Assessment

and PSHE education in Staffordshire & Stoke-on-Trent.

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Ellie Chesterton & Natalie McGrath

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INTRODUCTION

Assessment is an integral part of high-quality PSHE education. Effective assessment supports professionals to recognise children and young people's starting points, identify strengths and misconceptions, plan responsive learning experiences and evaluate the impact of provision over time.

The Department for Education (DfE) in the statutory Relationship, Sex and Health Education (RSHE) guidance (2025) states that:

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired... with regular feedback provided on pupils' progress

Assessment in PSHE differs from many other curriculum areas. Whilst knowledge forms an important part of learning, PSHE education also seeks to develop skills, strategies and attributes that enable children and young people to navigate life safely, healthily and successfully. As a result, assessment approaches should be proportionate, meaningful and appropriate to the nature of the subject.

This is acknowledged in the DfE RSHE guidance which states:

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships... Effective teaching will support young people to cultivate positive characteristics, including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.

This guidance has been developed to support Staffordshire and Stoke-on-Trent education settings in embedding effective assessment within PSHE education. It is intended to complement existing school systems and should be considered alongside relevant statutory guidance, local priorities and curriculum frameworks.

Assessment in PSHE education is not an additional task. When planned effectively, it is an integral part of teaching and learning that enables settings to understand progress, evaluate impact and continually improve provision. Assessment processes should be considered within the context of each setting's curriculum, assessment policy and safeguarding procedures, and should reflect the principles outlined within relevant national and local guidance.

This document should be read alongside:

- Relationships Education, Relationships and Sex Education and Healthy Education Statutory Guidance
- Keeping Children Safe in Education
- State-funded Schools Inspection Toolkit (if relevant)
- For independent schools, the relevant Independent School Standards and inspection framework for the setting's inspectorate.
- Relevant school and setting policies, including those relating to assessment, safeguarding, SEND and PSHE education
- Pan-Staffordshire PSHE education Service Best Practice Guidance

PURPOSE AND SCOPE

The purpose of this guidance is to support education settings in developing a planned and evidence-informed approach to assessing learning in PSHE.

Effective assessment helps education settings to:

- **Establish starting points**
- **Identify misconceptions and gaps**
- **Monitor progress over time**
- **Inform future planning**
- **Evaluate the effectiveness of learning experiences**
- **Gather the voice of children and young people**
- **Support curriculum development**
- **Identify future professional development needs**
- **Celebrate progress and achievement**

Effective assessment focuses on progress in relation to intended learning outcomes rather than comparison with peers.

Assessment is most effective when it is viewed as part of the learning process rather than an additional task. The focus should be on understanding what pupils know, understand and can do at different points in their learning journey, rather than judging performance against the achievement of others or a pass/fail benchmark.

WHAT HAS CHANGED IN CHILDREN'S AND YOUNG PEOPLE'S KNOWLEDGE, SKILLS AND ATTRIBUTES AS A RESULT OF THEIR LEARNING?

KEY REMINDERS FOR ASSESSMENT IN PSHE

PSHE Education
STOKE-ON-TRENT
STAFFORDSHIRE

EFFECTIVE PSHE ASSESSMENT:

- ASSESSMENT IS AN INTEGRAL PART OF HIGH-QUALITY PSHE EDUCATION
- ASSESSMENT SHOULD FOCUS ON LEARNING, NOT PERSONAL BELIEFS, VALUES OR EXPERIENCES
- PROGRESS SHOULD BE MEASURED FROM A CHILD'S OR YOUNG PERSON'S OWN STARTING POINT
- ASSESSMENT IS NOT LIMITED TO WRITTEN EVIDENCE
- ACTIVE LEARNING TECHNIQUES PROVIDE RICH ASSESSMENT OPPORTUNITIES
- ASSESSMENT SHOULD TAKE PLACE WITHIN A SAFE LEARNING ENVIRONMENT
- ASSESSMENT INFORMATION SHOULD INFORM CURRICULUM DEVELOPMENT AND FUTURE PLANNING
- A RANGE OF ASSESSMENT APPROACHES SHOULD BE USED TO CAPTURE LEARNING OVER TIME

WHY ASSESSMENT MATTERS IN PSHE?

Assessment is central to effective teaching and learning. This is true for all subjects, and PSHE is no exception. The Department of Education's Statutory Guidance states that:

- Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed, and assessments used to identify where pupils need extra support or intervention.
- Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening the quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations to capture progress.

The PSHE Association says that learning in PSHE education should be assessed as:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to an individual's identity - the personal qualities, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors, and school inspectors to see the impact PSHE education is having on pupils and on whole-school outcomes, such as OFSTED and ISI judgments on personal development, safeguarding, SMSC development, and the promotion of fundamental British values.

WITHOUT ASSESSMENT, ALL YOU CAN DO IS DESCRIBE THE PROVISION; YOU CANNOT SHOW ITS IMPACT.

NATIONAL PICTURE

Education settings are increasingly recognising the importance of assessment within PSHE education. However, many continue to experience challenges in identifying approaches that are meaningful, proportionate, and manageable.

Effective assessment in PSHE education:

- FOCUSES ON PROGRESS IN LEARNING RATHER THAN PERSONAL BELIEFS OR VALUES
- SUPPORTS CHILDREN AND YOUNG PEOPLE TO RECOGNISE AND REFLECT ON THEIR LEARNING
- PROVIDES OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE TO DEMONSTRATE KNOWLEDGE, UNDERSTANDING AND SKILLS
- INFORMS FUTURE CURRICULUM DEVELOPMENT
- UTILISES A RANGE OF EVIDENCE SOURCES RATHER THAN RELYING SOLELY ON WRITTEN WORK

There is growing recognition that meaningful assessment can take many forms, including discussion, reflection, problem-solving activities, voice of the child, and application of learning to real-life and hypothetical situations.

PRINCIPLES OF EFFECTIVE ASSESSMENT

PSHE Education
STOKE-ON-TRENT
STAFFORDSHIRE

Effective assessment in PSHE education should be:



PLANNED

Assessment opportunities should be identified as part of curriculum planning



PROPORTIONATE

Assessment should support learning without creating unnecessary workload



INCLUSIVE

All children and young people should be able to demonstrate their learning in ways that are appropriate to their needs



DEVELOPMENTAL

Assessment should emphasise progress and next steps rather than performance



MEANINGFUL

Information gathered should inform teaching, learning and curriculum development

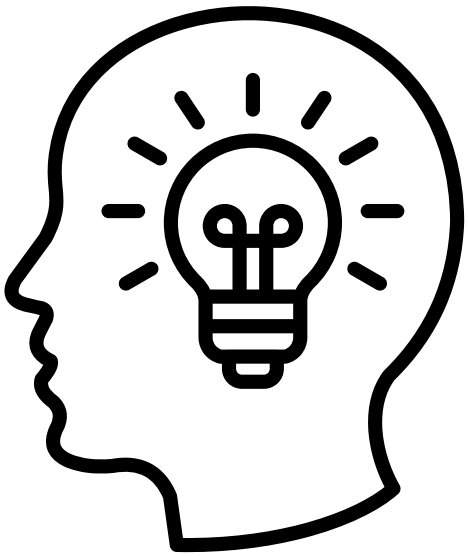
WHAT SHOULD WE ASSESS?

Assessment should focus on learning rather than personal experiences or beliefs. Effective assessment reflects all three areas.

KNOWLEDGE

Knowledge refers to what children and young people know and understand.
This may include:

- Healthy relationships
- Physical health
- Mental wellbeing
- Safety and risk
- Rights and responsibilities
- Routes to support
- Financial capability



Examples of evidence may include:

- Responses to questions
- Mind maps
- Concept maps
- Quizzes
- Discussion
- Retrieval activities

SKILLS

Skills refer to what children and young people can do and how they might apply learning.

This may include:

- Communication
- Decision-making
- Problem-solving
- Critical thinking
- Managing risks
- Help-seeking
- Relationship-building
- Emotional literacy
- Financial literacy
- Evaluation and reflection



Examples of evidence may include:

- Role-play
- Scenario work
- Group discussion
- Problem-solving activities
- Peer collaboration
- Reflective tasks

ATTRIBUTES

Attributes refer to the personal qualities that support positive outcomes throughout life.



This may include:

- Respect
- Empathy
- Confidence
- Resilience
- Responsibility
- Kindness
- Honesty
- Self-awareness

Attributes are often developed gradually over time and are unlikely to be measured through a single activity or lesson. Settings may wish to consider how opportunities for reflection and self-assessment can support children and young people in recognising their own personal growth.

UNLIKE MANY OTHER CURRICULUM SUBJECTS, PSHE ASSESSMENT IS NOT CONCERNED WITH GRADES OR EXAMINATION OUTCOMES. THE MOST MEANINGFUL MEASURE OF PROGRESS IS THE DISTANCE TRAVELLED BY AN INDIVIDUAL CHILD OR YOUNG PERSON FROM THEIR STARTING POINT, RATHER THAN COMPARISON WITH OTHERS OR PREDETERMINED ATTAINMENT THRESHOLDS.

RECOGNISING CHALLENGES IN ASSESSMENT

Values and personal attributes which are critical to PSHE education are difficult to assess. It can be hard to quantify whether someone is kinder as a result of receiving PSHE education, but just because something is difficult, does this mean that we should not teach it? Children and young people are able to assess for themselves if they feel more confident, or have a stronger sense of their own beliefs and opinions than before they received the education. Personal reflection is essential, and a useful lifelong skill to hold. By providing the time and space for reflection, professionals can support children and young people to develop this important lifelong skill through discussion and personal reflection.

Assessment within PSHE education should be carried out by the professional, the individual and peers.

Using learning outcomes that are measurable and resources that support the learning outcomes ensures that assessment is built into planning.

Learning Objectives:
All programmes and sessions should have clearly written aims and learning outcomes. Learning outcomes support the planning of learning for both the facilitator and the participant, ensuring that the session is needs-led.
Learning outcomes enable alignment between different sessions and elements, for example assessment strategy and learning and teaching approach. They provide evidence of compliance with OFSTED Personal Development judgement and should be linked to the curriculum to show purpose of the resource and session.

Aims:
An aim is a broad statement of intent of what you want your participants to achieve.
Examples:

- To reduce the number of young people affected by knife crime
- To reduce the number of false calls made to the emergency services

Outcomes:
An outcome is a statement which describes learning that participants would have achieved once the activity has been completed. It can be demonstrated at the end of the activity to prove that the outcome has been met. Placing a numerical value in the outcome makes it easy to demonstrate if the participants have achieved that outcome or not.

ASSESSMENT THROUGH ACTIVE LEARNING

Assessment should not be viewed as a separate activity that only takes place at the end of a lesson or unit.
Some of the richest assessment opportunities occur during active and participative learning.
Effective PSHE assessment may be gathered through:

- DISCUSSION AND DIALOGUE
- ROLE-PLAY
- CASE STUDIES
- RANKING ACTIVITIES
- DIAMOND 9 ACTIVITIES
- OPINION CONTINUUMS
- REFLECTION
- RETRIEVAL ACTIVITIES
- PUPIL VOICE
- SCENARIO-BASED LEARNING



Professionals should be supported to observe learning, listen carefully to discussions and use questioning effectively to identify understanding and misconceptions.

NOT ALL ASSESSMENT EVIDENCE NEEDS TO BE WRITTEN

ASSESSMENT WITHIN A SAFE LEARNING ENVIRONMENT

ASSESSMENT SHOULD ALWAYS REFLECT THE PRINCIPLES OF A SAFE LEARNING ENVIRONMENT.

PSHE education often explores sensitive and potentially emotive topics. Assessment must never compromise children and young people's emotional wellbeing or create situations where they feel pressured to disclose personal information.

EFFECTIVE PRACTICE

Effective assessment may include:

- Using fictional scenarios
- Exploring case studies
- Applying learning to hypothetical situations
- Encouraging anonymous contributions where appropriate
- Gathering views through participative activities

WHEN PLANNING ASSESSMENT ACTIVITIES

Professionals should consider whether assessment activities:

- Focus on learning rather than personal experiences
- Enable children and young people to participate safely and confidently
- Use distancing techniques where appropriate
- Respect the right to pass
- Avoid placing individuals in situations where they may feel exposed or uncomfortable
- Support inclusion and emotional safety
- Maintain clear professional boundaries

THE PURPOSE OF ASSESSMENT IS TO UNDERSTAND AND SUPPORT LEARNING, RATHER THAN EXPLORE OR EVALUATE PERSONAL CIRCUMSTANCES. ASSESSMENT ACTIVITIES SHOULD ENABLE CHILDREN AND YOUNG PEOPLE TO DEMONSTRATE THEIR KNOWLEDGE, SKILLS AND ATTRIBUTES IN A SAFE AND SUPPORTIVE ENVIRONMENT.

THE VOICE OF YOUNG PEOPLE

The statutory RSHE Guiding Principles remind us of the importance of listening to the voice of children and young people, as their views provide a valuable insight into what high-quality PSHE looks like in practice.

The Sex Education Forum Young People's RSE Poll (2025), involving over 1,001 young people aged 16 and 17 across England, found that many young people felt they had learned either nothing or not enough about important topics for:

ENDING FRIENDSHIPS AND RELATIONSHIPS	65%
PORNOGRAPHY	53%
ACCESSING SEXUAL HEALTH SERVICES	52%
DEEPFAKES	72%
LAW RELATING TO STRANGULATION AND SUFFOCATION	72%

These findings demonstrate the importance of regularly reviewing learning needs and using assessment to inform curriculum planning and development.

The survey also identified that young people value safe and supportive learning environments and place significant importance on educators who do not make them feel judged. This highlights the need for assessment approaches that are participative, inclusive and aligned with the principles of a safe learning environment.

Education settings are increasingly being encouraged to consider how assessment can help them understand the impact of their PSHE curriculum, identify misconceptions, address gaps in learning and ensure that provision responds to the changing needs of children and young people.

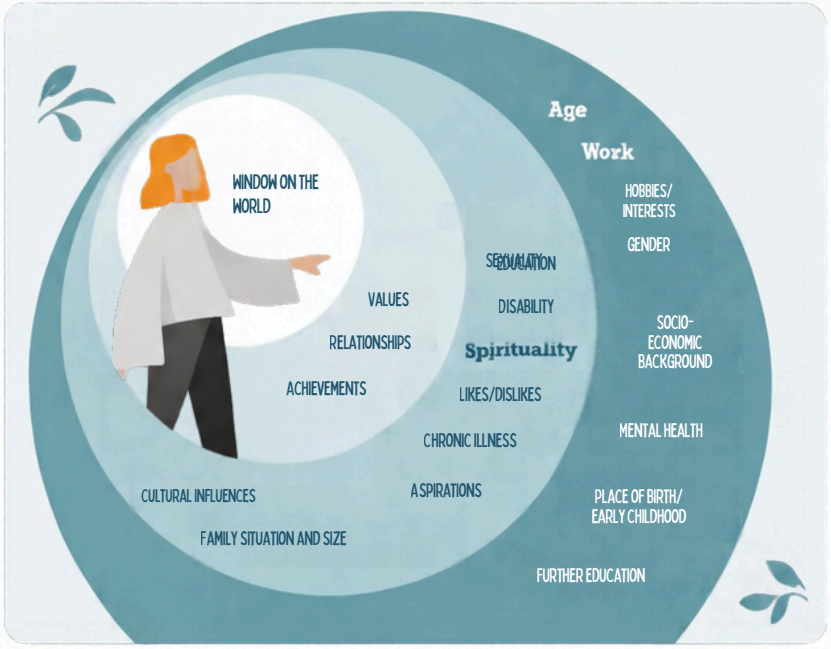
Effective assessment should therefore extend beyond measuring knowledge alone and support the development of knowledge, skills and attributes that enable children and young people to thrive both now and in the future.

VOICE OF THE CHILD CAN PROVIDE VALUABLE INSIGHT INTO CHILDREN AND YOUNG PEOPLE'S EXPERIENCES AND LEARNING

BASELINE ASSESSMENT

All children and young people, regardless of age, have some existing knowledge, understanding, beliefs and misconceptions relating to many of the topics explored within the PSHE education curriculum.

Everyone has a frame of reference, a way in which they view the world around them. Our individual frame of reference is influenced by our experiences, interactions and feelings as well as external factors such as family and their upbringing. Finding out participants' starting point is crucial to ensuring that the learning is pitched appropriately, particularly to tackle any misconceptions held within the group. Having an understanding of where the child or young person's starting point is, prior to any teaching or learning, will enable us to see the progress made. Knowledge and understanding are easier to assess than skills and values, but there are activities that can provide insight into their starting point.



BASELINE ASSESSMENT ENABLES PROFESSIONALS TO ESTABLISH CHILDREN'S AND YOUNG PEOPLE'S STARTING POINTS BEFORE NEW LEARNING TAKES PLACE.

Effective baseline assessment can support professionals to identify:

- Prior knowledge and skills
- Existing understanding
- Language and terminology used
- Misconceptions
- Areas requiring further exploration
- Learning needs within the group

Assessment activities might include:

- Mind maps
- Confidence scales
- Discussion prompts
- Retrieval activities
- True or false statements
- Anonymous questions

BASELINE ASSESSMENT SHOULD BE USED TO SUPPORT PLANNING AND NOT VIEWED AS A TEST

ASSESSING PROGRESS



One of the most effective approaches to assessment in PSHE is ipsative assessment.

Ipsative assessment compares a learner's current position with their own starting point rather than comparing them to others.

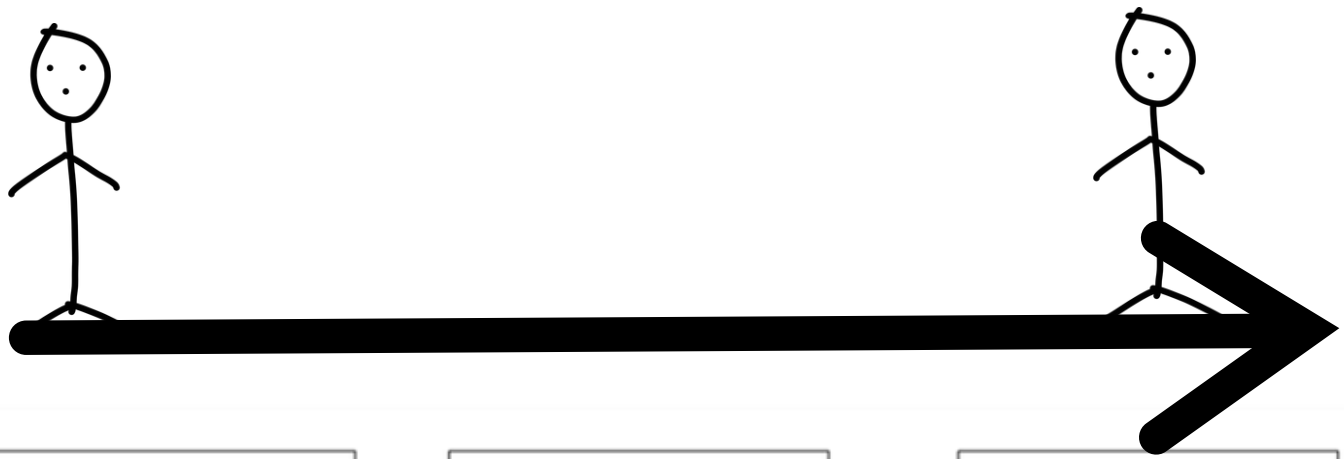
This approach recognises that children and young people begin learning with different experiences, levels of understanding and strengths.

Reflective questions may include:

- What do I know now that I did not know before?
- How has my thinking changed?
- What skills have I developed?
- What would I do differently now?
- How confident do I feel applying this learning?

Evidence of progress may be demonstrated through:

- Before and after activities
- Learning reflections
- Discussion
- Pupil voice
- Scenario responses
- Facilitator observation

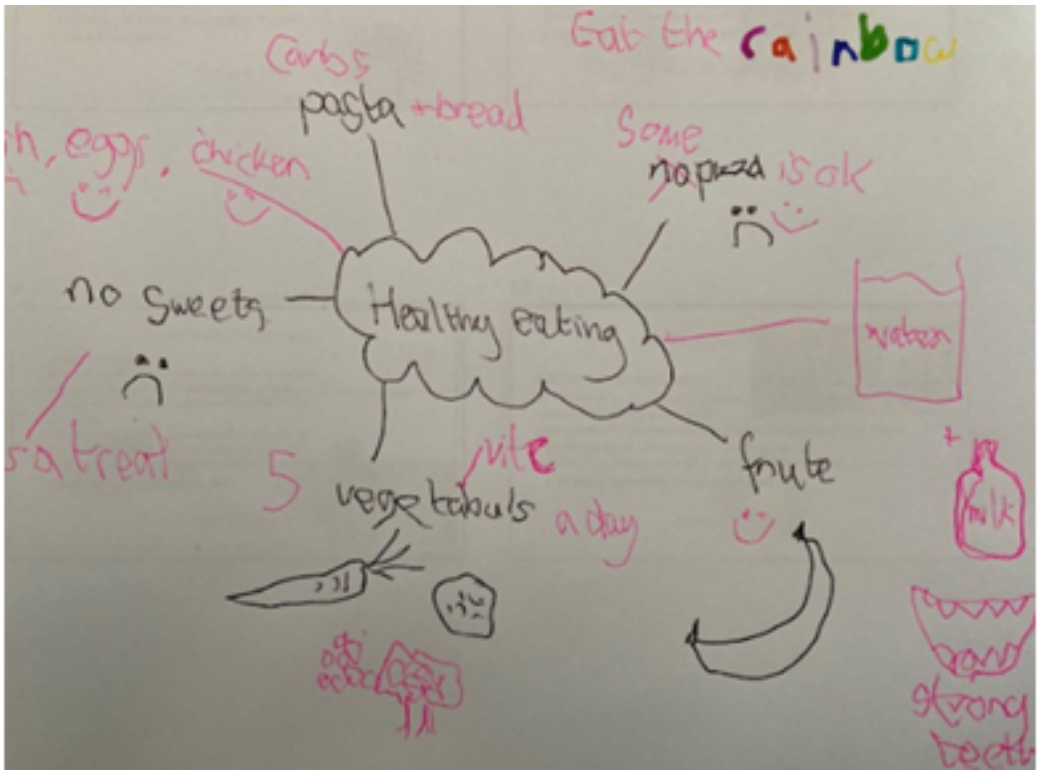


1. Baseline Assessment	2. Assessment for Learning	3. Assessment of Learning
Carry out a baseline assessment before starting a new piece of work (single lesson or programme of lessons)	Build into lesson(s) to gauge understanding, adopt teaching, maximise and promote learning	At the end of the piece of learning measure progress from the starting point.

IPSATIVE ASSESSMENT MODEL, PSHE ASSOCIATION

END-POINT ASSESSMENT

Children and young people should have the opportunity to demonstrate the progress they have made from their starting point assessed in the baseline assessment activity. One of the simplest, more effective ways to achieve this is to repeat the activity, or most effectively is to revisit the original baseline activity. Some assessment activities lend themselves to this more easily than others, e.g., mind-mapping, "draw and write" and "explain to an alien".



An example of a mind map that has been used as a baseline assessment (black pen) and then revisited at the end of the session/programme (pink pen to show the learning achieved.

WHEN USING ASSESSMENT TOOLS PLEASE BE WARY OF NOT JUST CREATING SOMETHING TO MARK. IT NEEDS TO BE USEFUL TO YOU AND THE PARTICIPANTS.

ASSESSMENT OF PROTECTIVE BEHAVIOURS AND HELP-SEEKING

An important aspect of PSHE education is supporting children and young people to recognise risks and know how to seek help.

Education settings may wish to consider how children and young people demonstrate:

- Understanding of safe adults
- Awareness of support services
- Knowledge of reporting routes
- Confidence in seeking help
- Recognition of unsafe situations
- Ability to apply protective strategies

Examples may include:

- Identifying sources of support
- Applying learning to scenarios
- Explaining help-seeking pathways
- Demonstrating awareness of safeguarding messages





ASSESSMENT METHODS

There is no single approach to assessment in PSHE education.

Settings should select approaches that are appropriate to their curriculum, children and young people and context.

Assessment methods may include:

Observation

OBSERVING PARTICIPATION, INTERACTION, SKILL DEVELOPMENT AND APPLICATION OF LEARNING

Questioning

USING OPEN AND REFLECTIVE QUESTIONS TO EXPLORE UNDERSTANDING AND CHALLENGE MISCONCEPTIONS.
PROMOTES CRITICAL THINKING

Self-Assessment

SUPPORTING CHILDREN AND YOUNG PEOPLE TO REFLECT ON THEIR OWN PROGRESS AND DEVELOPMENT

Peer Assessment

PROVIDING OPPORTUNITIES FOR CONSTRUCTIVE FEEDBACK ON IDEAS, STRATEGIES AND PROBLEM-SOLVING APPROACHES (WHERE APPROPRIATE)

Reflection Activities

ENCOURAGING CHILDREN AND YOUNG PEOPLE TO CONSIDER HOW THEIR KNOWLEDGE, SKILLS AND ATTRIBUTES HAVE DEVELOPED

Voice of the Child

GATHERING FEEDBACK ON:
LEARNING EXPERIENCES
CURRICULUM EFFECTIVENESS AND RELEVANCE,
CONFIDENCE AND WELLBEING
AREAS FOR DEVELOPMENT

THE MOST MEANINGFUL ASSESSMENT IN PSHE EDUCATION IS THAT WHICH HELPS PROFESSIONALS UNDERSTAND PROGRESS OVER TIME AND INFORMS FUTURE LEARNING. FOR MANY SETTINGS, A WELL-PLANNED ENDPOINT ASSESSMENT, CONSIDERED ALONGSIDE ONGOING ASSESSMENT FOR LEARNING OPPORTUNITIES, WILL PROVIDE SUFFICIENT EVIDENCE OF PROGRESS, CURRICULUM IMPACT AND NEXT STEPS FOR DEVELOPMENT.

USING SUCCESS CRITERIA IN PSHE

Some education settings may choose to use more formal approaches to recognise and record progress in PSHE education. Where this is the case, success criteria can help professionals identify and celebrate what children and young people know, understand and can do following a sequence of learning.

Success criteria may take a variety of forms, including learning descriptors, outcome statements or child- and young person-friendly "I can.." statements. These should be developed from the intended learning outcomes and carefully matched to the assessment activity being used.

Used thoughtfully, success criteria can:

- Support children and young people to reflect on their learning and recognise progress
- Provide a structure for self and peer assessment
- Help professionals identify strengths and areas of development
- Contribute to discussions with senior leaders, governors, and parents and carers about curriculum impact
- Inform future planning and provision

However, it is important that success criteria are used proportionately and in a way that reflects the unique nature of PSHE education.

Professionals should be mindful that overly detailed assessment frameworks can increase workload and may provide only a limited picture of learning. There is also a risk that assessment becomes a compliance exercise, with greater emphasis on collecting evidence than on understanding and responding to the learning needs of children and young people.

Not all aspects of PSHE lend themselves to the use of learning descriptors or "I can..." statements. Some areas, particularly those relating to personal experiences, emotions, relationships and wellbeing, require careful consideration to ensure assessment remains appropriate, supportive and non-judgemental.

Where success criteria are used, they should focus on learning rather than personal beliefs, values, behaviours, or life experiences. All children and young people should be able to experience success and demonstrate progress regardless of their individual circumstances.

FLOOR BOOKS AND LEARNING JOURNALS

Some education settings may choose to use floor books, class journals, learning journals or other collaborative recording methods to capture and reflect upon learning within PSHE education.

When used effectively, these approaches can:

- Capture the voice of the child and discussion
- Provide evidence of learning over time
- Showcase a range of assessment activities and outcomes
- Support reflection and self-assessment
- Demonstrate how knowledge, understanding, skills and strategies develop throughout a sequence of learning

Floor books can be particularly valuable in evidencing learning that has taken place through discussion, active learning approaches, group work and practical activities, where written outcomes may not fully reflect the breadth of learning that has occurred.

However, it is important that floor books support learning and assessment rather than become a mechanism for collecting evidence. The quality of discussion, reflection and engagement by children and young people is often more significant than the quantity of recorded work. Practitioners should therefore avoid creating unnecessary recording expectations that may detract from learning opportunities.

Floor books should be viewed as one of many tools available to support assessment in PSHE education. They are not required, nor should they be relied upon as the sole source of assessment evidence. Observation, dialogue, reflection and the application of learning remain equally valuable indicators of progress.



HOW DOES OUR USE OF FLOOR BOOKS, LEARNING JOURNALS OR OTHER RECORDING SYSTEMS HELP US UNDERSTAND AND CELEBRATE THE PROGRESS OF CHILDREN AND YOUNG PEOPLE, WHILE MAINTAINING A FOCUS ON MEANINGFUL LEARNING EXPERIENCES?

ADAPTING FOR DIFFERENT GROUPS

CHILDREN AND YOUNG PEOPLE WITH SEND

Children and young people with SEND should have the same entitlement to high-quality PSHE education as their peers.

Assessment approaches should be inclusive, strengths-based and responsive to individual needs, recognising that children and young people may demonstrate learning in different ways.

When assessing PSHE learning, it is important to focus on progress from the individual's starting point rather than comparing attainment against age-related expectations. For some children and young people, progress may be demonstrated through small but significant developments in knowledge, understanding, communication, confidence or independence.

Assessment methods should be adapted where appropriate and may include:

- Observation of learning and application in different contexts
- Discussion and dialogue
- Practical activities and demonstrations
- Role play and scenario-based learning
- Visual or symbol-supported activities
- Self-reflection by the child or young person using accessible tools and formats
- Contributions from families and multidisciplinary professionals where appropriate

Assessment should focus on what children and young people know, understand and can do, rather than task completion alone. For example, evidence of learning may include a child's ability to identify safe adults, recognise emotions, communicate boundaries, make safer choices or apply strategies for seeking help.

Professionals should recognise and celebrate small-step progress. Examples may include:

- Increased participation in discussion activities
- Greater confidence in expressing thoughts, feelings or preferences
- Improved understanding of personal safety concepts
- Demonstrating learning more independently in everyday situations

As with all PSHE assessment, activities should take place within a safe learning environment and should never require children and young people to disclose personal experiences or sensitive information. Fictional scenarios, case studies, and distancing techniques can provide appropriate opportunities for children and young people to demonstrate learning while maintaining privacy and emotional safety.

In the supporting resources, we have provided examples of assessment activities and adaptations for children and young people with SEND.



- How do children and young people with SEND demonstrate their learning within PSHE?
- Are assessment approaches flexible and inclusive?
- How do staff recognise and record small-step progress?
- How are pupil voice and feedback from children and young people incorporated into assessment processes?
- How does assessment information inform future planning and provision?

EFFECTIVE PRACTICE RECOGNISES THAT CHILDREN AND YOUNG PEOPLE WITH SEND MAY DEMONSTRATE LEARNING IN DIFFERENT WAYS. ASSESSMENT SHOULD THEREFORE BE MEANINGFUL, ACCESSIBLE AND FOCUSED ON CELEBRATING PROGRESS WHILE INFORMING FUTURE TEACHING AND LEARNING.

ASSESSMENT AND CURRICULUM DEVELOPMENT

ASSESSMENT SHOULD INFORM CURRICULUM PLANNING AND IMPROVEMENT.

Alongside understanding the progress children and young people are making, assessment can provide valuable insight into the effectiveness, relevance and responsiveness of the curriculum. Information gathered through assessment may help practitioners and leaders to identify strengths within provision, address misconceptions and ensure that learning continues to meet the needs of children and young people.

Assessment information may support settings to:

- Evaluate the impact of the PSHE curriculum
- Identify common misconceptions and gaps in learning
- Review the sequencing and progression of learning
- Recognise emerging themes and priorities
- Ensure curriculum content remains relevant to the needs of children and young people
- Respond appropriately to local, national and emerging issues
- Inform future curriculum planning and development

Effective assessment can also contribute to a setting's understanding of local context. Patterns identified through assessment activities, voice of the child, staff observations and curriculum review may help practitioners consider whether additional learning, revisiting of concepts or curriculum adaptations are required.

Assessment should not be viewed as an end point. Instead, it should form part of an ongoing cycle of planning, delivery, assessment and review, helping to ensure that PSHE education remains meaningful, relevant and responsive to the needs of children and young people.

REFLECTIVE QUESTIONS FOR PSHE LEADS AND SENIOR LEADERS

- WHAT IS ASSESSMENT TELLING US ABOUT THE IMPACT AND EFFECTIVENESS OF OUR PSHE CURRICULUM?
- HOW DOES ASSESSMENT INFLUENCE FUTURE PLANNING?
- HOW DO WE IDENTIFY AND RESPOND TO EMERGING NEEDS?
- HOW DO WE KNOW OUR CURRICULUM REMAINS RELEVANT TO OUR CHILDREN AND YOUNG PEOPLE?
- HOW DO WE ENSURE ASSESSMENT CAPTURES THE DEVELOPMENT OF KNOWLEDGE, SKILLS AND ATTRIBUTES?
- ARE THERE PARTICULAR GROUPS OF LEARNERS WHOSE ASSESSMENT OUTCOMES SUGGEST ADDITIONAL SUPPORT OR CURRICULUM ADAPTATION MAY BE REQUIRED?
- HOW DO WE ENSURE ASSESSMENT FINDINGS CONTRIBUTE TO WIDER SCHOOL IMPROVEMENT PRIORITIES, INCLUDING SAFEGUARDING, PERSONAL DEVELOPMENT AND INCLUSION?
- WHAT ACTIONS HAVE BEEN TAKEN AS A RESULT OF ASSESSMENT FINDINGS, AND WHAT IMPACT HAVE THOSE CHANGES HAD?

ASSESSMENT AND STAFF DEVELOPMENT

Assessment findings can support professional development by identifying areas where staff may benefit from additional support or training.

Reflective questions may include:

- Are children and young people achieving the intended learning outcomes?
- Where do misconceptions persist?
- Are staff confident in assessing sensitive topics?
- Are assessment opportunities inclusive and participative?
- How effectively are knowledge, skills and attributes being assessed?

Assessment information can therefore contribute to curriculum development and CPD planning.



FOR MORE INFORMATION ON SUPPORTING STAFF AND DEVELOPING A CPD PLAN.

PLEASE VIEW THIS BEST PRACTICE GUIDE FROM THE PAN-STAFFORDSHIRE PSHE EDUCATION SERVICE.

SUPPORTING NEW STARTERS AND PUPILS WITH ABSENCE

Education settings should not seek to create burdensome systems designed to ensure that every child and young person receives every individual PSHE lesson.

Instead, education settings should focus on:

- A WELL-SEQUENCED CURRICULUM
- REGULAR REVISITING OF KEY CONCEPTS
- ACCESS TO CURRICULUM OVERVIEWS
- APPROPRIATE ASSESSMENT OF CURRENT UNDERSTANDING
- TARGETED SUPPORT WHERE NEEDED.

FOR CHILDREN AND YOUNG PEOPLE JOINING MID-YEAR OR RETURNING FOLLOWING A SIGNIFICANT ABSENCE, ASSESSMENT SHOULD SUPPORT STAFF IN UNDERSTANDING CURRENT KNOWLEDGE, SKILLS AND UNDERSTANDING AND INFORM FUTURE TEACHING.



ASSESSMENT IN PRACTICE

TOPIC: FRIENDSHIPS

LEARNING OBJECTIVES:

- IDENTIFY QUALITIES OF POSITIVE FRIENDSHIPS
- DEMONSTRATE OR DESCRIBE APPROPRIATE WAYS TO MANAGE DISAGREEMENTS AND CHALLENGES WITHIN FRIENDSHIPS

BASELINE ASSESSMENT ACTIVITY: MIND MAP

PARTICIPANTS WORK INDIVIDUALLY OR IN PAIRS TO CREATE A MIND MAP EXPLORING:

- WHAT MAKES A GOOD FRIEND
- WHAT BEHAVIOURS CAN HELP FRIENDSHIPS GROW?
- WHAT CAN MAKE FRIENDSHIPS DIFFICULT?

ASSESSMENT OPPORTUNITY

PROFESSIONALS GATHER EVIDENCE OF:

- EXISTING KNOWLEDGE
- MISCONCEPTIONS
- VOCABULARY USED BY CHILDREN/YOUNG PEOPLE
- CONFIDENCE DISCUSSING TOPIC

EVIDENCE

- MIND MAPS
- OBSERVATIONS NOTES
- DISCUSSION CONTRIBUTIONS

STARTER ACTIVITY: FRIENDSHIP SCENARIOS

PARTICIPANTS ARE GIVEN FICTIONAL FRIENDSHIP SCENARIOS, E.G., SAM WANTS JORDAN TO STOP PLAYING WITH A NEW FRIEND AND SPEND ALL BREAK TIME WITH THEM.

PARTICIPANTS DISCUSS:

- WHAT IS HAPPENING?
- IS THIS A HEALTHY FRIENDSHIP BEHAVIOUR?
- WHAT ADVICE WOULD YOU GIVE?

ASSESSMENT OPPORTUNITY

ASSESSMENT FOR LEARNING THROUGH:

- QUESTIONING
- SMALL GROUP DISCUSSION
- OBSERVATION

EVIDENCE

- VERBAL RESPONSES
- OBSERVATIONS

MAIN LEARNING ACTIVITY 1: DIAMOND 9

PARTICIPANTS PRIORITISE FRIENDSHIP QUALITIES

- TRUST
- KINDNESS
- HONESTY
- LOYALTY
- RESPECT
- LISTENING
- SHARED INTERESTS
- SUPPORT
- FAIRNESS

ASSESSMENT OPPORTUNITY

EXPLORING PARTICIPANTS` REASONING RATHER THAN SEEKING ONE CORRECT ANSWER
QUESTIONS MAY INCLUDE:

- WHY HAVE YOU PLACED THAT FIRST?
- COULD DIFFERENT PEOPLE MAKE DIFFERENT CHOICES?
- WHICH QUALITIES HELP WHEN DISAGREEMENTS OCCUR?

EVIDENCE

- GROUP DISCUSSIONS
- JUSTIFICATIONS
- OBSERVATIONS RECORDS

MAIN LEARNING ACTIVITY 2: RESOLVING DISAGREEMENTS

PARTICIPANTS CONSIDER 3 FRIENDSHIP CHALLENGES AND WORK TOGETHER IN SMALL GROUPS TO SUGGEST SOLUTIONS. FOR EXAMPLE

- BEING LEFT OUT OF A GAME
- AN UNKIND COMMENT ONLINE
- A DISAGREEMENT DURING GROUP WORK

ASSESSMENT OPPORTUNITY

ASSESS PARTICIPANTS` ABILITY TO APPLY LEARNING. THIS ACTIVITY PROVIDES EVIDENCE OF:

- PROBLEM-SOLVING SKILLS
- COMMUNICATION SKILLS
- IDENTIFICATION OF HEALTHY RELATIONSHIPS

EVIDENCE

- RECORDED SOLUTIONS
- ROLE PLAY
- GROUP DISCUSSION
- OBSERVATION

PLENARY: EXIT TICKET

PARTICIPANTS COMPLETE ONE SENTENCE:

- "ONE THING I HAVE LEARNED ABOUT POSITIVE FRIENDSHIPS IS...."

OR

- "ONE WAY TO RESOLVE A DISAGREEMENT RESPECTFULLY IS..."

ASSESSMENT OPPORTUNITY

QUICK CHECK OF UNDERSTANDING

EVIDENCE

- WRITTEN RESPONSES
- VERBAL RESPONSES
- AUDIO RECORDINGS (WHERE APPROPRIATE)

END POINT ASSESSMENT: RETURN TO ORIGINAL MIND MAP

PARTICIPANTS REVISIT THEIR ORIGINAL "WHAT MAKES A GOOD FRIEND?" MIND MAP USING A DIFFERENT COLOUR PEN, THEY:

- ADD NEW LEARNING
- CORRECT MISCONCEPTIONS
- EXTEND IDEAS
- ADD EXAMPLES

ASSESSMENT OPPORTUNITY

THIS ENABLES PROFESSIONALS TO IDENTIFY PROGRESS FROM PARTICIPANTS OWN STARTING POINTS

EVIDENCE

- EXAMPLES MAY INCLUDE:
  - BEFORE LEARNING
    - FRIENDS ARE NICE
    - THEY PLAY WITH YOU
  - AFTER LEARNING
    - GOOD FRIENDS RESPECT BOUNDARIES
    - GOOD FRIENDS LISTEN TO EACH OTHER`S VIEWS
    - HEALTHY FRIENDSHIPS SHOULD NOT INVOLVE PRESSURE OR CONTROLLING BEHAVIOURS
    - DISAGREEMENTS CAN USUALLY BE RESOLVED THROUGH COMMUNICATION AND COMPROMISE

HOW ASSESSMENT INFORMS CURRICULUM DEVELOPMENT

The professional identifies that many group members:

- Understand friendship qualities
- Struggle to recognise controlling behaviours
- Find it difficult to identify peer pressure within friendships

As a result:

- Additional learning on peer influence is planned
- Further opportunities to practise assertiveness are included
- Future lessons place greater emphasis on boundaries and consent

THIS EXAMPLE DEMONSTRATES THAT ASSESSMENT IN PSHE EDUCATION DOES NOT NEED TO RELY ON TESTS, LEVELS OR EXTENSIVE WRITTEN EVIDENCE. MEANINGFUL ASSESSMENT CAN BE GATHERED THROUGH DISCUSSION, OBSERVATION, REFLECTION AND APPLICATION OF LEARNING, WHILE ENABLING PRACTITIONERS TO IDENTIFY PROGRESS, INFORM FUTURE PLANNING AND IMPROVE OUTCOMES FOR CHILDREN AND YOUNG PEOPLE.

ASSESSMENT AND EVALUATION OF PSHE EDUCATION PROVISION

This table illustrates how the approach and methodology to PSHE education can be applied:

Step	Approach	Methodology
1.	Identifying need	• Formal review of PSHE education curriculum • Findings from children and young people voice activities • Evaluation of previous sessions • School governors' expectations
2.	Responding to need	• Curriculum review • Development of new session plans • Identification of new resources • Identification of external providers • Identification of CPD needs
3.	Delivering PSHE education	• Educators • Tutors/other staff • Peer groups • External agencies
4.	Assessment of children and young peoples' learning as an ongoing process	• Self-assessment • Peer assessment • Educator assessment- both informal and formal
5.	Evaluation of programme	• Range of techniques and activities • Views from participants, educators and external providers • Peer education review • PSHE Lead review
6.	Reporting and recording progress	• Marking • Parent/carer consultation • Samples collected for portfolio • Displays

KEY MESSAGES

PSHE Education
STOKE-ON-TRENT
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EFFECTIVE PSHE ASSESSMENT:

- SUPPORTS LEARNING RATHER THAN GENERATING WORKLOAD.
- ASSESSES KNOWLEDGE, SKILLS AND ATTRIBUTES.
- IS EMBEDDED WITHIN ACTIVE LEARNING.
- REFLECTS THE PRINCIPLES OF A SAFE LEARNING ENVIRONMENT.
- USES PROFESSIONAL JUDGEMENT.
- SUPPORTS CURRICULUM DEVELOPMENT.
- HELPS SCHOOLS UNDERSTAND THE IMPACT OF THEIR PROVISION.
- ULTIMATELY, THE PURPOSE OF ASSESSMENT IN PSHE IS TO SUPPORT CHILDREN AND YOUNG PEOPLE IN DEVELOPING THE UNDERSTANDING, SKILLS AND ATTRIBUTES THEY NEED TO THRIVE BOTH NOW AND IN THE FUTURE.

SUPPORT FROM PSHE EDUCATION SERVICE

The PSHE education Service is dedicated to supporting the development and delivery of high-quality, age/stage-appropriate PSHE education across Staffordshire and Stoke-on-Trent.

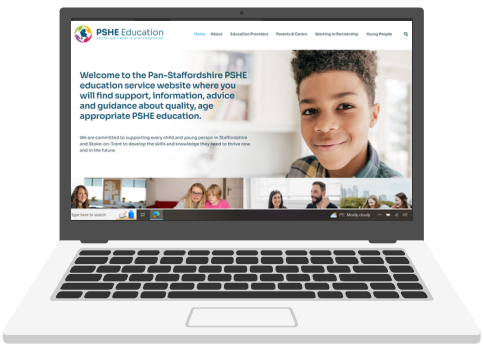
The service provides regular webinars and training sessions to help educators stay updated on best practices and new developments in PSHE education.



PSHE Leads Network Meetings:
These half-termly online meetings provide an opportunity for PSHE Leads to come together, share best practice, address challenges and build connections. Information and booking can be found here.



... & PSHE Packs:
Showcases how a topic links to the statutory guidance and PSHE Association's learning outcomes and provides information to equip professionals with the knowledge required to meet them. Including national and local signposting information.
All completed ... & PSHE packs can be found on our website and under the relevant topic's heading within the Resource Library. (Registration required and free to access for settings in Staffordshire and Stoke-on-Trent)



Resource Library:
A central repository of high-quality nationally sourced and locally produced resources. Free to access for education settings in Stoke-on-Trent and Staffordshire, registration is required, and there is no limit to the number of accounts each setting can have.



CPD and Training:
The Service can support PSHE Leads in developing and delivering in-house training or can deliver whole-team training on assessment techniques.

SUPPORTING RESOURCES



PRACTICAL ASSESSMENT APPROACHES

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Questioning	Educator uses open, closed and probing questions with the group about a particular topic. Activity could be recorded according to setting's policy.	Good at accessing knowledge, understanding, attitudes, beliefs. Gives participants the chance to develop clear thinking skills and speaking and listening skills.	Less good at assessing skills and attributes (unless specific prompts)	Revisit key questions, extending with higher order questions
Discussion	Educator gives a statement or question and asks the group for their thoughts. Activity could be recorded according to setting's policy.	Good at accessing knowledge, understanding, attitudes, beliefs. Encourages critical thinking.	Less good at assessing skills and attributes (unless specific prompts)	Revisit main arguments from baseline discussion.

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Role-play, freeze frame, hot seating	Speaking activity where participants put themselves in the shoes of another. Can also be used with visiting Theatre in Education groups. Activity could be recorded according to setting's policy.	Good at assessing skills, strategies, attributes and attitudes. Helps participants to move to the outside of the classroom in a safe, controlled way.	Less good at assessing knowledge and understanding. Can be influenced by educators' own perceptions of role-play.	Repeat activity, showing how strategies have developed/ changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Script-writing, cartoon strip, storyboards	Participants create their own script, cartoon or storyboard about a topic. If participants have worked in groups, photocopy and give individuals a copy.	Good at assessing skills, strategies and attitudes. Creative way to explore a character's thoughts, feelings, actions or responses.	Less good at assessing knowledge, understanding and attributes.	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour - add, amend, expand, change; role-play their revised script.

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Scenario, picture or video clip	Educator provides a scenario, picture or video clip and participants respond. Written responses, or discussion.	Good at accessing knowledge, understanding, attitudes, beliefs and strategies. Gives opportunity to learn from real life examples.	Less good at assessing skills and attributes.	If written down, revisit in a different colour - add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind-map or spider diagram	Gives participants the opportunity to visually represent their ideas and thoughts about a topic. Written evidence or collate and make a group word cloud	Good for assessing knowledge, understanding, attitudes and beliefs. Can be used as a form of peer learning.	Less good at assessing skills, strategies and attributes.	Revisit in a different colour - add, amend, expand.

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
"Graffiti" Wall or "Working" Wall	Participants write down their comments or questions about the topic on post-it notes, large sheets of paper or whiteboard.Take photographs of activity or collate and make a group word cloud.	Good at assessing the starting point of the whole group and the knowledge, understanding, attitudes, beliefs of participants. Provides an opportunity to find out participant's questions relating to the topic.	Less good at assessing the starting point at an individual level and at assessing skills, strategies and attributes.	Revisit in a different colour - add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Participants answer questions based on current knowledge to questions provided by the educator.Quiz sheets.	Good at assessing knowledge and understanding.	Less good at assessing skills, strategies and attributes.	Repeat the activity; ask participants to create a new quiz for their peers to answer.

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Questionnaire	Participants answer a questionnaire using closed questions. Copies of the questionnaire	Good at assessing knowledge, understanding, attitudes and beliefs	Less good at assessing skills, strategies and attributes.	Repeat the activity; ask participants to create a new questionnaire for their peers to answer.
Continuum	Participants position themselves upon a line depending on their response. Photograph to record.	Good at assessing attitudes, beliefs and attributes.	Less good at assessing knowledge, understanding, skills and strategies.	Repeat the activity. Ask participants whether - and if so how far- they have moved along the line and why. Photograph continuum to compare to baseline positions.
Scaling	Participants are given a statement and have to decide which point they are at.Written evidence, scaling, traffic light colour in, or photographs of activity.	Good at assessing attitudes, beliefs and attributes.	Not as good at assessing knowledge, understanding, skills and strategies.	Participants rate themselves after the session.

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Draw and Write	Participants respond to an open-ended question by drawing a picture about a particular situation or issue and then writing around the picture explaining it. Written paperwork.	Good at assessing knowledge, understanding, attitudes, beliefs, complex concepts.	Less good at assessing skills, strategies, and attributes.	Revisit in a different colour - add, amend, expand.
Explain to an alien	An alien has no prior knowledge of life on Earth. Participants have to explain a topic to the alien. Written paperwork.	Good at assessing knowledge, understanding, attitudes, beliefs, strategies and complex concepts. Develops communicatio n and presentation skills.	Not as good at assessing skills and attributes.	Revisit in a different colour - add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Card Sort	Participants are given a set of cards and are required to sort through them e.g true/false, top ten, diamond 9.	Good for assessing attitudes, beliefs, understanding.	Not as good for assessing skills, knowledge and attributes.	Repeat the activity. Photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.
Presentation	Use as an end-assessment only. Working in small groups, participants create a presentation on a particular topic/theme.Print out presentation or record.	Good for assessing knowledge and understanding	Not as good at assessing skills and attributes.	

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Leading a discussion or producing resources for younger people	Use as an end-assessment only. Working in small groups, participants create resources on a particular topic/theme for younger people to learn from.Take copies of the created resources.	Good for assessing knowledge and understanding	Less good at assessing beliefs, attributes and attitudes.	
3 stars and a wish	What three things does the participant already know about (stars) and what is something they would like to know more about (wish) - can also be used as a peer assessment tool	Good for assessing knowledge, beliefs. Good for peer assessment with a predetermined criteria that enable participants to practise giving and receiving feedback and developing interpersonal skills.	Not as good at assessing skills, attributes, attitudes, strategies.	

PRACTICAL ASSESSMENT APPROACHES FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Looking at and responding to an image	Educators use an image and the child/young person uses pointing, discussion, symbols, signing, written responses or AAC communicati on	Exploring prior knowledge, understanding concepts, pupil voice	Assessing application of learning or skill development	Revisit the same image and invite children and young people to add, amend or extend their responses
Sorting concepts, objects or cards	Educator gives a set of cards and asks the group to sort them into categories e.g. healthy/less healthy safe/unsafe To evidence learning observation notes could be written, photographs taken, completed sorting activity	Assessing understanding of key concepts and decision-making	Exploring complex reasoning in depth	Repeat the sorting task and discuss any changes in choices or reasoning

Assessment Activity	Method/ Evidence	Effective for	Less good for	Method to revisited for end assessment
Discussion question or statement	Educator provides a discussion question or statement. Verbal responses, observations, recordings, mind maps, symbols or written work	Identifying existing knowledge and misconceptions	Those who require significant processing time or alternative communication methods without adaptation	Repeat the same discussion or statement and compare responses over time
Simple quizzes	Provide quiz questions that children and young people can provide verbal, pictorial or written responses to	Checking recall of key knowledge and vocabulary	Measuring complex understanding or application	Repeat key questions and compare outcomes
Scenarios	Educator provides real-life scenarios	Checking recall of key vocabulary and knowledge	Children and young people who find abstract discussion difficult without scaffolding	Revisit the same scenario and discuss whether responses have changed

EXAMPLES OF "I CAN" STATEMENTS – PRIMARY

The following examples demonstrate how adapted "I can" statements can be used for self or peer assessment in Primary Settings.

PEER ASSESSMENT

You can...	Not this time	You did it quite well	You did an amazing job!
... describe what changes happen to someone's body as they grow			
.... identify similar and different changes for girls and boys			
... state what changes happen to someone's emotions as they grow			
.... say what someone could do to manage these changes			
What went well?			
What would make it even better?			

SELF-ASSESSMENT

I can...	Working Towards	Working at	Working beyond
.... name different types of relationships, for example family, friendship, online			
...state what makes a good friend, what loneliness is, how to include others and suggest some ways to resolve disagreements			
....describe what pressure might look like or feel like in a friendship or in situations with other children and ways to resist it			
.... Talk about things that matter to me, and say how to play and work with others			



'I CAN...' STATEMENTS CAN BE A USEFUL TOOL FOR RECOGNISING AND CELEBRATING PROGRESS IN SOME CONTEXTS. HOWEVER, THEY SHOULD BE USED THOUGHTFULLY AND PROPORTIONATELY, ENSURING THE FOCUS REMAINS ON SUPPORTING LEARNING RATHER THAN JUDGING ATTAINMENT. FOR MANY SETTINGS, A WELL-PLANNED END-POINT ASSESSMENT, ALONGSIDE ONGOING ASSESSMENT FOR LEARNING OPPORTUNITIES, WILL PROVIDE MEANINGFUL EVIDENCE OF PROGRESS, SUPPORT REFLECTION AND HELP INFORM FUTURE LEARNING.

EXAMPLES OF "I CAN" STATEMENTS - SECONDARY

The following examples demonstrate how adapted "I can" statements can be used for self or peer assessment in Secondary Settings.

PEER ASSESSMENT

You can...	Not this time	You did it quite well	You did an amazing job!
... explain what contraception is and how it stops conception			
.... describe the different methods of contraception			
... give accurate advice on the pros and cons of different methods of contraception			
.... suggest support services/people who can give help and advice around contraception			
What went well?			
What would make it even better?			

SELF-ASSESSMENT

I can...	Working Towards	Working at	Working beyond
.... identify features of a healthy relationship			
...identify features of an unhealthy relationship			
....demonstrate how to use negotiation skills			
.... list organisations that could support someone if they had concerns about a relationship			



'I CAN...' STATEMENTS CAN BE A USEFUL TOOL FOR RECOGNISING AND CELEBRATING PROGRESS IN SOME CONTEXTS. HOWEVER, THEY SHOULD BE USED THOUGHTFULLY AND PROPORTIONATELY, ENSURING THE FOCUS REMAINS ON SUPPORTING LEARNING RATHER THAN JUDGING ATTAINMENT. FOR MANY SETTINGS, A WELL-PLANNED ENDPOINT ASSESSMENT, ALONGSIDE ONGOING ASSESSMENT FOR LEARNING OPPORTUNITIES, WILL PROVIDE MEANINGFUL EVIDENCE OF PROGRESS, SUPPORT PUPIL REFLECTION AND HELP INFORM FUTURE LEARNING.

7 GUIDING PRINCIPLES

The 2025 Relationships Education, Relationship and Sex Education (RSE) and Health Education (RSHE) statutory guidance includes an overarching set of guiding principles that education settings are asked to keep in mind when developing their curriculum.

Engagement with Pupils

Pupils should help shape the RSHE curriculum so it feels relevant to their lives. Their input keeps lessons engaging, grounded and meaningful.

Engagement and transparency with parents

Parents and carers should know exactly what is being taught and have access to all RSHE materials. They must be clearly informed about sex-education content and their right to withdraw their child.

Positivity

Teaching should build positive attitudes, healthy norms and strong relationship skills. Avoid language that normalises harmful behaviour or reinforces damaging stereotypes.

Careful Sequencing

Content should be taught in a logical order that supports pupils before challenges arise. Early, well-timed learning helps prevent harm and builds confidence.

Relevant and Responsive

The curriculum must be age/stage-appropriate, accessible and tailored to local needs. Education settings should work with local partners to address specific issues in their community.

Skilled delivery of participative education

RSHE should be led by confident, knowledgeable staff or vetted external experts. Teaching must feel safe, interactive and supportive, with staff trained to handle disclosures.

Whole school approach

RSHE works best when it aligns with the school's wider culture and policies. A consistent approach across behaviour, safeguarding and wellbeing strengthens its impact.

LOCAL QUALITY FRAMEWORK

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- Be relevant, accurate and factual, including using the correct terminology.
- Be positively inclusive in terms of:

  - Age
  - Gender Identity
  - Race
  - Sex
  - Disability
  - Pregnancy and Maternity
  - Religion or Belief
  - Sexual Orientation

- Designed to include the development of knowledge, skills and values to support positive life choices.
- Use positive messaging, that does not cause shame or victim blaming.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.
- Utilise active skill-based learning techniques to encourage active participation.
- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.
- Be delivered by trained, confident and competent professionals.
- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

Assessment is essential in ensuring these principles are consistently achieved.

SELF-REFLECTION

PSHE Education
STOKE-ON-TRENT
STAFFORDSHIRE

Education settings may wish to reflect on the following:

- How do we assess knowledge, skills and attributes?
- How do we use assessment to inform planning?
- How do we identify misconceptions?
- How do we ensure assessment is safe and inclusive?
- How do we gather the voice of the child?
- How do we support new starters?
- How do we know our PSHE is having an impact?
- How do we use assessment findings to support staff development?



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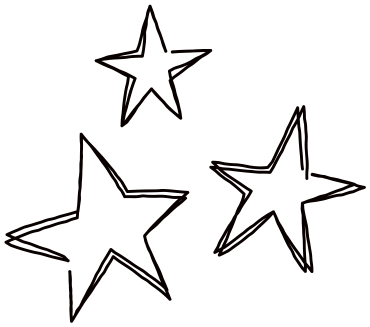



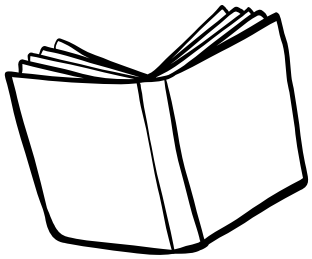

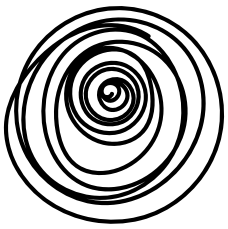

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STOKE-ON-TRENT
STAFFORDSHIRE

www.pshestaffs.com

Ellie Chesterton
PSHE Coordinator
Stoke-on-Trent
ellie@staffscvys.org.uk

Natalie McGrath
PSHE Coordinator
Staffordshire
natalie@staffscvys.org.uk

WE ARE PASSIONATE ABOUT SHARING GOOD PRACTICE AND SUPPORTING EDUCATION AND PARTNERS TO DEVELOP AND DELIVER HIGH-QUALITY PSHE EDUCATION.

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