

Banks Road Primary School

PSHE Assessment Grids

To be used from September 2026.

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).

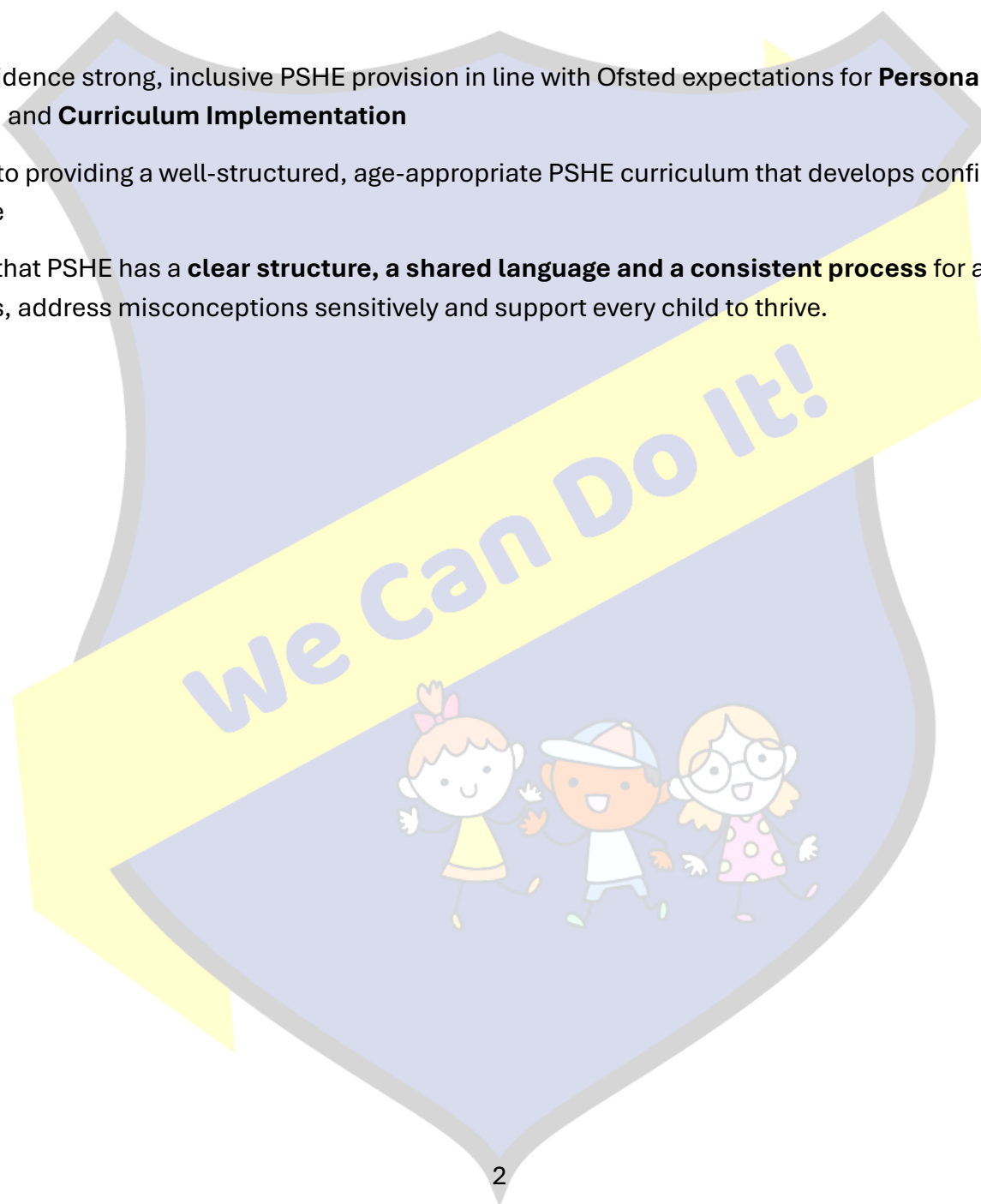
Across all year groups, teachers begin from the principle that **most pupils are working at the expected standard**. Formative evidence gathered through discussion, written activities, pupil voice, role-play, group work, reflection tasks and observation is used to determine whether pupils are **Working 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 Belonging, Behaviour & Responsibility – 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.

Year 1 – Identity, Respect & Equality: Assessment Grid

(The Same and Different; Boys and Girls; What a Friend Looks Like; Kindness; No Outsiders)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises some similarities and differences between people but finds it difficult to explain why these should be respected. Needs support to describe friendship qualities.	Identifies similarities and differences between people. Understands that boys and girls can like and do different things. Describes qualities of a good friend and explains why kindness is important.	Explains how differences make people unique. Gives thoughtful examples of kindness and inclusion. Explains why everyone should be treated fairly and respectfully regardless of differences.
Vocabulary & Personal Development Language	Uses simple words such as <i>same</i> , <i>different</i> and <i>friend</i> but often needs prompting.	Uses vocabulary accurately: <i>same</i> , <i>different</i> , <i>friendship</i> , <i>kindness</i> , <i>respect</i> , <i>feelings</i> , <i>fair</i> , <i>kind</i> .	Uses vocabulary confidently when discussing relationships and inclusion. Uses reasoning words such as <i>because</i> and <i>therefore</i> when explaining respectful behaviour.
Skills / Attributes	Sometimes struggles to include others or resolve small disagreements.	Plays and works cooperatively with others. Shows kindness and respect. Identifies when someone may feel left out.	Actively includes others. Demonstrates empathy and supports classmates. Acts as a positive role model for kindness and inclusion.

Year 1 – Money, Work & Life Skills: Assessment Grid

(Money and how we pay for things; Spending and Saving; Needs and Wants; No Outsiders: recognising that people are different ages)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that money is used to buy things but struggles to explain spending, saving or the difference between needs and wants.	Understands that money is used in different ways to pay for goods and services. Explains the difference between a need and a want and understands why people save money.	Explains why different people may choose to spend or save money differently. Gives thoughtful examples of prioritising needs over wants.
Vocabulary & Personal Development Language	Uses simple terms such as <i>money</i> and <i>buy</i> .	Uses vocabulary accurately: <i>money, spending, saving, needs, wants, pay, choice</i> .	Uses vocabulary confidently when explaining simple financial decisions and priorities.
Skills / Attributes	Needs support to discuss simple choices involving money.	Makes simple decisions about spending and saving. Identifies needs and wants in everyday situations.	Gives reasons for financial choices and considers the consequences of different decisions.

Year 1 – Physical Health, Wellbeing & Safety: Assessment Grid

(Healthy Eating; Sugar Smart; Dental Health; No Outsiders: understanding that all families are different)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies some healthy and unhealthy foods but struggles to explain why choices affect health.	Understands the importance of healthy eating, limiting sugar and caring for teeth. Explains simple ways to stay healthy.	Explains how food, drink and dental hygiene contribute to overall health. Gives reasons for making healthy choices.
Vocabulary & Personal Development Language	Uses simple words such as <i>healthy</i> and <i>unhealthy</i> .	Uses vocabulary accurately: <i>healthy, unhealthy, sugar, dentist, teeth, hygiene, wellbeing</i> .	Uses vocabulary confidently when explaining healthy habits and making comparisons between choices.
Skills / Attributes	Needs reminders to make healthy choices or follow hygiene routines.	Identifies healthy options and demonstrates basic understanding of personal hygiene.	Encourages others to make healthy choices and explains why healthy habits are important.



Year 1 – Safe Relationships & Influence: Assessment Grid

(Positive Relationships; People Who Keep Me Safe; Kind and Caring Friends; Unkind and Uncaring Friendships; No Outsiders)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises familiar relationships but struggles to explain what makes a relationship safe, kind or supportive.	Identifies positive friendships and trusted adults. Understands the difference between kind and unkind behaviour and knows who can help when worried.	Explains why healthy relationships are important. Describes different ways trusted adults can help and recognises the impact of kindness and unkindness on others.
Vocabulary & Personal Development Language	Uses simple words such as <i>friend</i> and <i>help</i> .	Uses vocabulary accurately: <i>friendship, kind, unkind, trusted adult, safe, feelings, relationship</i> .	Uses vocabulary confidently to explain friendship choices, trust and support.
Skills / Attributes	Needs support managing friendship difficulties or asking for help.	Shows kindness towards others and seeks support from trusted adults when needed.	Demonstrates empathy, includes others and confidently identifies sources of support.



Year 1 – Growing Up, Change & Online Safety: Assessment Grid

(My Body and How I've Grown; Learning New Things and Feelings; Looking After My Body and Changes Ahead)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises some ways they have changed but struggles to describe how they have grown and developed.	Identifies changes since being a baby and understands that growing up involves learning new skills and responsibilities. Recognises that bodies need care and respect.	Explains how growing, learning and developing are connected. Reflects positively on changes and demonstrates understanding that everyone grows at their own pace.
Vocabulary & Personal Development Language	Uses simple terms such as <i>grow</i> and <i>change</i> .	Uses vocabulary accurately: <i>growth, change, body, feelings, learning, develop</i> .	Uses vocabulary confidently to describe personal growth and explain feelings about change.
Skills / Attributes	Needs reassurance when talking about changes.	Talks positively about growing and learning. Recognises and expresses feelings about change appropriately.	Demonstrates confidence in discussing change and supports others who may feel uncertain.



Y2 Belonging, Behaviour & Responsibility – 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.

Year 2 – Identity, Respect & Equality: Assessment Grid

(My Family; What Makes a Family?; Respecting Differences; Kindness; Diversity; No Outsiders)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Knows that families can be different but struggles to explain how or why differences should be respected.	Understands that families come in different forms and that all families should be respected. Explains what diversity means in simple terms and understands why kindness matters.	Gives thoughtful explanations about different family structures and communities. Explains how diversity strengthens communities and why respect is important in society.
Vocabulary & Personal Development Language	Uses familiar terms but needs support using words such as <i>diversity</i> or <i>respect</i> .	Uses vocabulary accurately: <i>family, diversity, respect, differences, kindness, community, belonging</i> .	Uses vocabulary confidently when discussing fairness, inclusion and diversity. Begins to explain ideas using examples and justification.
Skills / Attributes	May need support when encountering unfamiliar viewpoints or differences.	Shows respect towards different families, cultures and experiences. Demonstrates kindness towards others.	Actively values and celebrates differences. Encourages others to show respect and inclusion.

Year 2 – Money, Work & Life Skills: Assessment Grid

(Strengths and Interests; Different Jobs; Risking It – Is It Worth It?; My Money Thoughts; No Outsiders: understanding what makes someone feel proud)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Can name some jobs and interests but struggles to connect strengths with future opportunities.	Identifies personal strengths and interests. Recognises that people do different jobs and make choices involving risk and money.	Explains how strengths and interests may influence future careers. Demonstrates understanding that different risks can lead to different outcomes.
Vocabulary & Personal Development Language	Uses basic vocabulary such as <i>job</i> and <i>money</i> .	Uses vocabulary accurately: <i>strengths, interests, job, choice, risk, reward, proud, achievement</i> .	Uses vocabulary confidently when discussing aspirations, talents and financial choices.
Skills / Attributes	Needs support to identify personal strengths or reflect on choices.	Talks positively about own strengths and achievements. Considers simple risks before making decisions.	Reflects thoughtfully on talents and opportunities. Explains choices using clear reasoning and examples.



Year 2 – Physical Health, Wellbeing & Safety: Assessment Grid

(Wellbeing; Emotions; Self-Care; No Outsiders: feeling proud of being different)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises basic emotions but struggles to explain ways to support wellbeing.	Identifies a range of emotions and understands that wellbeing can be supported through self-care and healthy habits.	Explains how emotions, wellbeing and self-care are connected. Suggests strategies to support emotional wellbeing in different situations.
Vocabulary & Personal Development Language	Uses simple emotional words such as <i>happy</i> and <i>sad</i> .	Uses vocabulary accurately: <i>wellbeing, emotions, self-care, feelings, mental health, healthy habits</i> .	Uses vocabulary confidently to explain feelings and discuss strategies for maintaining wellbeing.
Skills / Attributes	Needs support recognising or expressing feelings appropriately.	Identifies emotions and uses simple strategies to manage feelings and care for themselves.	Reflects thoughtfully on emotions and independently uses positive wellbeing strategies.



Year 2 – Safe Relationships & Influence: Assessment Grid

(Tricky Grown Ups; Worries About Home; Worries About Friendships; Being Gentle/Rough; Ending Friendships)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Understands that some situations may feel unsafe but struggles to explain why.	Understands that adults and relationships should help children feel safe. Recognises worrying situations at home or with friends and knows when to seek help. Explains appropriate physical boundaries.	Explains how trusted adults can help in difficult situations. Understands that friendships can change and that ending unhealthy friendships can sometimes be necessary.
Vocabulary & Personal Development Language	Uses simple words such as <i>safe</i> and <i>worried</i> .	Uses vocabulary accurately: <i>trusted adult</i> , <i>boundaries</i> , <i>worries</i> , <i>friendship</i> , <i>safe</i> , <i>uncomfortable</i> , <i>support</i> .	Uses vocabulary confidently to explain personal safety, trust and healthy boundaries.
Skills / Attributes	Needs support recognising unsafe situations or expressing worries.	Identifies trusted adults and communicates worries appropriately. Shows understanding of respectful physical boundaries.	Demonstrates confidence in seeking support and helping others access help when needed.

Year 2 – Growing Up, Change & Online Safety: Assessment Grid

(Boys' and Girls' Bodies & How We Grow; Learning, Feelings and Being Unique; Changes, Privacy and Looking Ahead)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that people grow and change but struggles to explain privacy or personal boundaries.	Understands basic physical differences between boys and girls. Explains that privacy is important and understands that everyone is unique. Recognises that change is a normal part of life.	Explains why privacy and personal boundaries matter. Reflects thoughtfully on individuality and the changes that occur as people grow older.
Vocabulary & Personal Development Language	Uses simple vocabulary related to growing up.	Uses vocabulary accurately: <i>privacy, unique, change, body, growing, feelings, boundaries</i> .	Uses vocabulary confidently when discussing personal development and respecting privacy.
Skills / Attributes	Needs support recognising personal boundaries or privacy.	Respects their own and others' privacy. Talks openly and appropriately about growing up and change.	Demonstrates maturity when discussing personal development and supports others respectfully.



Y3 Belonging, Behaviour & Responsibility – 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.

Year 3 – Identity, Respect & Equality: Assessment Grid

(Families and Their Differences; Family Conflict; Bullying; Hurtful Words; Compliments; Discrimination; No Outsiders)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies some differences between families and people but has limited understanding of discrimination or bullying.	Understands that families differ and that disagreements can be resolved respectfully. Recognises bullying and discriminatory behaviour and understands the impact of hurtful words.	Explains how discrimination affects individuals and communities. Gives reasoned examples of respectful ways to challenge prejudice, bullying or exclusion.
Vocabulary & Personal Development Language	Uses vocabulary such as <i>bullying</i> and <i>kindness</i> with support.	Uses vocabulary accurately: <i>bullying, discrimination, conflict, respect, compliment, inclusion, difference</i> .	Uses vocabulary confidently when discussing discrimination, fairness and respect. Provides clear explanations using evidence and examples.
Skills / Attributes	Needs support to challenge unkind behaviour appropriately.	Gives and receives compliments respectfully. Uses strategies to resolve conflict and seek help when needed.	Demonstrates empathy and inclusion consistently. Supports others and challenges unfairness in a respectful manner.

Year 3 – Money, Work & Life Skills: Assessment Grid

(Everyone is Responsible; People and Jobs; It Is a Risky Business; Simple Budgeting; Evaluating Learning Processes; No Outsiders: finding a solution to a problem)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies some jobs and responsibilities but struggles to explain budgeting or risk.	Understands that people contribute to society through different jobs and responsibilities. Explains simple budgeting and recognises that some decisions involve risk.	Explains how jobs support communities and how budgeting helps manage money effectively. Evaluates risks and potential outcomes thoughtfully.
Vocabulary & Personal Development Language	Uses simple financial and employment vocabulary with support.	Uses vocabulary accurately: <i>budget, responsibility, income, spending, risk, choice, job, community.</i>	Uses vocabulary confidently when discussing financial planning, responsibility and decision-making.
Skills / Attributes	Needs support when solving problems or evaluating outcomes.	Makes sensible choices when given simple budgeting scenarios. Reflects on learning and identifies ways to improve.	Demonstrates thoughtful problem-solving and independently evaluates decisions and outcomes.

Year 3 – Physical Health, Wellbeing & Safety: Assessment Grid

(Healthy Eating 1–3; Food Labelling; Healthy Swaps; Fitness Challenges; No Outsiders: helping someone who feels different)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Knows some healthy lifestyle choices but struggles to explain why they are important.	Understands healthy eating, food labelling, healthy swaps and physical activity. Explains how lifestyle choices affect health.	Evaluates food and fitness choices using evidence. Explains how healthy habits support long-term physical and emotional wellbeing.
Vocabulary & Personal Development Language	Uses basic health vocabulary inconsistently.	Uses vocabulary accurately: <i>nutrition, label, ingredients, exercise, fitness, wellbeing, healthy choices</i> .	Uses vocabulary confidently when discussing healthy lifestyles and justifying choices.
Skills / Attributes	Needs support making healthy choices independently.	Uses information from food labels and participates positively in fitness activities.	Makes informed healthy decisions and encourages others to adopt healthy habits.



Year 3 – Safe Relationships & Influence: Assessment Grid

(Showing Care; Adverse Online Friendships; Choices Affect Others; Getting Help; Positive Online Friendships; Being Welcoming)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that relationships can affect feelings but struggles to explain online safety or influence.	Understands how to show care and kindness in relationships. Identifies positive and negative online friendships. Explains how personal choices can affect others and knows how to access help.	Evaluates the differences between healthy and unhealthy relationships online and offline. Explains how actions influence others and how support can be accessed in different situations.
Vocabulary & Personal Development Language	Uses friendship and safety vocabulary with support.	Uses vocabulary accurately: <i>online friendship, influence, welcome, choices, support, respect, care.</i>	Uses vocabulary confidently when discussing online behaviour, responsibility and healthy relationships.
Skills / Attributes	Needs support recognising unhealthy influence online.	Makes responsible choices in relationships and online interactions. Demonstrates welcoming and inclusive behaviour.	Shows strong judgement regarding online relationships and supports others in making safe choices.

Year 3 – Growing Up, Change & Online Safety: Assessment Grid

(Being Part of the Wider World)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that they belong to different groups and communities but struggles to explain wider connections.	Understands that they are part of local, national and global communities. Recognises responsibilities towards others and the wider world.	Explains how individuals can contribute positively to society. Makes thoughtful connections between identity, belonging and responsibility.
Vocabulary & Personal Development Language	Uses basic terms such as <i>community</i> and <i>world</i> .	Uses vocabulary accurately: <i>community, belonging, responsibility, society, identity, citizen</i> .	Uses vocabulary confidently when discussing their role within different communities and groups.
Skills / Attributes	Needs support recognising their role within wider communities.	Demonstrates respect for others and an understanding of belonging within different groups.	Shows strong awareness of their place within the wider world and actively promotes inclusion and respect.



Y4 Belonging, Behaviour & Responsibility – Assessment Grid

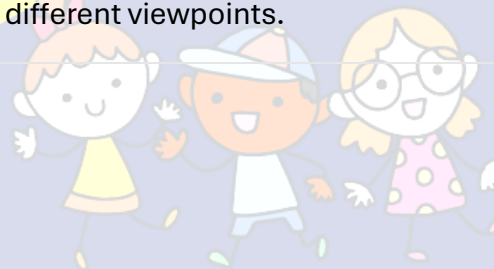
(Class team; citizenship; rights/responsibilities & democracy; rewards/consequences; group decision-making; having a voice; what influences behaviour)

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.

Year 4 – Identity, Respect & Equality: Assessment Grid

(Challenging Assumptions; Judging by Appearance; Accepting Self and Others; Influences; Bullying; Uniqueness; First Impressions)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises assumptions and stereotypes when prompted but struggles to explain their impact.	Understands that first impressions and assumptions are not always accurate. Explains how bullying and prejudice can affect people. Recognises that everyone is unique.	Explains how stereotypes and assumptions can influence behaviour and attitudes. Evaluates situations where people may be judged unfairly and suggests solutions.
Vocabulary & Personal Development Language	Uses some relevant vocabulary but inconsistently.	Uses vocabulary accurately: <i>assumption, stereotype, influence, bullying, unique, respect, prejudice</i> .	Uses vocabulary confidently when discussing fairness, bias and inclusion. Explains ideas using reasoning and examples.
Skills / Attributes	May need support to reflect on personal biases or assumptions.	Demonstrates acceptance of others. Challenges unkind behaviour appropriately. Respects different viewpoints.	Acts as a positive role model for inclusion. Encourages others to challenge stereotypes and think critically about assumptions.



Year 4 – Money, Work & Life Skills: Assessment Grid

(Influencers; Helping Others; Keeping Track of Spending; Advertising; Junior Tax Facts; No Outsiders: overcoming language as a barrier)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that advertising influences choices but struggles to explain how. Has limited understanding of taxes or managing money.	Understands that advertising and influencers can affect spending decisions. Explains why people pay taxes and understands the importance of tracking spending.	Evaluates the influence of advertising critically. Explains how taxation contributes to society and why careful money management is important.
Vocabulary & Personal Development Language	Uses some financial vocabulary inconsistently.	Uses vocabulary accurately: <i>advertising, influencer, spending, budgeting, tax, value, choice, consumer</i> .	Applies vocabulary confidently when discussing financial choices and persuasive influences.
Skills / Attributes	Needs support identifying influences on decision-making.	Recognises when choices may be influenced by advertising. Demonstrates responsible thinking about spending.	Thinks critically about advertising and consumer choices. Explains decisions using evidence and reasoning.

Year 4 – Physical Health, Wellbeing & Safety: Assessment Grid

(School Food Matters Liverpool; Basic First Aid; Calling for Help; No Outsiders: asking questions)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Understands basic safety rules but has limited understanding of first aid or emergency situations.	Understands the principles of a healthy lifestyle and knows basic first aid procedures. Knows when and how to seek help in an emergency.	Explains why first aid is important and evaluates the most appropriate response in different emergency situations.
Vocabulary & Personal Development Language	Uses simple safety vocabulary.	Uses vocabulary accurately: <i>first aid, emergency, injury, help, accident, safety, wellbeing.</i>	Uses vocabulary confidently to describe emergency scenarios and explain appropriate responses.
Skills / Attributes	Needs support identifying when help is needed.	Demonstrates confidence in seeking help and applying basic first aid knowledge.	Shows calm decision-making, leadership and responsibility in safety scenarios.



Year 4 – Safe Relationships & Influence: Assessment Grid

(Arguments with Friends; Ending Friendships; Being Stuck in the Middle; Bullying; Bystanders; Peer Pressure; Being Who You Want To Be)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Understands friendship difficulties but struggles to explain peer pressure or the role of bystanders.	Explains how friendships can change and sometimes end. Understands bullying, peer pressure and the role of bystanders. Identifies strategies for managing friendship difficulties.	Analyses complex friendship situations. Explains how peer pressure influences behaviour and evaluates appropriate responses to bullying and conflict.
Vocabulary & Personal Development Language	Uses vocabulary such as <i>friendship</i> and <i>bullying</i> inconsistently.	Uses vocabulary accurately: <i>peer pressure, bystander, bullying, conflict, friendship, influence, support</i> .	Uses vocabulary confidently to explain social influence, responsibility and conflict resolution.
Skills / Attributes	Needs support resolving friendship issues independently.	Manages disagreements respectfully and demonstrates assertiveness when needed.	Shows leadership in supporting peers, resolving conflict and challenging bullying behaviours appropriately.



Year 4 – Growing Up, Change & Online Safety: Assessment Grid

(Personal Safety; Understanding and Appreciating Positive Relationships; Puberty Time)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises basic safety rules and that bodies change, but struggles to explain puberty confidently.	Understands personal safety strategies, positive relationships and the basic physical and emotional changes associated with puberty.	Explains the emotional and physical aspects of puberty in an age-appropriate way. Understands how positive relationships support wellbeing during times of change.
Vocabulary & Personal Development Language	Uses limited vocabulary about growing up and safety.	Uses vocabulary accurately: <i>puberty, personal safety, relationships, emotions, changes, respect.</i>	Uses vocabulary confidently when discussing growing up, healthy relationships and keeping safe.
Skills / Attributes	Needs reassurance when discussing puberty and personal change.	Demonstrates appropriate understanding of personal safety and growing up. Respects others' questions and viewpoints.	Shows maturity and confidence when discussing change and supports others sensitively.

Y5 Belonging, Behaviour & Responsibility – 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.

Year 5 – Identity, Respect & Equality: Assessment Grid

(Cultural Differences; Racism; Rumours and Name-Calling; Types of Bullying; Wealth and Happiness; Respecting Cultures; No Outsiders)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises racism and bullying as wrong but cannot always explain why or discuss wider impacts.	Understands different forms of bullying and racism. Explains how rumours and stereotypes can harm others. Recognises that happiness is not determined solely by wealth or possessions.	Analyses the impact of prejudice and discrimination on individuals and communities. Explains how cultural understanding can reduce conflict and promote inclusion.
Vocabulary & Personal Development Language	Uses basic terms such as <i>racism</i> and <i>bullying</i> but with limited precision.	Uses vocabulary accurately: <i>culture, racism, prejudice, stereotype, discrimination, equality, inclusion, respect</i> .	Uses vocabulary confidently to discuss complex social issues. Explains and justifies viewpoints using well-reasoned examples.
Skills / Attributes	Needs support to challenge prejudice or discriminatory behaviour appropriately.	Demonstrates respect for different cultures and perspectives. Challenges unkind behaviour and seeks support where appropriate.	Advocates for fairness and equality. Demonstrates mature empathy and supports others experiencing prejudice or exclusion.

Year 5 – Money, Work & Life Skills: Assessment Grid

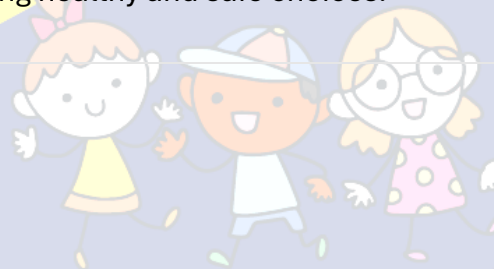
(Online Fraud; Where Online Fraud Appears; Skills for Different Jobs; Career Choices; Career Pathways; No Outsiders: recognising when someone needs help)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises that some online activity is unsafe but struggles to explain fraud or career pathways.	Understands what online fraud is and how it can occur. Explains that different careers require different skills and that there are multiple routes into employment.	Analyses online fraud scenarios and explains how to minimise risk. Evaluates different career pathways and the skills needed for success.
Vocabulary & Personal Development Language	Uses vocabulary such as <i>job</i> and <i>career</i> with limited precision.	Uses vocabulary accurately: <i>career, pathway, employment, skills, fraud, scam, online safety, opportunity</i> .	Uses vocabulary confidently when discussing careers, employability and digital financial risks.
Skills / Attributes	Needs support identifying online risks or matching skills to jobs.	Demonstrates awareness of online safety and financial scams. Identifies personal strengths and how they relate to future careers.	Makes thoughtful connections between skills, ambitions and future opportunities. Demonstrates strong awareness of financial and digital safety.

Year 5 – Physical Health, Wellbeing & Safety: Assessment Grid

(Gambling; Smoking and Vaping; Alcohol; Anti-Social Behaviour; No Outsiders: appreciating artistic freedom)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Knows that smoking, vaping and alcohol can be harmful but struggles to explain risks in detail.	Understands the health risks associated with smoking, vaping, alcohol and gambling. Explains links between choices, behaviour and wellbeing.	Evaluates the short- and long-term consequences of risky behaviours. Explains how influences can affect health decisions and behaviour.
Vocabulary & Personal Development Language	Uses some health-related vocabulary but not always accurately.	Uses vocabulary accurately: <i>vaping, smoking, alcohol, gambling, addiction, risk, anti-social behaviour, wellbeing</i> .	Uses vocabulary confidently when discussing risk, influence and healthy decision-making.
Skills / Attributes	Needs support resisting unhealthy influences.	Identifies risks and demonstrates strategies for making healthy and safe choices.	Shows strong judgement in risk-based scenarios and explains how to support others in making positive decisions.



Year 5 – Safe Relationships & Influence: Assessment Grid

(Respect; Friendship Changes; Friendship Arguments; Family Arguments; Worries About Home; Accepting Difference)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises respectful and disrespectful behaviour but struggles to explain how relationships become unhealthy.	Understands the importance of respect in friendships and family relationships. Explains how arguments can be resolved and identifies sources of support when worried.	Evaluates how communication, respect and empathy contribute to healthy relationships. Explains strategies for managing conflict and maintaining strong relationships.
Vocabulary & Personal Development Language	Uses basic relationship vocabulary.	Uses vocabulary accurately: <i>respect, conflict, communication, relationship, support, empathy, trust</i> .	Uses vocabulary confidently to discuss healthy relationships, emotional wellbeing and conflict resolution.
Skills / Attributes	Needs support managing disagreements constructively.	Resolves disagreements respectfully and seeks support appropriately when concerned.	Demonstrates maturity in managing relationships and supports others in resolving difficulties fairly.



Year 5 – Growing Up, Change & Online Safety: Assessment Grid

(Keeping Relationships Healthy and Safe)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Understands some features of healthy relationships but struggles to explain how to keep relationships safe.	Identifies characteristics of healthy relationships. Understands the importance of trust, respect, communication and safety within relationships.	Evaluates different relationship scenarios and explains how healthy relationships are built and maintained. Recognises warning signs of unhealthy relationships.
Vocabulary & Personal Development Language	Uses simple relationship vocabulary.	Uses vocabulary accurately: <i>healthy relationship, trust, respect, communication, safety, boundaries</i> .	Uses vocabulary confidently when explaining healthy, respectful and safe relationships.
Skills / Attributes	Needs support applying relationship skills to different situations.	Demonstrates respectful communication and understands personal boundaries.	Applies relationship skills thoughtfully and demonstrates emotional maturity in discussions about safety and respect.



Y6 Belonging, Behaviour & Responsibility – 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.

Year 6 – Identity, Respect & Equality: Assessment Grid

(Perceptions of Normality; Disability; Power Struggles; Bullying; Inclusion and Exclusion; Empathy; Standing Up to Discrimination)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises discrimination and exclusion but struggles to explain underlying causes or impacts.	Understands concepts such as inclusion, disability, discrimination and power imbalance. Explains why empathy is important and how discrimination can affect people's lives.	Analyses complex issues relating to inclusion, equality and discrimination. Evaluates how power, prejudice and stereotyping affect individuals and communities.
Vocabulary & Personal Development Language	Uses key vocabulary inconsistently and may confuse related concepts.	Uses vocabulary accurately: <i>disability, inclusion, exclusion, discrimination, empathy, equality, prejudice, power</i> .	Uses vocabulary fluently and precisely when discussing social justice, equality and inclusion. Constructs reasoned arguments supported by examples.
Skills / Attributes	Sometimes lacks confidence to challenge discriminatory behaviour.	Demonstrates empathy and respect. Challenges unfairness appropriately and seeks support when necessary.	Consistently acts as an advocate for inclusion and equality. Shows mature judgement, leadership and confidence when standing up to discrimination.

Year 6 – Money, Work & Life Skills: Assessment Grid

(Gaming Payment Models; Online Scams; Saving and Borrowing; Jobs; Work and Money; No Outsiders: challenging the causes of racism)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises some financial risks but struggles to explain saving, borrowing or online scams in detail.	Understands saving, borrowing and responsible money management. Explains common online scams and risks linked to gaming payment models. Understands links between work, income and financial choices.	Evaluates complex financial scenarios involving saving, borrowing and online transactions. Explains long-term consequences of financial decisions and digital risks.
Vocabulary & Personal Development Language	Uses key financial terms inconsistently.	Uses vocabulary accurately: <i>saving, borrowing, interest, income, budget, scam, fraud, subscription, financial risk.</i>	Uses vocabulary fluently and precisely when discussing financial responsibility, online safety and future economic decisions.
Skills / Attributes	Needs support applying financial knowledge to real-life situations.	Makes informed choices in financial scenarios. Demonstrates awareness of scams and online risks.	Critically evaluates financial information and demonstrates mature decision-making about money, work and digital safety.

Year 6 – Physical Health, Wellbeing & Safety: Assessment Grid

(Sleep; Emotions; Self-Care; School Improvement Liverpool health programme; No Outsiders: considering how life may change as I grow up)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Identifies factors affecting health and wellbeing but struggles to explain their impact.	Understands the importance of sleep, emotional wellbeing and self-care. Explains how lifestyle choices affect physical and mental health.	Analyses how health behaviours influence long-term wellbeing. Evaluates strategies for maintaining physical, emotional and mental health.
Vocabulary & Personal Development Language	Uses general health vocabulary with limited precision.	Uses vocabulary accurately: <i>sleep, emotional wellbeing, self-care, mental health, resilience, healthy lifestyle.</i>	Uses vocabulary fluently and precisely when discussing wellbeing, resilience and healthy life choices.
Skills / Attributes	Needs support applying self-care strategies independently.	Demonstrates effective self-care habits and uses strategies to manage emotions appropriately.	Reflects thoughtfully on wellbeing, demonstrates resilience and acts as a positive role model for healthy choices.



Year 6 – Safe Relationships & Influence: Assessment Grid

(Types of Peer Influence; Enablers in Bullying; Coercion; Exploitation; County Lines; Peer Pressure; Freedom)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises peer pressure and bullying but struggles to explain coercion, exploitation or harmful influence.	Understands different forms of peer influence. Explains the concepts of coercion, exploitation, county lines and enabling behaviour. Recognises warning signs in unsafe relationships.	Analyses how influence, pressure and manipulation affect decision-making. Evaluates strategies for resisting exploitation and protecting personal safety.
Vocabulary & Personal Development Language	Uses key terminology with limited accuracy.	Uses vocabulary accurately: <i>peer pressure, coercion, exploitation, county lines, influence, manipulation, freedom, consent.</i>	Uses vocabulary precisely and confidently when discussing risk, power, influence and personal safety.
Skills / Attributes	Needs support identifying harmful influence or risky situations.	Demonstrates assertiveness and knows where to seek help. Identifies unsafe situations and trusted sources of support.	Shows mature judgement in complex scenarios, resists harmful influence confidently and advocates for the safety and wellbeing of others.

Year 6 – Growing Up, Change & Online Safety: Assessment Grid

(Sharing Online Pictures; Responding to Uncomfortable Online Behaviour; Harmful Online Content; Gangs Resources; Transition to Secondary School)

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recognises some online risks but struggles to explain safe responses or long-term consequences.	Understands the risks associated with sharing information and images online. Recognises harmful online content and knows strategies for staying safe. Understands the challenges and opportunities associated with transition to secondary school.	Evaluates complex online scenarios involving privacy, consent and digital footprints. Analyses risks associated with online behaviour and explains how to respond safely and responsibly.
Vocabulary & Personal Development Language	Uses basic online safety vocabulary.	Uses vocabulary accurately: <i>online safety, digital footprint, consent, privacy, harmful content, transition, responsibility</i> .	Uses vocabulary fluently and precisely when discussing online safety, consent and managing change.
Skills / Attributes	Needs support identifying online risks or preparing for transition.	Makes responsible online choices, seeks help appropriately and prepares positively for transition to secondary school.	Demonstrates mature digital citizenship, strong risk awareness and confidence in managing significant life changes.