PSHE Policy

Updated March 2021 by Mrs T. McPhail.

Contents:

Statement of intent

St Mary's believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download.

Review March 2022

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996

- Education Act 2002

- Children and Social Work Act 2017

- DfE (2019) 'Keeping children safe in education' (KCSIE)

- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy

- Primary Relationships and Health Education Policy

- Child Protection and Safeguarding Policy

2. Key roles and responsibilities

2.1. The Academy Council has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The Academy Council has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. Mrs Robertson has overall responsibility for reviewing the PSHE Policy annually.

2.4. Mrs Robertson has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. Mrs Robertson will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. Mrs McPhail is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.

- Understand how to stay safe and behave online.

- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

- Understand the law and consequences of risky behaviours.

- Develop responsibility and independence within school which they will take forward into society in their working lives.

- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

- Understand what constitutes 'socially acceptable' behaviour at school and in society.

- Be a constructive member of society.

- Understand democracy.

- Develop good relationships with peers and adults.

- Develop self-confidence, self-esteem and self-worth.

- Make positive, informed choices as they make their way through life.

- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.

- No raised voices/shouting.

- No talking over people.

- Show respect for another's views, even when disagreeing with them.

- Keep comments subject-specific, as opposed to personal.

4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE is taught in discrete curriculum time, delivered by teachers or teaching assistants.

5.3. The school ensures cross-curricular learning where appropriate.

5.4. There is an element of PSHE in Wellbeing and the school will ensure that PSHE and the Wellbeing lead work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).

- Physical abuse, e.g. hitting, kicking, hair pulling.

- Sexual violence, e.g. rape, assault by penetration and sexual assault.

- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.

- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.

- Sexting

- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.

- Signs of self-harm or a significant change in wellbeing.

- Signs of assault or unexplained injuries.

- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed

necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6.   The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.7.   Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.8.   The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.9.   The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

Article 34
Governments must protect children from sexual abuse and exploitation.

7. Tailoring PSHE

7.1. The school uses discussions and other pre teaching tasks during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

8. KS1 and 2 programmes of study

The PSHE programme of study will use the SCARF online resources which are centred on a values-based and a 'growth mindset' approach in order to promote positive behaviour, mental health, wellbeing, resilience and achievement. This follows the PSHE Association's question-based model Programme Builder. It is structured around an overarching question for each half term and begins in key stage 1 as 'What? and 'Who?'' questions and builds throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered: Health and Wellbeing, Relationships and Living in the Wider World. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Families and people who care for me

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up

- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends

- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded

- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- Practical steps they can take in a range of different contexts to improve/support respectful relationships

- The conventions of courtesy and manners

- The importance of self-respect and how this links to their own happiness

- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- What a stereotype is, and how these can be unfair, negative or destructive

- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not

- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them

- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

- How information and data is shared and used online

Being safe

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

- How to recognise and report feeling bad or unsafe around an adult

- How to ask for advice or help for themselves or others, and to persist until heard

- How to report concerns or abuse, and the vocabulary needed to do so

- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

- Where to get advice, e.g. family, school, other sources

Mental wellbeing

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations

- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

- Mindfulness practices in KS2 to support mental wellbeing

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits

- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

- Why social media, some computer games and online gaming, etc. are age restricted

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted

- Where and how to report concerns and get support concerning issues online

Physical health and fitness

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle

- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

- The risks associated with leading an inactive lifestyle (including obesity)

- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)

- The principles of planning/preparing a range of healthy meals

- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

  Article 33

  Governments must protect children from the use of illegal drugs.

Health and prevention

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

8.12. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary

- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

8.13. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

- About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules

- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)

- That they belong to various groups and communities such as family and school

- What improves and harms their local, natural and built environments and about some of the ways people look after them

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources

- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

- That universal rights are there to protect everyone and have primacy both over national law and family and community practices

- To know that there are some cultural practices which are against British law and universal human rights, such as FGM

- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment

- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices

- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

- To appreciate the range of national, regional, religious and ethnic identities in the UK

- To consider the lives of people living in other places, and people with different values and customs

- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

- About enterprise and the skills that make someone 'enterprising'

- To explore and critique how the media present information

9. Assessment

9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

9.3. Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in

PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

9.4. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

9.5. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress. Please see Appendix 1 for further examples of assessment opportunities.

10. Monitoring and review

10.1. This policy will be reviewed by the Mrs Robertson on an annual basis.

10.2. Any changes to this policy will be communicated to all staff and other interested parties.

10.3. The next scheduled review date for this policy is March 2022.

Appendix 1:

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS:

Baseline assessment PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new.

As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Pupils' existing knowledge and understanding is often the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that provide an insight into their starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below. The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive.

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/'working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/'washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

Using baseline activities to measure progress in the endpoint activity

Baseline assessment activity	Endpoint activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	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.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	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	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/'working wall'	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	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.

'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	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.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

Additional ideas for endpoint activities to demonstrate learning:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate progress. However, you might also want to measure and record attainment more formally. If this is the case, you will need success criteria to measure the pupils' work against. These might take the form of 'I can...' statements, or a set of descriptors for 'working towards.../developing', 'working at.../attaining...' or 'working beyond.../exceeding' the intended learning outcome. The terminology is less important than the process and will differ from school to school.

Some examples of assessment activities in action

A **simple sorting activity** which can be used for baseline and endpoint assessment. These Year 2 pupils were thinking and writing about what their faces and bodies 'looked like' when they experienced strong feelings.
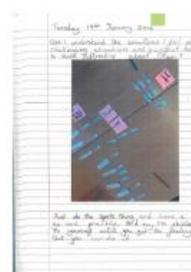
Another **sorting activity** — photos can be useful to capture the baseline activity and to demonstrate progress if the activity is repeated at the end.

Washing line — a form of **continuum activity** in which anything (ideas, characters, pupils' names) can be hung on the line between two extremes (such as positive and negative, strongly agree and strongly disagree, etc.).

This can be revisited to show how ideas and understanding have changed over the course of the lesson.

In this **scenario activity** pupils were given a short scenario and asked to answer questions about it in order to gauge their current understanding of the concept of gambling. After the lessons they could either add to their sheet in a different colour, or repeat the activity to demonstrate their learning.

Draw and write activities – in this first example, for the baseline activity, pupils were asked to draw and write how someone shows positive and negative feelings (before the new teaching took place). This child's current concept of positive and negative feelings is fairly simple: either happy and saying 'yes', or unhappy and saying 'no'.

Draw and write revisited to demonstrate progress – here the same pupil has added to their work in a different colour. Their concept of positive and negative feelings is now much broader, and encompasses assertiveness ('could you leave me alone'), perseverance and resilience ('sticking at things'), having 'self-discipline', together with a much broader range of positive and negative attributes being identified:

Draw and write activity – in this second example pupils were asked to 'draw a healthy person and write around them all the things that keep them healthy and well'. Again, they did this before any new teaching took place and without any prompts or additional explanation.

In this baseline activity the pupil demonstrates a limited concept of how to keep healthy:

'He runs and keeps healthy by watching what he eats, and plays football. He is well because he checks every day and if he's poorly he stops but not the diet'


Draw and write repeated to demonstrate progress — this time instead of adding to the baseline activity in a different colour, pupils were asked to repeat the activity from scratch. This is the same pupil's work and again their words have been transcribed beneath for clarity. This example shows tremendous progress in the pupil's understanding of the concept of health:

- Likes taking part
- Exercise
- Sleeps a lot
- Eats fruit and veg – 5 a day
- Does aerobics

- Doesn't smoke
- Tries to go outside
- Drinks 2 litre everyday

- Always goes on this bike
- Has chocolate once a week
- He's active
- Does lots of exercise
- Only spends 1 hour on computer games a day
- No junk food
- Watches what he eats
- Takes appropriate risks
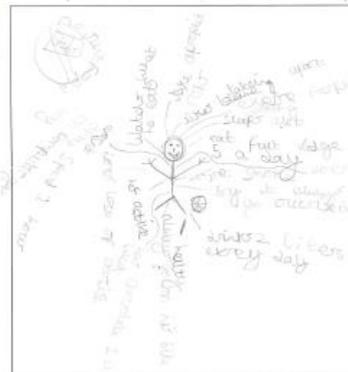
Draw and write activity — this third example shows a slightly different approach to the activity above. Before any new teaching on healthy lifestyles, pupils have drawn and written about what they do during the day to stay healthy.
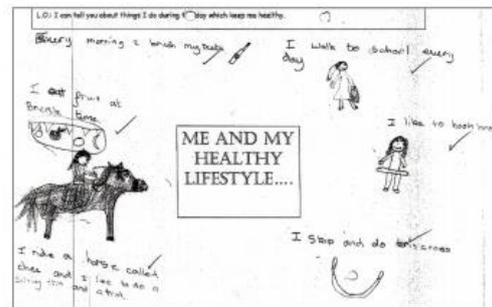
examples of physical activity and healthy eating. Explains why/how

Draw and write repeated to demonstrate progress against success criteria — Again, this pupil's repeated draw and write activity shows considerable progress in her understanding of a healthy lifestyle.

This is evidence of progress in its own right but in this case the school wished to record pupils' attainment more formally each half term, so used the following success criteria against which to gauge each pupil's progress:

Success criteria

1. Identifies a limited number of factors that keep people healthy, for example, focussing mainly on physical activity and healthy eating

2. Identifies a wider range of factors that keep people healthy, for example, including personal hygiene, drinking water and emotional health. Gives more examples of physical activity and healthy eating.

3. Identifies a wider range of factors that make people healthy, including emotional health, personal hygiene and drinking water. Gives more

these things keep someone healthy.