

PSHE Assessment Grid : Being Me : Year 2

| Being Me | | | | | | | | | | | | | | | |
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| Group: | | Year: | | Term: | | | | | | | | | | | |
| PSHE | | | | | | | | | | | | | | | |
| Lesson 1 | Can children choose words to describe their personality? | | | | | | | | | | | | | | |
| | Can children identify their interests, likes and dislikes? | | | | | | | | | | | | | | |
| | Do children understand why they are a unique individual? | | | | | | | | | | | | | | |
| Lesson 2 | Can children identify their role in their family? | | | | | | | | | | | | | | |
| | Can children identify their role as a friend? | | | | | | | | | | | | | | |
| | Do children know what to do if they feel unhappy, worried or lonely? | | | | | | | | | | | | | | |
| Lesson 3 | Do children understand what 'wellbeing' is? | | | | | | | | | | | | | | |
| | Can children identify different activities that make them feel good? | | | | | | | | | | | | | | |
| | Do children know what to do if they feel bad? | | | | | | | | | | | | | | |
| Lesson 4 | Can children use an increasingly varied vocabulary to name different feelings? | | | | | | | | | | | | | | |
| | Can children sort feelings by intensity or whether they feel positive or negative? | | | | | | | | | | | | | | |
| | Can children share some of the physical sensations they experience when they have a big feeling? | | | | | | | | | | | | | | |
| Lesson 5 | Can children use a varied vocabulary to name some big feelings? | | | | | | | | | | | | | | |
| | Do children know that there are different ways to manage big feelings? | | | | | | | | | | | | | | |
| | Can children identify which calming activities will work best for each big feeling for them? | | | | | | | | | | | | | | |