



Qualifications and  
Curriculum Authority

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# **PSHE at key stages 1–4**

***Guidance on assessment, recording and reporting***

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## About this guidance

### What is this guidance for?

This guidance is designed to help schools work with pupils to develop ways of assessing progress and attainment in personal, social and health education (PSHE), however the schools have planned their PSHE provision.

The guidance is not rigid, but intended to reflect the flexibility of the non-statutory framework for PSHE and citizenship at key stages 1 and 2 and for PSHE at key stages 3 and 4.

For simplicity this guidance refers to PSHE only. However, PSHE is a joint framework with citizenship at key stages 1 and 2. Separate guidance on citizenship at key stages 3 and 4, including end of key stage statements, is available on *National curriculum online* ([www.nc.uk.net](http://www.nc.uk.net)).

### Why is assessment important?

Assessment should be a planned part of teaching and learning. Assessment helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. It allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Improving learning through assessment depends on five key factors.

1. The provision of effective feedback to pupils.
2. The active involvement of pupils in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
5. The need for students to be able to assess themselves and understand how to improve<sup>1</sup>.

There are clear links between these key factors and the principles – both explicit and underlying – of PSHE. Effective assessment in PSHE is therefore fundamental to enabling achievement of many of the aims of the non-statutory framework.

### Who is this guidance for?

This booklet gives advice on planning and managing assessment for senior managers and PSHE coordinators, and includes materials for teachers involved in providing PSHE activities. It describes how teachers can work with pupils to develop assessment as a built-in part of teaching and learning. In addition, it suggests how they can collect evidence of, and summarise, pupils' progress and achievement wherever it occurs. These general principles, ideas and activities can be adapted for use at any key stage.

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<sup>1</sup> *Assessment for learning: beyond the black box*, Assessment Reform Group, 1999

## **Assessment, recording and reporting in PSHE**

### **What is needed for assessment, recording and reporting in PSHE?**

- Assessment. There is no statutory requirement for end of key stage assessment in PSHE.
- Recording. Schools are required to keep records for every pupil, including information on academic achievements, other skills and abilities and progress made in school.
- Reporting. Schools must give brief comments to parents on the pupil's progress in each subject and activity studied. This means that where PSHE is included in the curriculum, schools need to decide the best way to provide a PSHE report. This may be a brief, separate commentary on progress, or as part of the school's report on other activities in the school curriculum. More examples of ways of reporting to parents are included on pages 7 and 9.

### **What kind of assessment is required?**

PSHE offers many opportunities for pupils to get involved in their own learning and progression. All assessment, whether focusing on a particular aspect of learning or synthesising a view of pupils' overall progress, should:

- be planned from the beginning as part of teaching and learning
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences
- measure what we value about PSHE (for example, showing the ability to make informed choices), not just those aspects that are easy to measure (for example, knowledge of facts)
- not judge the worth, personality or value of an individual pupil or their family
- support the way PSHE is delivered in the school
- involve pupils in improving their own learning
- and lead to an improvement in standards and achievement.

### **Including pupils**

One of the five principles of effective assessment outlined above is the active involvement of pupils in their own learning. Pupils should be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals.

Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

In summary, assessment in PSHE should therefore:

- actively involve pupils as partners in the assessment process
- involve discussions with pupils about learning objectives and desired outcomes

- give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- give opportunities for pupils to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities, for example in a PSHE portfolio, progress file or in a wider record of their achievements in and beyond the school, showing evidence of progress in skills as well as knowledge
- be ongoing, diagnostic and inform future learning and teaching.

As outlined above, assessment complements the learning and teaching progress in PSHE as, done well, it will contribute to the motivation and self-esteem of pupils. This will enhance their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE framework.

It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views and ideas or reflect on aspects of their own behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment. For example, during or following discussion of a topic, pupils may reflect on how issues relate to their own family or relationships.

### **Expectations in PSHE**

The end of key stage statements in Appendix A are based on the non-statutory framework for PSHE and set out what most pupils can be expected to achieve at the end of each key stage. The statements are not intended to replace guidance that may already exist in schools or local education authorities (LEAs). They can be used as a basis for a school or LEA to review existing materials or to develop their own statements or expectations. However, if schools wish to continue to use existing statements they may do so.

Although there is a joint non-statutory framework for PSHE and citizenship at key stages 1 and 2, there are existing progression statements for citizenship at the end of these key stages. These can be found in QCA's handbook *Citizenship at key stages 1–4: guidance on assessment, recording and reporting* (2002) and on the *National curriculum in action* website ([www.ncaction.org.uk](http://www.ncaction.org.uk)). Citizenship remains an integral part of PSHE at key stages 1 and 2, and any teaching and learning in PSHE and citizenship should start from the needs of the individual.

### **Progression from foundation stage to key stage 1**

The comparison tables in Appendix B demonstrate how the end of key stage statements for key stage 1 can progress from the early learning goals for personal, social and emotional development in the foundation stage.

Children at key stage 1 will be building on their learning and achievements in personal, social and emotional development at the foundation stage. Year 1 teachers must refer to information passed to them about children's progress towards the early learning goals for personal, social and emotional development, and to the assessments made of each child against the three relevant scales of the foundation stage profile (dispositions and attitudes, social development and emotional development).

The early learning goals for personal, social and emotional development are set out in *Curriculum guidance for the foundation stage*, and the foundation stage profile scales in the *Foundation stage profile handbook*.

For more information on promoting continuity in learning between the foundation stage profile and key stage 1, see *Continuing the learning journey* (QCA/05/1590). This publication was distributed to all infant, first and primary schools in June 2005.

## **Managing and coordinating assessment, recording and reporting for PSHE**

### **Coordinating PSHE**

The PSHE coordinator's role is to ensure that appropriate decisions are made about PSHE, working with other senior managers to develop policy, and with other staff to coordinate practice. The coordinator is not responsible for assessing every pupil, but will need to be able to manage a whole-school approach to the assessment and provision of PSHE.

### **Managing assessment**

Assessment in PSHE should be manageable and meaningful. To achieve this teachers and pupils need to decide:

- what to assess
- who should be involved in assessment
- what and how much evidence to gather
- how often to gather evidence
- how to record evidence
- how to feedback, for example oral, comment-only, marking, etc.

### **Contributing to assessment**

- Pupils. Pupils can contribute through self-assessment and peer-assessment and in partnership with teachers and other adults, including individual and out-of-school activities.
- Specialist PSHE teachers. Specialist PSHE teachers can contribute both with and without pupils, assessing progress and achievement in dedicated PSHE lessons or activities.
- Subject teachers. Where PSHE is included explicitly in other subjects, subject teachers can support pupils in assessing their knowledge, skills and understanding in those aspects of PSHE.
- Other adults. People from other organisations, who have worked with individuals or group of pupils as part of PSHE provision, including health

professionals, adults from the world of work and community members. Methods of assessment used or types of evidence needed should be agreed in advance with those involved. For example, pupil self-assessment sheets may need to be endorsed or witness statements recorded.

- Form tutors. Form tutors can contribute, for example, by helping pupils to reflect on their experiences and form a view of their overall achievement.

### **Keeping track of progress**

By planning regular opportunities for assessment within the PSHE programme, it is possible for teachers and pupils to keep track of progress and to reflect on and record achievement.

Schools may already have processes and materials in place that incorporate (or could incorporate) PSHE, for example log books, progress files, records of achievement or electronic portfolios. Pupils may also include target setting and records of their achievement in PSHE in their individual education plans (IEPs) or individual behaviour plans (IBPs). It should be emphasised that any evidence of this kind must also be clearly linked to purpose.

The responsibility for collating assessments of PSHE for recording purposes depends on how the provision is organised. For example:

- annual (and end of key stage) statements may be produced by each pupil and endorsed by a relevant teacher
- teachers of timetabled PSHE provision may take the lead in consultation with pupils and other adults
- where PSHE has been taught through another subject, for example science, that teacher may give a summary report about the aspects of PSHE they have covered
- form tutors, if they have played a significant role in provision, may support the coordination of PSHE assessment. For example, they may help pupils to reflect overall on their PSHE experiences and produce a summary statement.

### **Reporting progress and achievement**

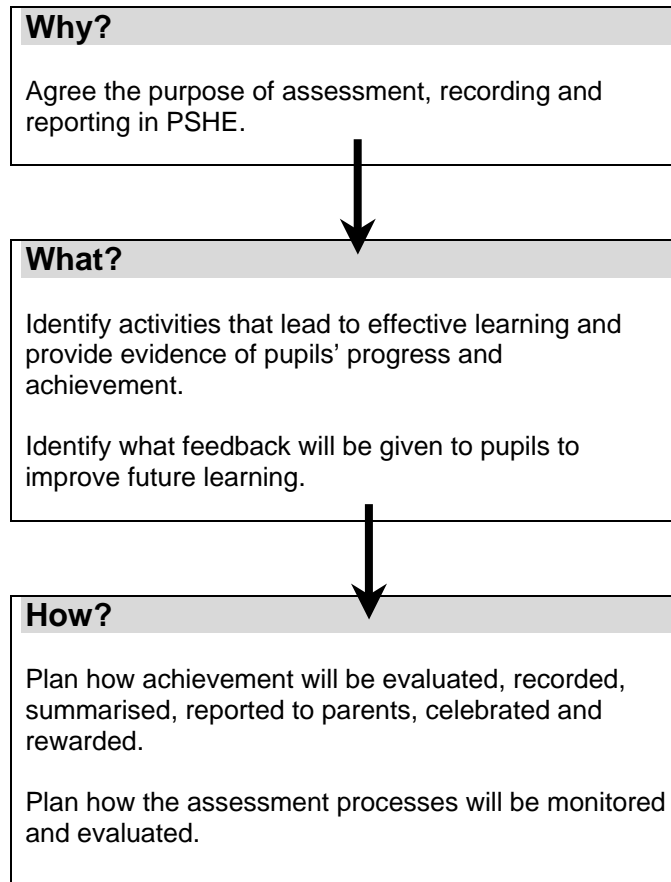
Schools need to decide how to include PSHE in reports to parents and who contributes to the report. There are no specific requirements about what to include in a PSHE report, but reports should include comments on strengths and development needs. They should also focus on what pupils have achieved and what they hope to achieve in the future.

Different schools may develop different methods of reporting to parents that reflect the way PSHE is provided in the school. These might involve contributions from the class teacher/tutor, different subject teachers, other adults and the pupils themselves.

### **Recognising and celebrating achievement in PSHE**

Achievement in PSHE can be recognised and celebrated through, for example, school and community awards and certificates, progress files, qualifications, PSHE assemblies and events.

## How PSHE coordinators can manage assessment, recording and reporting





### Questions for teachers and pupils when planning assessment, recording and reporting

<b>What are the learning objectives of the session?</b>	<p>Identify learning objectives such as:</p> <ul style="list-style-type: none"> <li>• pupils can identify some of the risks associated with smoking. They can demonstrate this by taking part in a debate for or against smoking</li> <li>• pupils can explain the effects of bullying on an individual and name three ways of seeking help.</li> </ul>
<b>What do we want to achieve?</b>	<p>Set class, group and individual goals/targets, that clearly reference the success criteria including:</p> <ul style="list-style-type: none"> <li>• we/I will know and understand more about ...</li> <li>• we/I will have developed skills to ...</li> <li>• we/I will have participated in ...</li> <li>• we/I will have taken action on ...</li> <li>• we/I will evaluate what I have learnt by ... .</li> </ul>
<b>How will we know what to aim for?</b>	<p>Agree assessment criteria with pupils, teachers and others involved in assessment need to. Criteria should be based on the learning outcomes and expectations of the activities. The school may gradually develop a portfolio of materials that model successful achievement of PSHE criteria and so that examples of good practice can be shared with teachers and pupils. This will help to ensure progression in PSHE. (For examples of assessment criteria, see the 'Learning outcomes' section of the units in QCA's drug, alcohol and tobacco education guidance.)</p>
<b>How will we know what we have achieved?</b>	<p>Establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher–pupil, pupil–pupil or pupil–teacher.</p>
<b>Who will help us to achieve our goals and measure our success?</b>	<p>Identify assessment partners, for example:</p> <ul style="list-style-type: none"> <li>• ourselves</li> <li>• our peers</li> <li>• our teachers</li> <li>• other adults</li> <li>• a combination of any or all of the above.</li> </ul>
<b>What do pupils know already about the topic or issue?</b>	<p>Find out what pupils already know through:</p> <ul style="list-style-type: none"> <li>• 'draw, reflect and write' activities</li> <li>• using 'response partners' (talking to another child to clarify understanding)</li> <li>• recording individual or group discussion</li> <li>• quizzes</li> <li>• recording results of a group or class brainstorming session</li> <li>• a personal reflection/diary entry.</li> </ul>
<b>What kinds of teaching and learning activities will we plan?</b>	<p>Consider activities for individuals and groups of pupils, taking account of different teaching and learning styles. Ask pupils to think about the audience when planning their activity. For example:</p> <ul style="list-style-type: none"> <li>• planning a talk or presentation</li> <li>• designing a display or website</li> <li>• producing resources for younger pupils</li> <li>• demonstrating skills through role play or simulation</li> <li>• writing articles for school or local newspapers</li> <li>• making a video of an event</li> <li>• participating in a class or school health forum</li> <li>• recording an interview with community members</li> </ul>

	<ul style="list-style-type: none"> <li>• planning a visit</li> <li>• arranging for a visiting speaker.</li> </ul> <p>Groups may work together to identify individual contributions.</p>
<b>How will we ensure progression?</b>	<p>Consider ensuring progression, for example, through:</p> <ul style="list-style-type: none"> <li>• reviewing activities and selecting evidence of achievement to include in a PSHE portfolio or other record.</li> </ul>
<b>What evidence can we collect to show what we have learnt/achieved?</b>	<p>Consider collecting evidence such as:</p> <ul style="list-style-type: none"> <li>• a recording of a talk or presentation</li> <li>• a display or website</li> <li>• a reflections diary, logbook or portfolio</li> <li>• observation of taking part and contributing to discussions and debate</li> <li>• resources produced for younger pupils</li> <li>• a video of participation in role-play, simulations or a health forum meeting</li> <li>• a quiz, board game or card game that we have produced</li> <li>• articles for school or local newspapers</li> <li>• a recording of an interview with school or wider community members</li> <li>• evidence of planning a visit or arranging for a visiting speaker</li> <li>• photographs of an event</li> <li>• written work</li> <li>• self-assessment sheets.</li> </ul> <p>Evidence must clearly link to purpose, and be collected in keeping with the school's general approach to and policies on evidence and recording.</p>
<b>How will we report progress and achievements to parents?</b>	<p>Consider reporting, for example, through:</p> <ul style="list-style-type: none"> <li>• each pupil developing a personal statement, endorsed by a teacher</li> <li>• formal reports produced by specialist teachers, as a distinct part of a subject report</li> <li>• an overall report from form tutors</li> <li>• regular meetings (formal and informal) with parents.</li> </ul>
<b>What do we want to do next?</b>	<p>Consider taking next steps such as:</p> <ul style="list-style-type: none"> <li>• identifying other issues to explore</li> <li>• identifying skills and knowledge to develop</li> <li>• setting personal or group targets to achieve</li> <li>• a plan the next phase of a project.</li> </ul>

## Resources

### Online material

- ‘Assessment and reporting arrangements’ (on the QCA website, in ‘Ages 3-14’ under ‘Tests and tasks’, [www.qca.org.uk](http://www.qca.org.uk))
- ‘Assessment for learning’ (on the QCA website, in ‘Ages 3-14’ under ‘Assessment for learning’, [www.qca.org.uk](http://www.qca.org.uk))
- Drug, alcohol and tobacco education guidance: PDFs of units (on the QCA website, in ‘Subjects: PSHE’ under ‘Teacher and learning’, [www.qca.org.uk](http://www.qca.org.uk))
- The Association for Achievement and Improvement through Assessment (AAIA) website, [www.aaia.org.uk](http://www.aaia.org.uk)
- *National curriculum in action*, [www.ncaction.org.uk](http://www.ncaction.org.uk)
- Non-statutory framework for PSHE: see the PSHE pages on *National curriculum online*, [www.nc.uk.net](http://www.nc.uk.net)

### Publications

- *Curriculum guidance for the foundation stage* (QCA, 2000, order reference QCA/00/587)
- *Foundation stage profile handbook* (QCA, 2003, order reference QCA/03/1006)
- *Citizenship at key stages 1-4: guidance on assessment, recording and reporting* (QCA, 2002, order reference QCA/02/944)

## Appendix A: PSHE key stages 1 and 2 end of key stage statements

### Key stage 1

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (*for example talking about fairness*). They can set themselves simple goals (*for example sharing toys*).

Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities, knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*). They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (*for example knowing how and where to cross the road safely*). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

### Key stage 2

Children can demonstrate that they recognise their own worth and that of others (*for example by making positive comments about themselves and classmates*). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (*for example the transition to secondary school*). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (*for example by knowing the importance of a healthy diet and regular exercise*). They can identify some factors that affect emotional health and well-being (*for example exercise or dealing with emotions*). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the

different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

### **Key stage 3**

Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (*for example talking with a friend or teacher about their feelings on divorce or falling in love*). They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (*for example in their choice of course options*). They can demonstrate competency in managing their personal finances (*for example by joining a school saving scheme*).

Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being, and can explain reasons for these choices (*for example by being well informed in relation to sexually transmitted infections*). They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (*for example knowing where to get help, knowing that there is an option to delay, showing resilience*).

Pupils can recognise difference and diversity (*for example in culture, lifestyles, sexuality or relationships*), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (*for example that related to gender, race, disability, etc*). They can recognise and discuss the importance of relationships to sexual activity (*for example in terms of human reproduction, using contraception and sexually transmitted infections including HIV*), and to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (*for example agreeing a curfew time with a parent or carer*).

### **Key stage 4**

Pupils can assess their personal qualities, skills and achievements and use them to set future goals (*for example in public performance, in challenging physical activities*). They can present themselves confidently and use praise and criticism effectively. They can identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets. They can use some of the financial tools and services available to them to manage their personal finances (*for example using bank machines, identifying different types of bank and savings accounts*).

Pupils can describe the short- and long-term consequences of personal health choices, and can make decisions based on this knowledge. They can identify some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these. They can assess the risks and benefits associated with lifestyle choices such as sexual activity or using alcohol, tobacco and illegal drugs, and can make safer choices based on this assessment. They can state where to find professional health advice and are confident in seeking it (*for example from their GP or other support services*).

Pupils can compare the diversity of ethnic and cultural groups. They can take the initiative in challenging and giving support in connection with offensive behaviour (*for example by seeking help from the appropriate authorities*). They can develop appropriate relationships with a range of adults (*for example during work experience*).

Pupils can discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with family events (*for example the arrival of a new baby or parental separation*). They can explain the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.

## Appendix B: Comparison tables for early learning goals, PSHE framework for key stage 1 and end of key stage 1 statement

The table below shows how the end of key stage statements for key stage 1 can progress from the early learning goals for personal, social and emotional development in the foundation stage.

It shows a 'best fit' comparison between the early learning goals, relevant part of the PSHE joint framework for key stage 1 and the end of key stage 1 statement. It does *not* show a direct comparison or equivalence, but aims to clarify progression for information only. Early years teachers will be assessing progress on the basis of the stepping stones and early learning goals.

In these tables, only the early learning goals that relate directly to the PSHE framework at key stage 1 are shown. For the full breadth of early learning goals for personal, social and emotional development, see pages 32–43 of *Curriculum guidance for the foundation stage*.

Early learning goals	PSHE and citizenship framework – developing confidence and responsibility and making the most of their abilities	End of key stage 1 statement
<p><b>Behaviour and self-control</b></p> <ul style="list-style-type: none"> <li>Understand what is right, what is wrong and why.</li> </ul> <p><b>Self-confidence and self-esteem</b></p> <ul style="list-style-type: none"> <li>Respond to significant experiences, showing a range of feelings when appropriate.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>1a</b> To recognise what they like and dislike, what is fair and unfair and what is right and wrong</p> <p><b>1b</b> share their opinions on things that matter to them and other people and explain their views</p> <p><b>1c</b> to recognise, name and deal with their feelings in a positive way</p> <p><b>1d</b> to think about themselves, learn from their experiences and recognise what they are good at.</p>	<p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (<i>for example talking about fairness</i>).</p>

Early learning goals	PSHE and citizenship framework – developing a healthy, safer lifestyle	End of key stage 1 statement
<p><b>Self-care</b></p> <ul style="list-style-type: none"> <li>Dress and undress independently and manage their own personal hygiene.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>3b</b> to maintain personal hygiene</p>	<p>[Children] can explain ways of keeping clean (<i>for example by washing their hands and keeping their hair tidy</i>) and they can name the main parts of the body.</p>

Early learning goals	PSHE and citizenship framework – developing good relationships and respecting the differences between people	End of key stage 1 statement
<p><b>Self-confidence and self-esteem</b></p> <ul style="list-style-type: none"> <li>Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views, feelings of others.</li> <li>Have a developing respect for their own cultures and beliefs and those of other people.</li> </ul> <p><b>Behaviour and self-control</b></p> <ul style="list-style-type: none"> <li>Consider the consequences of their words and actions for themselves and others.</li> </ul> <p><b>Sense of community</b></p> <ul style="list-style-type: none"> <li>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>4b</b> to listen to other people and respect the differences and similarities between people</p> <p><b>4c</b> to identify and respect the differences and similarities between people</p> <p><b>4a</b> to recognise how their behaviour affects other people and can choose to modify their behaviour to promote good relationships with others</p> <p><b>4d</b> that family and friends should care for each other</p> <p><b>4e</b> that there are different types of teasing and bullying, that bullying is wrong, to deal with bullying and how to get help to deal with bullying</p> <p><b>4c</b> to identify and respect the differences and similarities between people.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people and explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>