocabulary & Personal Development Language	Uses simple words (mean/nice).	Uses vocabulary: <i>bullying, stereotype, diversity, inclusion, difference, kind, unkind, stand up.</i>	Uses vocabulary with confidence, explaining concepts like fairness, equality and diversity in age-appropriate terms.
Skills / Attributes	Needs support to challenge unfairness or solve conflicts.	Uses simple strategies to challenge unkind behaviour; maintains friendships; includes others.	Advocates for others; articulates the impact of harmful words/actions; models inclusive behaviour.

Y2 Dreams and Goals – Assessment Grid

(Realistic goals; perseverance; learning strengths; group cooperation; sharing success; No Outsiders: feeling proud)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple goals; struggles to describe learning strengths or perseverance.	Sets realistic goals; identifies strengths; works with others and explains how perseverance helps success.	Evaluates their strategies; describes how strengths support long-term goals; makes thoughtful connections between effort and achievement.
Vocabulary & Personal Development Language	Uses general language (try/hard).	Uses vocabulary: <i>goal, perseverance, strengths, challenge, success, teamwork, proud.</i>	Uses vocabulary confidently, reflecting on personal growth, motivation and pride; uses reasoning to evaluate progress.
Skills / Attributes	Needs support when tasks are challenging or when working in a group.	Shows resilience; works cooperatively; contributes to shared success.	Encourages peers; demonstrates strong collaboration; reflects deeply on strengths and areas for development.



Y2 Healthy Me – Assessment Grid

(Motivation; healthier choices; relaxation; nutrition; healthy snacks/food; pride in difference; No Outsiders: feeling proud being different)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies only basic healthy habits; limited understanding of healthy choices.	Explains simple healthy choices (food, relaxation, exercise); understands how small changes improve well-being.	Connects healthy choices with long-term well-being; explains why habits matter; applies understanding to new scenarios.
Vocabulary & Personal Development Language	Uses everyday words (good/bad).	Uses vocabulary: <i>healthy, choice, nutrition, exercise, relaxation, motivation, snack, energy.</i>	Uses vocabulary precisely to explain how healthy choices affect body and mood; uses reasoning confidently.
Skills / Attributes	Needs reminders to make healthy choices or manage feelings.	Makes mostly healthy choices; uses simple relaxation strategies; reflects on feelings and energy levels.	Independently identifies when they need rest/healthy choices; supports peers in making good decisions.



Y2 Relationships – Assessment Grid

(Family types; physical boundaries; friendship/conflict; secrets; trust/appreciation; special relationships; No Outsiders: working with everyone in class)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies only familiar relationships; limited understanding of boundaries or trust.	Names different family types; explains physical boundaries; describes resolving conflict; understands trust and appreciation.	Gives thoughtful comparisons of relationships; explains when secrets are unsafe; understands how trust is built and maintained.
Vocabulary & Personal Development Language	Uses basic terms (family/friend).	Uses vocabulary: <i>family, boundaries, trust, conflict, secret, help, appreciation.</i>	Uses vocabulary confidently to explain consent, trust and respect; uses reasoning to describe healthy/unhealthy dynamics.
Skills / Attributes	Needs support to resolve conflict or express boundaries.	Resolves simple friendship problems; expresses preferences confidently; shows care for others.	Shows empathy; supports friends in resolving disagreements; models respectful boundaries and communication.

Y2 Changing Me – Assessment Grid

(Life cycles in nature; growth from young to old; increasing independence; assertiveness; preparing for transition)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Understands only simple ideas about growing and change.	Describes stages of life cycles; explains how independence grows with age; understands simple assertiveness.	Explains how physical, emotional and capacity changes are connected; reflects thoughtfully on changes in independence and responsibility.
Vocabulary & Personal Development Language	Uses simple descriptive terms (small/big).	Uses vocabulary: <i>change, grow, independence, assertive, feelings, young/old.</i>	Uses vocabulary confidently to describe personal growth, emotions and change; begins to use reflective language about transition.
Skills / Attributes	Needs reassurance during change or transition.	Talks about feelings about change; uses simple assertiveness appropriately; prepares for transition.	Supports peers during change; demonstrates confidence and emotional readiness for new challenges.



Y3 Being Me in My World – Assessment Grid

(Setting personal goals; positivity; rules, rights & responsibilities; rewards/consequences; responsible choices; perspective-taking; No Outsiders: understanding how difference can affect someone)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple personal goals but struggles to explain why they matter; limited understanding of responsibilities beyond basic rules.	Explains personal goals and reasons; understands rights/responsibilities; explains how choices affect themselves and the class; recognises simple consequences.	Reflects maturely on their goals and responsibilities; explains how their choices impact the wider community; demonstrates understanding of different perspectives.
Vocabulary & Personal Development Language	Uses basic terms (rules, choices) without depth.	Uses vocabulary accurately: <i>responsibility, rights, consequences, perspective, goals, choices, motivation.</i>	Uses vocabulary confidently and applies terms to complex scenarios (e.g., fairness, influence, impact); uses reasoning to justify choices.
Skills / Attributes	Needs support to reflect on behaviour or make responsible choices.	Makes responsible choices; contributes to a positive class community; considers others' perspectives.	Shows leadership in group situations; supports peers in resolving issues; demonstrates mature self-regulation.

Y3 Celebrating Difference – Assessment Grid

(Families and differences; conflict; witnessing bullying; hurtful words; compliments; No Outsiders: understanding discrimination)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises simple differences between families; needs support understanding conflict or discrimination.	Can explain how families differ; describes conflict and strategies to manage it; understands why unkind words hurt; knows what bullying looks like.	Explains discrimination in age-appropriate terms; identifies root causes of conflict; suggests thoughtful strategies to improve inclusion.
Vocabulary & Personal Development Language	Uses general terms (nice/mean).	Uses key vocabulary: <i>family differences, conflict, discrimination, bullying, witness, compliment, hurtful words</i> .	Applies vocabulary confidently when discussing fairness, discrimination and respectful relationships; provides examples with reasoning.
Skills / Attributes	Needs support to manage conflict or respond to unkind behaviour.	Uses strategies to manage conflict; gives/receives compliments; stands up for self and others.	Acts as an advocate for kindness; models inclusive behaviour; helps mediate peer conflict.

Y3 Dreams and Goals – Assessment Grid

(Difficult challenges; ambitions; new challenges; motivation; overcoming obstacles; evaluating learning; budgeting; No Outsiders: solving problems)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple challenges without linking them to goals; limited understanding of perseverance.	Explains a challenge and how to tackle it; understands motivation; can describe obstacles and strategies for overcoming them; begins to evaluate progress.	Provides detailed explanations of their learning process; shows strong reflective skills; connects perseverance to long-term success; uses simple budgeting in context.
Vocabulary & Personal Development Language	Uses basic terms about effort (try/hard).	Uses vocabulary: <i>challenge, ambition, motivation, obstacle, strengths, persevere, evaluate, budget.</i>	Uses vocabulary confidently to explain complex thoughts about resilience, goal-setting and problem-solving; justifies decisions with reasoning.
Skills / Attributes	Gives up easily or becomes frustrated.	Shows resilience; works enthusiastically; adapts strategies when needed; evaluates what helped success.	Shows sustained resilience; supports others with motivation; reflects insightfully on successes and failures.

Y3 Healthy Me – Assessment Grid

(Exercise; fitness challenges; food labelling; healthy swaps; attitudes to drugs; staying safe online/offline; respect; healthy choices; No Outsiders: helping someone who feels different)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies only basic healthy habits; limited understanding of food information or safety.	Explains benefits of exercise; can read simple food labels; suggests healthy swaps; understands that some substances are harmful; knows key safety rules online/offline.	Explains long-term impacts of health choices; compares fitness strategies; evaluates food choices with reasoning; makes thoughtful links between emotional and physical health.
Vocabulary & Personal Development Language	Uses general terms (healthy/unhealthy).	Uses vocabulary: <i>exercise, nutrition, label, choices, harmful substances, safety, respect, online/offline.</i>	Uses precise vocabulary for physical and emotional well-being; explains risks using reasoning; discusses respect in complex situations.
Skills / Attributes	Needs reminders to make healthy or safe choices.	Applies healthy choices; follows safety expectations; supports others in making positive decisions.	Anticipates risks independently; models safe behaviour; encourages healthy habits among peers.

Y3 Relationships – Assessment Grid

(Family roles; friendship & negotiation; online safety; global citizenship; understanding different lives; appreciation for family & friends; No Outsiders: being welcoming)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies basic family roles; struggles to explain negotiation or differences in children’s lives.	Explains family roles; understands negotiation in friendships; identifies online safety rules; recognises that children’s lives differ globally.	Makes insightful comparisons between lives and cultures; explains negotiation clearly; discusses global citizenship with thoughtful examples.
Vocabulary & Personal Development Language	Uses simple terms (family/friends/help).	Uses vocabulary: <i>roles, negotiation, online safety, global citizen, consequences, rights, appreciation.</i>	Uses vocabulary confidently to explain fairness, diversity and global responsibility; uses reasoning to analyse differences.
Skills / Attributes	Needs support to negotiate or resolve problems in friendships.	Demonstrates negotiation skills; shows appreciation; applies online safety knowledge.	Acts with empathy and global awareness; helps peers navigate conflict; considers the impact of their behaviour on others worldwide.

Y3 Changing Me – Assessment Grid

(How babies grow; baby needs; family stereotypes; challenging ideas; preparing for transition; No Outsiders: accepting difference)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Shows limited understanding of how babies grow or what they need; struggles to explain stereotypes.	Describes basic needs of babies; explains simple family stereotypes; understands changes as part of growing up.	Challenges stereotypes thoughtfully; explains how needs change over time; reflects deeply on personal growth and transition.
Vocabulary & Personal Development Language	Uses basic terms (baby/grow).	Uses vocabulary: <i>baby, needs, stereotype, change, transition, challenge.</i>	Uses vocabulary confidently to discuss sensitive issues; reflects on emotions and identity; uses reasoning to challenge unfair assumptions.
Skills / Attributes	Needs reassurance about change or new situations.	Talks openly about change; prepares for transition; identifies stereotypes.	Shows confidence and emotional maturity about change; supports peers with transition; questions stereotypes respectfully.

Y4 Being Me in My World – Assessment Grid

(Class team; citizenship; rights/responsibilities & democracy; rewards/consequences; group decision-making; having a voice; what influences behaviour)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Can name some class rules but gives limited explanation of rights, responsibilities or democracy.	Explains roles within a class team; understands rights/responsibilities, why rules exist, and how democracy (e.g., school council) gives everyone a voice.	Gives connected explanations about how rights, responsibilities and democratic processes shape behaviour and class culture; evaluates how group decisions affect fairness.
Vocabulary & Personal Development Language	Uses everyday terms only (rules, good/bad behaviour).	Uses vocabulary: <i>citizen, democracy, rights, responsibilities, influence, voice, contribution, consequences.</i>	Applies vocabulary precisely to discuss influence, fairness, participation and behaviour; uses reasoning to evaluate different viewpoints.
Skills / Attributes	Needs reminders to contribute positively or follow group decisions.	Works effectively as part of a class team; participates in decision-making; reflects on how behaviour affects others.	Shows leadership; supports peers in understanding democratic choices; demonstrates mature self-regulation and awareness of influence.

Y4 Celebrating Difference – Assessment Grid

(Challenging assumptions; judging by appearance; accepting self/others; understanding influences; bullying; problem-solving)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises simple differences but struggles to understand assumptions or influences.	Explains assumptions and how judging by appearance is harmful; understands types of bullying and can suggest strategies to resolve issues.	Analyses how influences (media, peers) shape assumptions; offers thoughtful solutions to complex bullying scenarios; articulates why acceptance matters.
Vocabulary & Personal Development Language	Uses general language (nice/mean, looks/different).	Uses vocabulary: <i>assumption, influence, stereotype, bullying, acceptance, problem-solving.</i>	Uses vocabulary confidently to discuss fairness, bias and respectful disagreement; explains assumptions using detailed reasoning.
Skills / Attributes	Needs support to challenge unkind behaviour or incorrect assumptions.	Challenges unkind behaviour; practises respectful disagreement; supports peers in solving friendship problems.	Models inclusive behaviour; challenges stereotypes thoughtfully and sensitively; helps mediate peer issues.

Y4 Dreams and Goals – Assessment Grid

(Hopes/dreams; disappointment; realistic targets; group work; celebrating achievements; resilience)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple dreams/goals but struggles to link them with effort or setbacks.	Explains hopes/dreams; understands disappointment; sets realistic goals; works in a group to achieve shared outcomes; describes resilience.	Offers insight into how setbacks improve resilience; explains group roles and contributions; reflects deeply on personal growth and ambition.
Vocabulary & Personal Development Language	Uses basic terms (want, try, sad/happy).	Uses vocabulary: <i>resilience, disappointment, realistic, contribution, cooperation, achievement.</i>	Uses vocabulary confidently when explaining emotional responses and strategies for long-term improvement; uses evaluative language.
Skills / Attributes	Gives up easily or avoids challenges.	Demonstrates perseverance; cooperates in groups; celebrates achievements fairly.	Motivates others; shows sustained resilience; analyses success/failure and adapts strategies independently.



Y4 Healthy Me – Assessment Grid

(Friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Gives very simple explanations about healthy choices or risky situations.	Understands the impact of smoking/alcohol; explains peer pressure; describes healthy/unhealthy group dynamics; identifies assertiveness strategies.	Analyses how peer pressure works; evaluates risks confidently; explains how assertiveness protects long-term well-being; connects inner strengths to healthier choices.
Vocabulary & Personal Development Language	Uses everyday words (safe/unsafe, good/bad).	Uses vocabulary: <i>peer pressure, assertive, risk, smoking, alcohol, influence, group dynamics</i> .	Uses vocabulary precisely to describe emotional, social and physical risks; explains influence and peer dynamics with clarity and reasoning.
Skills / Attributes	Needs guidance to make safe choices or respond to pressure.	Makes safe, healthy choices; demonstrates assertiveness; resists simple peer pressure.	Anticipates unsafe situations; supports peers in healthy decision-making; shows confidence in maintaining boundaries.

Y4 Relationships – Assessment Grid

(Jealousy; love/loss; memories; getting on/falling out; friendships; appreciation; pets/animals)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises simple friendship issues but struggles to explain emotions like jealousy or loss.	Explains jealousy, loss and memories; describes strategies for resolving conflicts; understands different kinds of relationships and appreciation.	Reflects deeply on complex emotions; explains how relationships change over time; evaluates conflict situations with thoughtful solutions.
Vocabulary & Personal Development Language	Uses everyday emotional terms (happy/sad).	Uses vocabulary: <i>jealousy, loss, memory, conflict, appreciation, relationship, empathy.</i>	Uses vocabulary confidently to describe emotional complexity; uses reasoning to explain causes, feelings and solutions.
Skills / Attributes	Needs support to manage conflict or express emotions clearly.	Manages conflict appropriately; shows empathy; expresses emotions; appreciates others' contributions.	Supports peers through emotional challenges; models mature conflict resolution; shows emotional leadership.



Y4 Changing Me – Assessment Grid

(Uniqueness; confidence; accepting change; preparing for transition; environmental change)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Gives simple explanations about growing or change; limited understanding of personal uniqueness.	Explains how people are unique; describes feelings about change; understands environmental change and its effects; prepares for transition.	Explores identity in depth; makes connections between internal/external change; explains how to manage change confidently; reflects maturely on transition.
Vocabulary & Personal Development Language	Uses simple descriptive terms (change, grow).	Uses vocabulary: <i>unique, identity, change, transition, confidence, environment, adapt.</i>	Uses vocabulary fluently when reflecting on identity, change and coping strategies; reasoned explanations about emotional responses.
Skills / Attributes	Needs reassurance when facing change or uncertainty.	Shows growing confidence; expresses feelings; prepares for transition; adapts to new situations.	Supports others with change; demonstrates resilience and self-confidence; anticipates challenges and plans strategies.

Y5 Being Me in My World – Assessment Grid

(Planning the year; citizenship; rights/responsibilities; consequences; behaviour and group impact; democracy and participation; No Outsiders: learning from the past)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Shows limited understanding of rights/responsibilities or how behaviour affects a group.	Explains rights/responsibilities clearly; understands how behaviour influences groups; describes democratic participation (e.g., school council) and why having a voice matters.	Analyses how responsible citizenship shapes community outcomes; evaluates how group behaviour is influenced by past experiences and present choices.
Vocabulary & Personal Development Language	Uses basic terms (rules, behaviour).	Uses vocabulary: <i>citizen, democracy, responsibility, consequence, behaviour, participation, influence.</i>	Uses vocabulary precisely to discuss democratic processes, group dynamics and leadership; uses reasoning to evaluate behaviour choices.
Skills / Attributes	Needs reminders to contribute positively.	Participates responsibly; listens to others; follows through on commitments; makes positive, thoughtful choices.	Shows leadership; supports peers in understanding rights/responsibilities; models reasoned decision-making and reflective behaviour.

Y5 Celebrating Difference – Assessment Grid

(Cultural differences; conflict; racism; rumours/name-calling; wealth and happiness; enjoying/respecting other cultures; No Outsiders: justifying actions)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies surface-level differences but struggles to explain racism, stereotyping or deeper causes of conflict.	Describes cultural differences; explains racism and why it harms; identifies how rumours/name-calling affect others; understands that material wealth does not equal happiness.	Analyses complex causes of conflict (e.g., prejudice, misinformation); reflects maturely on racism and inequality; suggests strategies to promote respect and unity.
Vocabulary & Personal Development Language	Uses simplified emotional language (mean/unfair).	Uses vocabulary: <i>culture, racism, rumour, stereotype, prejudice, respect, diversity, inclusion.</i>	Applies vocabulary confidently when discussing discrimination and fairness; uses reasoning to explain moral choices and defend inclusive actions.
Skills / Attributes	Needs support to challenge discriminatory behaviour.	Challenges unkind behaviour; includes others; listens respectfully to different viewpoints; builds positive cross-cultural relationships.	Advocates for fairness; actively challenges prejudice or exclusion; supports peers in resolving conflict and promoting inclusion.

Y5 Dreams and Goals – Assessment Grid

(Future dreams; importance of money; jobs/careers; dream job; goals in other cultures; supporting others; motivation; No Outsiders: recognising when someone needs help)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple aspirations but struggles to explain the link between money, work and future opportunities.	Explains future dreams; understands importance of money and work; identifies steps needed for career goals; recognises differences in opportunities across cultures.	Evaluates how cultural, economic and personal factors influence aspirations; reflects on long-term planning; explains how helping others strengthens communities.
Vocabulary & Personal Development Language	Uses general future-focused terms (job, money).	Uses vocabulary: <i>career, ambition, goal, motivation, charity, opportunity, success, culture.</i>	Uses vocabulary confidently to evaluate aspirations, challenges and inequalities; uses reasoning to compare job roles, skills and opportunities.
Skills / Attributes	Needs support setting realistic goals.	Sets achievable goals; shows motivation; works collaboratively; supports others with their goals.	Demonstrates leadership in group ambitions; shows empathy and supports peers who struggle; adapts goals thoughtfully based on reflection.

Y5 Healthy Me – Assessment Grid

(Smoking/vaping; alcohol; anti-social behaviour; emergency aid; body image; food/health choices; motivation and behaviour; No Outsiders: appreciating artistic freedom)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Knows some healthy habits but gives limited reasoning about substances or anti-social behaviour.	Explains effects of smoking/vaping and alcohol; understands anti-social behaviour; knows emergency aid basics; recognises how body image is influenced by media; makes healthy choices.	Analyses how physical, emotional and social pressures shape choices; evaluates risks of substances; explains how values, identity and motivation influence long-term well-being.
Vocabulary & Personal Development Language	Uses general health terms (healthy/unhealthy).	Uses vocabulary: <i>substance, anti-social, emergency aid, body image, influence, motivation, media.</i>	Uses vocabulary precisely in discussions of risk, self-esteem, peer influence and behaviour; uses reasoning to justify health-related choices.
Skills / Attributes	Needs support resisting pressure or making safe choices.	Demonstrates self-control; assesses risk; uses assertiveness appropriately; responds calmly in simple first-aid scenarios.	Anticipates risk; models healthy behaviour; confidently resists influence; supports others in making safe, positive decisions.

Y5 Relationships – Assessment Grid

(Self-recognition; online communities; responsibilities online; gaming/gambling; grooming risks; screen time; rights/responsibilities; SMARRT rules; No Outsiders: accepting people different from me)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Gives basic explanations about friendships or online safety; struggles with risks like grooming or gambling.	Explains online responsibilities; understands safer online communities; identifies risks related to gaming/gambling and grooming; explains screen time choices; recognises personal rights/responsibilities.	Gives mature explanations of online risks and safety systems; evaluates digital behaviour critically; articulates how online identity, pressure and misinformation can influence relationships.
Vocabulary & Personal Development Language	Uses everyday digital terms (internet, game).	Uses vocabulary: <i>online safety, responsibility, grooming, risk, rights, gambling, screen time, consent.</i>	Uses vocabulary precisely to analyse complex digital scenarios; explains boundaries, consent and influence clearly; uses reasoning to advise others.
Skills / Attributes	Needs reminders to follow online safety rules.	Applies SMARRT rules; manages screen time; seeks help appropriately; interacts safely online.	Models responsible online behaviour; supports peers in navigating risks; shows strong critical thinking and digital maturity.

Y5 Changing Me – Assessment Grid

(Self-image; influence of online/media; growing responsibility; coping with change; transition)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Describes simple physical/emotional changes but struggles to link change with identity or responsibility.	Explains how self- and body-image develop; identifies influence of online/media; recognises growing responsibility; describes ways to cope with change and prepare for transition.	Analyses how identity is shaped by internal and external influences; evaluates media critically; reflects deeply on personal change and responsibility; explains complex emotional responses.
Vocabulary & Personal Development Language	Uses basic descriptive terms (change/grow).	Uses vocabulary: <i>self-image, body image, influence, responsibility, transition, resilience, identity.</i>	Uses vocabulary confidently to explain identity formation, emotional resilience and strategies for managing complex change.
Skills / Attributes	Needs support discussing changes and feelings.	Shows maturity when discussing change; uses coping strategies; prepares for transition.	Supports peers through emotional challenges; demonstrates strong resilience and forward-planning; articulates personal growth insightfully.

Y6 Being Me in My World – Assessment Grid

(Goals for the year; global citizenship; universal rights; feeling valued; choices/consequences; group dynamics; democracy; anti-social behaviour; role-modelling; No Outsiders: promoting diversity)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple goals and rights but struggles to explain global citizenship or how choices affect communities.	Explains personal goals clearly; understands children’s rights; describes positive group dynamics; understands consequences and role-modelling.	Gives connected explanations about global citizenship, rights and community impact; evaluates how actions influence fairness, equality and group behaviour.
Vocabulary & Personal Development Language	Uses everyday terms (rules, behaviour).	Uses vocabulary: <i>global citizen, rights, consequences, democracy, anti-social, responsibility, role-model.</i>	Applies vocabulary with precision to discuss justice, equality and global responsibility; uses reasoning confidently to evaluate choices.
Skills / Attributes	Needs support participating in group decisions or understanding wider impacts.	Participates actively and responsibly; shows awareness of group dynamics; demonstrates leadership and self-regulation.	Shows strong moral reasoning; supports peers in decision-making; models inclusive behaviours and promotes diversity.

Y6 Celebrating Difference – Assessment Grid

(Perceptions of normality; disability; power struggles; bullying; inclusion/exclusion; empathy; No Outsiders: standing up to discrimination)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises differences but struggles to explain disability, power or exclusion.	Explains perceptions of ‘normal’; understands disability and inclusion; describes bullying and power imbalance; demonstrates empathy.	Analyses societal perceptions and biases; evaluates complex discrimination scenarios; suggests strategies for challenging injustice.
Vocabulary & Personal Development Language	Uses general emotional vocabulary.	Uses vocabulary: <i>disability, inclusion, power, discrimination, empathy, exclusion, prejudice.</i>	Uses vocabulary confidently and analytically; articulates nuanced explanations of fairness, equity and discrimination with strong reasoning.
Skills / Attributes	Needs support to challenge discrimination or exclusion.	Stands up to unkindness; supports inclusive groups; responds empathetically to others.	Challenges discriminatory behaviours thoughtfully and courageously; models inclusive leadership and advocates for fairness.

Y6 Dreams and Goals – Assessment Grid

(Learning goals; success criteria; emotions; making a difference; motivation; recognising achievements; No Outsiders: challenging racism)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies simple goals but struggles to articulate steps or wider impact.	Sets clear learning goals; describes success criteria; recognises feelings linked to achievement; understands making a positive difference.	Evaluates own goals and strategies critically; makes links between personal achievements and societal contributions; explains motivation with insight.
Vocabulary & Personal Development Language	Uses basic terms (try, success).	Uses vocabulary: <i>criteria, achievement, motivation, emotions, difference, challenge, racism.</i>	Uses vocabulary to deeply analyse motivation, social impact and inequality; explains how actions can challenge racism or injustice.
Skills / Attributes	Needs encouragement to persevere with difficult tasks.	Demonstrates resilience; celebrates achievements; supports others' goals.	Shows sustained perseverance; inspires and supports peers; reflects on emotional, moral and social dimensions of achievement.



Y6 Healthy Me – Assessment Grid

(Personal responsibility; substance effects; exploitation & county lines; emotional/mental health; managing stress; No Outsiders: considering life changes)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies some risks but struggles to explain substance effects or exploitation.	Understands how substances affect the body; explains exploitation (county lines); shows awareness of mental health and stress management.	Analyses complex risks (e.g., grooming, pressure, exploitation); evaluates strategies for mental health; connects emotional well-being with decision-making.
Vocabulary & Personal Development Language	Uses general terms for danger or stress.	Uses vocabulary: <i>substances, exploitation, county lines, mental health, stress, responsibility, pressure.</i>	Uses vocabulary precisely to discuss risk, resilience, emotional health and exploitation; articulates reasoning clearly and sensitively.
Skills / Attributes	Needs support to apply safety strategies.	Applies safe practices; recognises unhealthy pressure; uses coping strategies for stress.	Anticipates risk; supports peers with mental health strategies; shows high emotional literacy and responsible decision-making.

Y6 Relationships – Assessment Grid

(Mental health; worries & support; love/loss; managing feelings; power/control; assertiveness; technology safety; responsibility online; No Outsiders: recognising freedom)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises feelings but gives limited explanations of power, control or online risks.	Explains mental health worries and support options; describes love/loss; identifies power/control in relationships; understands online safety/responsibility.	Analyses complex emotional situations; explains how power dynamics affect relationships; evaluates online scenarios with strong critical thinking; makes informed, responsible choices.
Vocabulary & Personal Development Language	Uses basic emotional terms.	Uses vocabulary: <i>mental health, control, support, assertiveness, online safety, responsibility, loss.</i>	Uses vocabulary confidently to explain complex feelings, relational dynamics, and digital citizenship; uses reasoning to suggest solutions.
Skills / Attributes	Needs support expressing feelings or managing pressures.	Uses strategies to manage feelings; seeks help appropriately; acts safely and responsibly online.	Models emotional maturity; supports peers; applies assertiveness skilfully in real-life situations; demonstrates strong digital responsibility.

Y6 Changing Me – Assessment Grid

(Self-image; body image; reflections about change; romantic relationships; transition to secondary school; No Outsiders: recognising freedom)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises changes but cannot yet explain how self-image or identity develop.	Explains self-image and body image; reflects on change; understands early romantic feelings; prepares for transition with confidence.	Reflects deeply on identity and change; evaluates internal/external influences; articulates mature insights about future roles, responsibilities and relationships.
Vocabulary & Personal Development Language	Uses simple change-related language.	Uses vocabulary: <i>self-image, body image, transition, confidence, identity, responsibility, freedom.</i>	Uses vocabulary with nuance to describe emotions, identity formation and future aspirations; uses reasoning to explain how they will manage change.
Skills / Attributes	Needs reassurance about growing up or transition.	Shows confidence discussing change; uses coping strategies; prepares thoughtfully for secondary school.	Demonstrates resilience, independence and forward-planning; supports peers in transition; expresses strong self-awareness and emotional literacy.