

Assessment

The following "I can" statements are taken from the learning outcomes in each of the six units. They are grouped together in year groups (Y1&2, 3&4 and 5&6) and are colour coded. The first year group is orange and the second is green.

The statements have been grouped to show progression of concepts, with the statements on the left being easier.

The statements can be used as a basis for self-assessment. For example, the statements could be printed out and put into children's books. They can then highlight statement when they feel they have achieved them.

Statements have not been included for Foundation Stage as the areas covered in this scheme will contribute to the Foundation Stage assessment processes.

Year 1 and 2

Happy and Healthy Me		
I can name the main parts of the body	I can name boy's and girl's body parts	I can describe the differences between boys and girls
I can describe how I have changed since I was born	I can describe how I might change in the future	I can identify some new opportunities and responsibilities I may have as I grow up
I can describe how to keep different parts of the body clean	I can describe how common infections are spread	I can explain ways to limit or avoid infections
I can name some things that help me keep physically healthy	I can describe the components of a balanced diet	I can put together a healthy lunchbox
I can name things people could be allergic to	I can describe the contribution physical activity and sleep make to well being	
	I can identify things which help me feel emotionally healthy	I can name people who I can ask for help if I am worried about anything
I can choose what I like and dislike and give a reason for my choices	I can recognise that choices have consequences both good and bad	
Me and My Relationships		
I can recognise things which make me special and unique	I can describe the range of groups I belong to	I can recognise and respect similarities and differences between people
I can identify and describe a person who is special to me	I can identify ways that families care for each other	I can describe types of families and explain why families are special
I can describe how my behaviour affects other people	I can play and work co-operatively with others	I can identify strategies to resolve simple arguments
I can describe a good friend	I can demonstrate skills to be a good friend	I can recognise friendly and unfriendly behaviours
I can identify that there are different types of teasing and bullying.	I can recognise that teasing and bullying are wrong and unacceptable	I can explain how to resist teasing and bullying, if I experience or witness it.
I can list some of the choices I might have	I can recognise the choices I make will be affected by different factors	I can use a strategy for making decision
	I can recognise that choices can be right or wrong	
	I can explain why relationships might change	I can describe how people might deal with these changes
	I can say who I could go to and how to get help	
Me and My Safety		
I can identify some things which can be harmful if they go inside my body	I can use strategies to overcome worries about a substance going into their body	I can describe how to keep myself safe in relation to unsafe things
I can identify some things which might be dangerous in the home	I can explain what I might do if I find something which could be dangerous at home	I can describe some things I can do to make the home safer
I can describe ways to keep myself safe when walking	I can describe ways to keep myself safe in the car	I can describe how to keep myself safe in relation to unsafe places
I can name some unsafe situations	I can describe how to keep myself safe in relation to people	
	I can explain the difference between secrets and surprises	I can recognise that I should not keep adult's secrets
I can identify a range of people who help to keep us safe	I can remember that 999 is the number to call in an emergency	I can explain how to make a call to the emergency services
	I can ask relevant questions about a person's job	

Me and My School		
I can understand the need for class rules and how they help us	I can explain the need for class rules and how they help us all	I can identify a law that adults have to follow
I can discuss ideas with others	I can take part in a discussion with my class	
I can listen to other people's ideas and opinions	I can compromise with other children	
I can describe what the School Council does and how it works	I can explain the role of School Council representative	I can list some of the skills of School Council Representative
I can recognise and name a range of feelings (positive and negative)	I can explain ways to deal with different feelings particularly negative ones	I can recognise how I have dealt with a negative feeling
	I can recognise some of my own skills and attributes	
Me and Other People		
I can recognise that I am a member of different groups and communities	I can describe how it might feel to be excluded from a group	I can use strategies to make sure everyone is included
I can describe different types of teasing	I can describe strategies for dealing with teasing	I can define what bullying is
		I can explain what to do if I am being bullied
I can describe differences and similarities between boys and girls	I can question assumptions about what boys and girls can do	
I can describe different types of families		
	I can describe similarities between people of different races in the UK	I can understand that Britain is a diverse place
Me in the World		
I can recognise what I like and dislike	I can begin to identify right and wrong and give reasons	
I can identify fair and unfair		
I can describe the needs of animals	I can recognise that some needs have a cost attached to them	I can describe the needs of animals and how people can meet their needs
	I can identify some needs humans have	I can describe how adults in school ensure children's needs are met
I can describe some of the positive and negative features of the local environment	I can describe positive things about the local area and how people look after it	I can describe negative things about the area and understand that I can contribute to making it better.
	I can take part in a discussion with the whole class	I can take part in a simple debate
I can list some different sources of money	I can describe some things money can be used for including spending and saving	I can identify choices I can make about spending money and what influences these choices
	I can explain the role money plays in our lives	I can identify ways you can help others through fund raising

Year 3 and 4

Happy and Healthy Me		
I can list some of the components of a balanced diet	I can recognise balanced meals	I can suggest ways to make a meal more balanced
I can reflect on my own diet	I can explain the benefits of eating healthily	I can identify a range of things which keep me healthy
I can list the opportunities I have to make choices for myself	I can recognise some of the influences on my choices	
I can explain what makes me ill	I can recognise ways to reduce the spread of bacteria and viruses	I can recognise that some diseases can be prevented through vaccination and immunisation
I can identify different types of allergies	I can describe what to do if I am with someone who is having a severe allergic reaction	
I can describe ways we can help ourselves feel better when we are ill	I can explain reasons medicines could be dangerous	I can recognise that all drugs are not medicines
I can explain how smoking can affect health	I can explain some of the benefits of being a non- smoker	
I can explain what a habit is.	I can recognise that habits can be good and bad	
I can express an opinion on a food related issue		
I can identify the differences between males and females	I can name the main internal and external parts of the body	I can name of the sexual parts of the body using the agreed names
I can recognise that change is a natural process	I can reflect on how I have changed and how I may change in the future	
I can explain that during puberty the body changes from a child into an adult	I know that changes are a natural part of growing up and that change is a gradual process	
	I can say who I can talk to if I have any concerns	
Me and My Relationships		
I can recognise that families come in many different forms	I can explain why children might be in different family arrangements	
I know that choices require decisions	I know that actions have consequences and I am able to anticipate the results of them	I have shown effective decision making skills
I can describe features of a positive friendship	I can discuss feelings about arguments	I have some ideas about how to recognise negative feelings and behaviour
I know when and where to get help		I can say where and how to get help, share feelings and help myself
I can accept my own feelings and understand how they affect behaviour	I can explain that feelings change during puberty and that feelings and actions can impact on others	I have practised basic skills to think for myself and manage my feelings
I can explain that some parts of my body are private	I understand that nobody should make me do something I don't want to do or makes me feel bad	I recognise that I have the right to say no
I know when I should or should not agree to keep something confidential or secret	I know when it is right to 'break a confidence' or 'share a secret'	
I recognise strong feelings and when I may have these	I can describe ways to deal positively with experiences and situations of loss, separation and death	
I have discussed my feelings about arguments and violence	I have considered whether it is ever acceptable to use violence to resolve arguments	

Me and My Safety		
I can identify risk in a range of situations	I can list potential hazards at home, in school and the local area	I can identify possible dangers from the hazards
I can explain rules for keeping safe on the road	I can recognise that sometimes we know what to do but we do something else	I know that pressure to behave in an unacceptable or risky way can come from a variety of people
I can explain that medicines should be used properly or they can be harmful		
I understand and I am able to resist peer and media pressure		
I can explain which parts of my body are private*	I can explain the underwear rule	I can judge what type of physical contact is acceptable or unacceptable
I can explain what to do if I experience unacceptable touches	I can explain the difference between secrets and surprises	
I can explain how school rules help to keep them safe	I can explain how rules and laws keep people safe	
	I can explain ways to keep safe on line	
	I can explain ways they can keep myself safe (in given situation)	
	I can define risk	
	I know who can help and support me	
Me and My School		
I can list my own strengths	I can identify challenges I may face	
I can contribute ideas to class rules (Y6 as well)	I can describe how I can contribute positively to the school	
I can list the skills of a School Council representative	I can describe the role of a chairperson and secretary	
I can explain how the Class and School Council works	I can explain the democratic process of the School Council elections	
I can explain what democracy means	I can explain my role in the democratic process	
I can describe the role of a local councillor	I can explain how to raise an issue with the local Councillor	
	I can express an opinion in a respectful way	
Me and Other People		
I can describe myself in a range of ways		
I can describe what a community is	I can identify some institutions which support the community	I can identify similarities and differences between local communities
I can recognise the range of identities in our wider community today	I recognise the range of identities in Britain today	
	I can explain why respect and tolerance are important	
Me in the World		
I can identify where money comes from	I can identify what money is used for	I can describe a range of things money can be used for
I can explain why something is or is not good value for money	I can explain things we need to consider when we decide to buy something	I can use research skills to develop as a critical consumer
I can name a range of resources we need as humans	I can begin to recognise how resources are allocated	I can describe ways to reduce the impact resource use has on the environment
I can explain what a right is	I can explain what a responsibility is	I can describe what a duty is.
	I can describe how people campaign for their rights and those of other people	
I can list a range of jobs in school and in the local community	I can list the responsibilities and duties people have to the environment	

Year 5 and 6

Happy and Healthy Me		
I can identify components of a healthy lifestyle	I can explain key facts about health and well being	
I can list things which have a positive and negative impact on physical health	I can identify factors which affect emotional health	I can recognise how the media might influence physical and emotional health
I can explain the main physical and emotional changes which occur during puberty	I can explain what menstruation is, why menstruation only happens to females and how it happens	I know how to stay clean during puberty
I can list the physical, emotional and social changes that take place during puberty	I can explain strategies to manage feelings and experiences during puberty	
I can use the correct names for and functions of the internal organs of the body	I can explain what menstruation is and about the menstrual cycle	I can explain some basic facts about pregnancy and conception
Me and My Relationships		
	I can identify what I am and am not looking forward to as I grow up	I can identify ways of coping with growing up
I have explored my own perception of gender and challenged stereotypes	I can explain about some impacts of gender stereotypes	
I can understand how the media can affect how I think		
I can describe the different sorts of relationships I have	I can explain how relationships change	
	I can explain some possible consequences of racial bullying	
I can describe the important qualities in a friend/partner	I can explain why some people choose to marry and others do not	
I can discuss feelings about secrets and friendships	I know that some secrets are unhealthy and that it is ok to ask for help	
I can identify some family problems which might occur	I can identify where I can get help if I need it	
I can identify different types of families	I can explain why it is important to show respect for differences	
Me and My Safety		
I can describe times when I do not feel safe	I can list things that will help keep me safe in a given situation	I can decide how to behave responsibly in a range of situations
I can describe some techniques for resisting pressure	I can understand difference between being passive, assertive and aggressive	I can describe the impact that assertive behaviour can have in a difficult situation
	I can list people who help to keep me safe and healthy	I can describe my role in helping these people
	I can explain how overcoming a fear can be a positive experience	I can explain some consequences of decisions
I can explain some of the effects and dangers of drugs on the individual	I can explain some of the effects and dangers of drugs on communities and the environment	
	I can use basic first aid skills including getting help	
	I can list some sources of help and advice available to people my age	

Me and My School		
I can list things I am good at	I can recognise some of my strengths	
I can identify things I want to improve at	I can identify challenges	I can suggest ways to overcome challenges
I can describe how the School Council works	I can take part in a democratic process	
I can describe the contribution I have made to the school e.g. through the School Council	I can explain the different roles I take on in school and at home	I can identify when there maybe conflicts between these roles
I can describe the skills and qualities a School Council representative needs	I can describe the role of a School Council representative	
I can describe how people apply for jobs	I can write an application for a job in school	
Me and Other People		
I can talk about different people's points of view on different issues	I can express my own point of view and that of others	I can consider my own point of view and that of others.
I can contribute positively to the local community	I can explain how over time people can make a difference	
	I can explain what stereo-typing is	
	I can explain strategies I can use to manage difficult situations	
Me in the World		
I can explain key aspects of Parliament	I can explain how rules are made in the UK	I can explain why and how rules and laws change over time
	I can take part in a debate on a topical issue	I can use persuasive language to make the case for a new rule or law
I can explain the function of cheques, credit and debit cards.	I can plan for future spending	I can explain how and why people save
	I can explain how money we earn also supports the community	
I can explain a range of groups and identify local examples.	I can explain the role of a pressure group	I can plan appropriate actions to address an issue of interest to me
I can ask appropriate questions to find out more information on a given topic	I can present findings to other people	I can identify skills I have used in a project
	I can take part in appropriate action or activity	
	I can explain how the media present information	