

PSHE - Key Criteria Pupil Tracker

ARE - 1			Points - 1-4	
Skill	Taught	Support	Independant	Recall
I can sort foods into healthy and unhealthy choices				
I can understand the importance of keeping clean (washing hands and face, brushing my teeth, to get rid of germs)				
I can identify my feelings with others (talk, draw, show)				
I can role play crossing a road safely.				
I can use a computer safely.				
I can name the main parts of my body (hands, legs, face etc.) and the difference between males and females				
I can recognize what is kind/ unkind (turn-taking, play cooperatively, winning and coming second) with support				
I can have a conversation with one other person				
I can identify my special people (family, friends, carers) and why they are special				
I know what kind of physical contact is comfortable and uncomfortable and how to respond and that it is okay to say "no" and I know who to talk to if worried.				
I can talk about different types of teasing and bullying				

I can talk about different jobs that people do				
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ARE – 2			Points - 5-8	
Skill	Taught	Support	Independant	Recall
I can recognize simple choices that improve my health and wellbeing (food choices, exercise, personal hygiene)				
I can list my strengths and areas to develop (Targets)				
I can keep myself clean and talk about germs				
I can cross the road safely with an adult.				
I can talk about the process of growing up				
I can keep myself, and others safe by knowing when to say “yes”, “no”, “I’ll ask” and “I’ll tell” (good and bad secrets)				
I can be responsible when using ICT and can keep myself safe online				
I can communicate my feelings to others and recognise how others show feelings				
I understand what is meant by privacy, and my right to keep things private, and respect others’ privacy.				
I can share my opinions on things that matter to me and explain my views through discussions with one other person				
I can give examples of the four types of bullying and appropriate responses to those – physical, emotional, verbal and cyber.				

I can play and work cooperatively and offer support to others.				
I can identify the differences and similarities between people, (mutual respect and tolerance of others)				
I know my actions can affect myself and others. I know my actions can have consequences (Good and bad, physical and emotional)				
I can show I understand what money is used for				

ARE – 3			Points - 9-12	
Skill	Taught	Support	Independent	Recall
I can make informed choices and know that some choices are not healthy and have consequences.				
I can list my strengths.				
I can name, manage and communicate my feelings and emotions, and recognise how others show feelings and how to respond.				
I am aware of stranger danger				
I can talk about when I am older and the process of growing from young to old and how people's needs change				
I can recognize how digital imagery does not always reflect reality and can affect how people feel about themselves.				
I know the people to talk to if I am worried.				
I know how to use mobile devices safely and who to talk to if I have any concerns				

I can keep myself safe inside including knowing that some household products and medicines can be harmful if not used properly				
I can listen to other people, share my opinions in discussion and play and work cooperatively (including strategies to resolve simple arguments through negotiation).				
I can identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity and disability				
I can understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) and how to report it.				
I can talk about how I like to learn				

ARE - 4			Points - 13-16	
Skill	Taught	Support	Independant	Recall
I can make informed choices about a balanced lifestyle and know that some choices have positive, negative or neutral consequences				
I can set simple myself targets.				
I can talk about how my body will change as I approach puberty and know that people have different needs at different ages.				
I can explain the terms; risk, danger and hazard.				
I can keep myself safe physically and emotionally online				

I can list some risks of using drugs and drinking alcohol and how they could damage my health.				
I can recognise a wide range of feelings in myself and others and how our actions affect others.				
I am developing the skills to ask for help – for resisting pressure to do something dangerous or unhealthy or that makes me uncomfortable.				
I can listen, respond and work collaboratively to show respect to a wide range of people.				
I can develop strategies to resolve disputes and recognize that we all have a right to be happy and safe.				
I can talk about different types of relationships, including those between friends and families and can develop the skills to maintain positive and healthy relationships.				
I can recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help				
I can talk about different jobs I might want to do when I'm older.				
I can show that I know it is wrong to treat people differently based on gender, ethnicity or disability				
I can show I understand the value of money and that items cost different amounts				

ARE – 5			Points - 17-20	
Skill	Taught	Support	Independent	Recall

I can list my achievements				
I can describe my feelings to others and I have some simple strategies for managing my feelings				
I can talk about how my body will change as I approach and move through puberty				
I can identify the sources that put pressure on me to behave in an unacceptable, unhealthy or risky way.				
I can independently keep myself safe in my local environment				
I can list the risks of using drugs, tobacco and drinking alcohol				
I understand that my actions can affect myself				
I can tell when it is ok to 'keep something confidential or secret', and when I should or should not agree to this				
I can recognise what makes a positive relationship and that I have a right to be happy and safe				
I can resolve some disputes and conflict through negotiation and appropriate compromise				
I can work collaboratively towards goals				
I can talk about different types of relationships, (including those between friends and families) and about marriage, separation and divorce.				
I can show that I know what kind of physical contact is acceptable or unacceptable, and to be aware of different types of abuse.				

I can show skills to recognise inequality, prejudice, stereotyping and injustice including bullying, racism, sexism and disabilities (tolerance of others' individual liberty).				
I can list how I spend my own money				

ARE – 6			Points - 21-24	
Skill	Taught	Support	Independent	Recall
I can explain the concept of a balanced lifestyle and give clear examples of what it means				
I can identify what affects my physical, mental and emotional health including the effects of media and social media				
I can list my areas for improvement and set myself goals and targets				
I can describe the range and intensity of my feelings to others.				
I can talk about the different stages of puberty.				
I can show basic techniques to resist peer pressures if they make me uncomfortable or anxious and what to do if it goes wrong.				
I can explain strategies to keep myself safe physically and emotionally online including using social media				
I understand the difference between legal and illegal drugs.				
I understand that sometimes you have to “share a secret” to keep somebody safe.				
I am aware of different types of abuse (Neglect, Emotional, Physical, Sexual				

Abuse and Bullying) and how to respond and get help				
I can identify the skills to develop and maintain positive and healthy relationships				
I can recognise the nature and consequences of discrimination, teasing and bullying.				
I can identify some of my interests and strengths				
I can talk about the changes at the end of Key Stage 2 (transition).				
I can show how I could save up money to purchase something				

ARE - 7			Points - 25-28	
Skill	Taught	Support	Independant	Recall
I can list the benefits of exercise, personal hygiene and a balanced diet.				
I can identify the characteristics of good mental and emotional health				
I can recognise my personal strengths and identify areas for development				
I can describe the range and intensity of my feelings to others, and know that they may be conflicting emotions				
I can discuss how the media portrays young people				
I know that there are different types of relationships (families, teams, class, friendships, professional, romantic or intimate relationships) and can explore the similarities between friendships, love and sexual relationships.				

I can link that the way in which we evaluate others personal qualities, skills and achievements can affect their confidence and self esteem.				
I can give examples of legal and illegal substances				
I can use communication skills including active listening				
I can practice the skills of team working including cooperation and compromise				
I can list the features of positive, healthy and stable relationships (including trust, love, mutual respect and honesty)				
I can show skills to recognise and challenge inequality, prejudice.				
I can talk about the nature of marriage, civil partnerships and other stable, longer-term, healthy relationships				
I can explain the term discrimination				
I can explain what gambling and online gambling is				

ARE - 8			Points - 29-32	
Skill	Taught	Support	Independant	Recall
I can state which infections and viruses can be spread through sexual activity and know that I can protect myself				
I can explain the importance of immunisation and vaccination.				
I can talk about human reproduction including conception and how it can be prevented				

I can use good communication skills including active listening, negotiation and receiving constructive feedback				
I know that there are different types of relationships (families, teams, class, friendships, professional, romantic or intimate relationships) and can explore the similarities between friendships, love and sexual relationships.				
I can list how relationships can cause strong feelings and emotions (including sexual attraction)				
I can recognise that the portrayal of relationships and sex in the media and socialmedia (which might include as appropriate music videos, advertising, 'sexting', pornography)does not reflect real life				
I can explain how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement				
I can state what laws exist to protect my right to withhold their consent (including the legal age of consent for sexual activity), that consent is freely given and the range of factors that can affect capacity to consent				
I can explain the unacceptability of racist, sexist, homophobic, biphobic, transphobicand disablist language and other prejudiced behaviour.				
I can talk about pathways through education and work and understand the term career				
I can show I can manage my own finances				
I can describe some of the risks and consequences of gambling				

I can explain about contraception (including faith and religious perspectives), focusing on the condom and pill and the importance of communication and negotiation in condom use				
I can demonstrate skills in research, presentation and organisational skills				

ARE - 9			Points - 33-36	
Skill	Taught	Support	Independent	Recall
I can discuss the importance of a balanced lifestyle between work, leisure and exercise and link it to my own lifestyle				
I can name and manage feelings and emotions including relevant mental health issues such as eating disorders				
I can talk about human reproduction including basic contraception and choices following an unplanned pregnancy.				
I can get help in an emergency situation and administer basic first aid and give life-saving skills				
I know the factual information about legal and illegal substances and the law around their supply, use and misuse				
I can identify positive and negative roles played by drugs, alcohol and tobacco for individuals and society as a whole and I can identify and manage different influences on my decision about the use of substances and challenge my own and others perceptions				

<p>I can recognise bullying, conflict and abuse in all its forms, (including homophobia, biphobia, transphobia, exploitation, trafficking and abuse which may be culturally specific e.g. female genital mutilation, forced marriage) and to have the skills and strategies to seek help if I am being targeted or witness others being targeted</p>				
<p>I can recognise that the portrayal of relationships and sex in the media and social media (which might include as appropriate music videos, advertising, 'sexting', pornography) does not reflect real life and may have a range of impacts</p>				
<p>I can explain the right not to have intimate relationships until ready, about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable). I can explain that laws exist to protect my right to withhold my consent (including the legal age of consent for sexual activity), that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent'. I can explain the range of factors that can affect capacity to consent</p>				
<p>I can show I understand the laws relating to the carrying of offensive weapons, what might motivate someone to carry one and the range of consequences</p>				
<p>I can show I know the difference between friendship groups and gangs (including perception of 'gangs' and the potential risks posed by membership of gangs on individuals, families and communities)</p>				

I can undertake a personal review which identifies my interests, strengths, skills and qualities and link this to my future employability and career aspirations.				
I can explain the employment laws for young people and how to minimise health and safety risks				
I can demonstrate I have some of the skills and qualities needed to be enterprising, including seeing opportunities, managing risk, marketing and productivity				
I can discuss how choices I make as a consumer affect other people's economies				

ARE - 10			Points - 37-40	
Skill	Taught	Support	Independent	Recall
I can list strategies for managing mental health including managing stress, anxiety and depression.				
I can list the effective use of contraception, longer-acting reversible contraception, emergency hormonal contraception, condoms and choices following an unplanned pregnancy including abortion. I can discuss fertility and factors that potentially affect it including lifestyle choices, contraception choices, STIs and age				
I can recognise and manage feelings about, and influences on, mine and others body image including the media's portrayal of idealised and artificial body shapes and the health risks and issues related to this, including cosmetic procedures.				

I can identify the wider risks and consequences of legal and illegal substance use including on my personal safety, career, relationships and future lifestyle.				
I can identify the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities using the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if I have concerns				
I can discuss how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity				
I can recognise when a relationship or act is unhealthy, abusive and against the law				
I can list the statutory and voluntary organisations that support relationships experiencing difficulties or in crisis				
I can list skills which employers would value such as time management, self organisation, team working and managing my online presence				
I can list workers' rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers)				
I can talk about the choices available to me at the end of KS4 including education, training and employment and have taken the opportunities given to me to access information, advice and support				

I can take full advantage of any opportunities for work experience that are available				
I can recognise influences on my current and future financial decisions				
I can understand the term extremism				

ARE - 11			Points - 41-44	
Skill	Taught	Support	Independent	Recall
I can take responsibility for monitoring my own health such as checking for testicular cancer.				
I can evaluate the extent to which my self-confidence and self-esteem are affected by the judgements of others				
I can explain how lifestyle choices affect pregnancy outcomes (including foetal alcohol spectrum disorder)				
I can list the consequences of substance use and misuse and to whom to talk if I have concerns				
I can identify exploitation, bullying and harassment in relationships (including the unacceptability of violence and emotional abuse in all types of teenage relationship, including in relation to gangs and cults) and how to respond				
I can list the characteristics and benefits of healthy, positive, strong, supportive, pleasurable and equal relationships				
I can list the parenting skills and qualities and their central importance to family life (including the implications of young parenthood)				

I can explain how to manage unwanted attention in a variety of contexts (including bullying and cyberbullying, harassment and stalking)				
I can state the role of the Equality Act (2010) and the securing of equality of access, treatment and opportunity, human rights, respect, social movements (such as Civil Rights, LGBT, Feminist and Disability Movements) in the UK and wider, and the relationship between these and cultural attitudes, individual aspirations and personal relationships				
I can demonstrate skills which employers would value such as time management, self organisation, team working and managing my online presence				
I can discuss my rights and responsibilities at work (including my roles as a worker, and the roles and responsibilities of employers and unions)				
I can demonstrate the importance of attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')				
I can recognise and manage influences on my current and future financial decisions such as planning for expenditure, understanding debt and gambling				
I can think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)				
I can recognise the shared responsibility to protect the community				

from violent extremism and how to respond to anything that causes anxiety or concern

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