

The image features a hand holding a pen, positioned as if about to write on a document. The background is a soft, monochromatic pinkish-red hue. Faintly visible in the background is a sketch of a person's face, looking towards the right. The overall aesthetic is clean and professional, suggesting a focus on education and assessment.

**PSHE**  
Association

**A GUIDE TO ASSESSMENT IN PRIMARY PSHE EDUCATION**

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# Introduction

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHE.

Assessment refers to gauging what has been learned and what still needs to be learned. It therefore differs from evaluation, which is about the process: how well activities worked, how useful resources were, how interesting students found the lesson, and so on. Teachers have tended to find evaluation easier in PSHE education than assessment but both are central to an effective programme.

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, 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 for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that *“schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas”*

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.

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. This gives us the following model for assessing any learning in PSHE education:

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



### 1. Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

### 2. Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

### 3. Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

## 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.

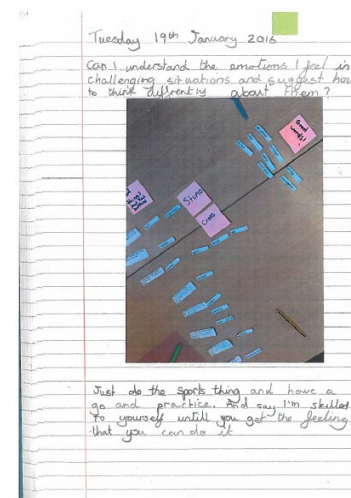
### Additional ideas for endpoint activities to demonstrate learning:

- 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.

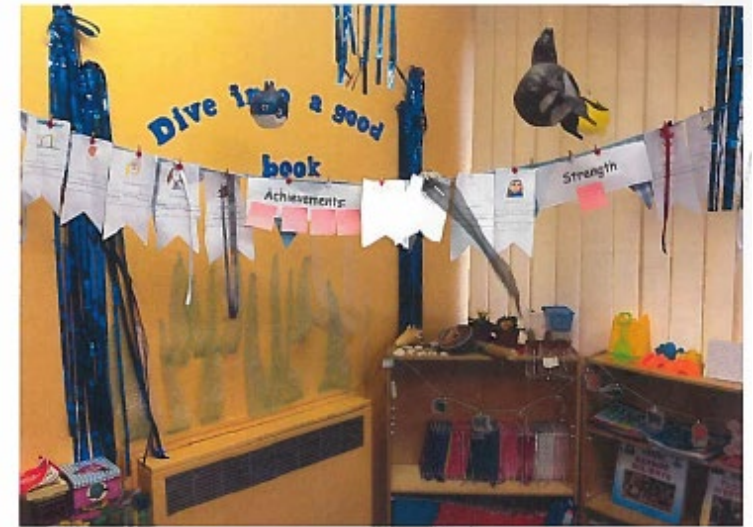
### Some examples of assessment activities in action

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.

Jayden and Jesse are playing a card game. Jayden feels really sure he is going to win using his best cards. Before they begin, Jayden says, "I bet you 50p, I can win this!"



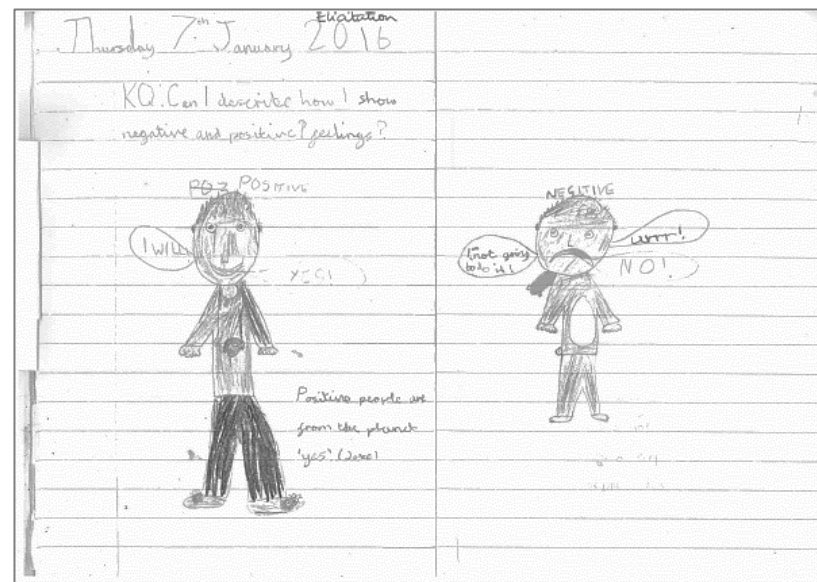
- What does Jayden mean?  
Jayden means he will give Jesse 50p if she wins. If she wins she will get 50p.
- What is Jayden hoping for?  
He is hoping for himself to win and gain 50p.
- Are there any risks? If yes, what are they?  
Yes, I think there is because if No, because nothing can go wrong really it's 50/50! It's only 50p anyways.
- What would encourage Jayden to risk it?  
I think the 50p would encourage him to risk it because he's desperate for 50p.
- What might stop Jesse wanting to taking part?  
He probably would be put off from taking part because he probably worked hard to earn the 50p because he doesn't want to lose it.
- Can betting be good? If so, when?  
No, because if you keep betting all the time you will lose your money. You should only bet on special occasions.
- Can betting be not-so-good? If so, when?  
Yes, it might not be so-good because if you spend all your money on gambling you won't have the supplies you will need to survive.

Jayden and Jesse are playing a card game. Jayden feels really sure he is going to win using his best cards. Before they begin, Jayden says, "I bet you 50p, I can win this!"



- What does Jayden mean?  
If he wins then he gets 50p.
- What is Jayden hoping for?  
to win the game.
- Are there any risks? If yes, what are they?  
He could loose and Jesse could win.
- What would encourage Jayden to risk it?  
the 50p.  
Know how to win.
- What might stop Jesse wanting to taking part?  
Jayden might win and he <sup>feels</sup> ~~is~~ saying it <sup>is</sup> too.
- Can betting be good? If so, when?  
yes on ~~the~~ horse race.
- Can betting be not-so-good? If so, when?  
yes on anything, is the thing you're betting on gets injured...

**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’.

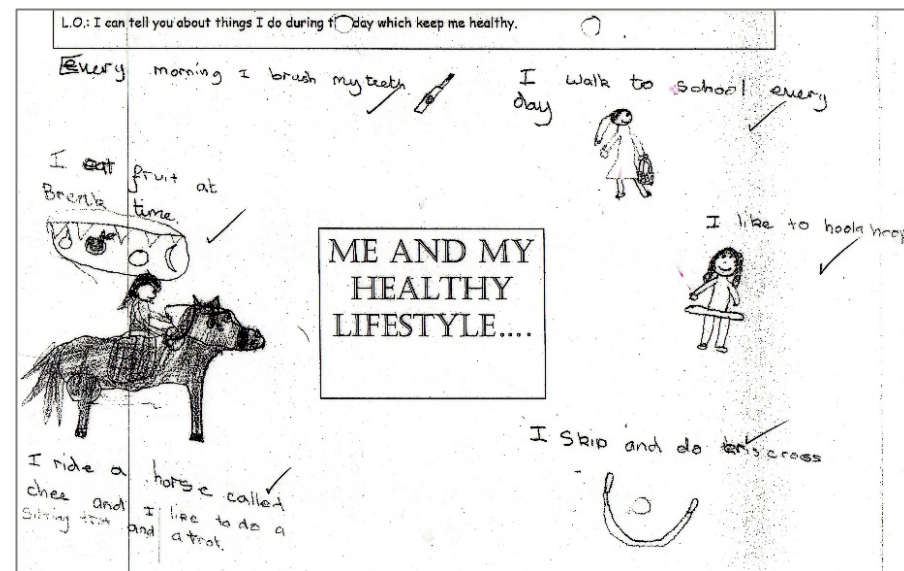


**Draw and write revisited to demonstrate progress** – here the same pupil has added to their work in a different colour. Their concept of positive and negative feelings is now much broader, and encompasses assertiveness (‘could you leave me alone’), perseverance and resilience (‘sticking at things’),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





**Draw and write activity** — 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.



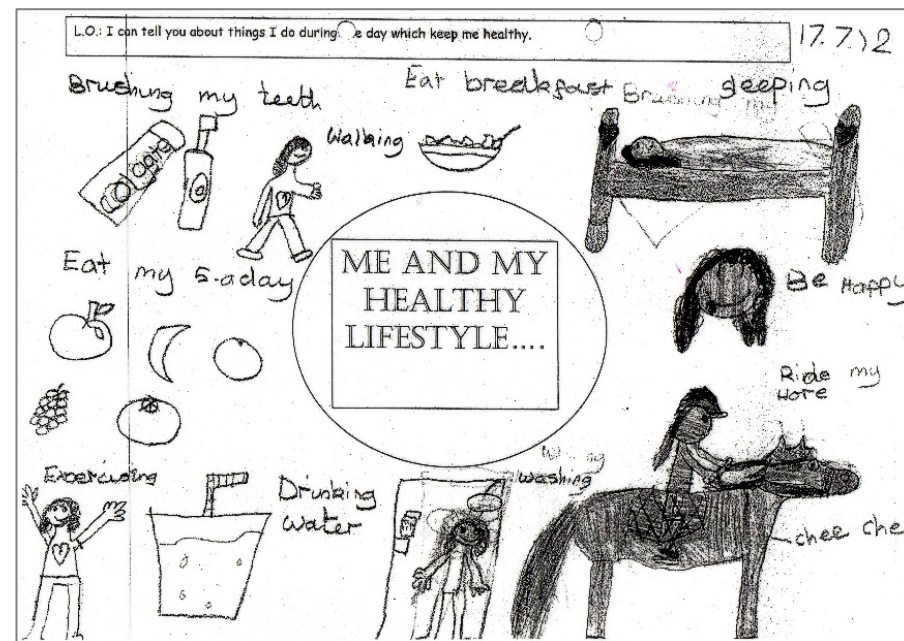
examples of physical activity and healthy eating. Explains why/how

**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.

## Generic 'I can' statements for key stages 1 & 2, PSHE education curriculum




The statements set out below are intended as a generic framework to support assessment of pupil progress and attainment. The 'I can statements' suggest what pupils may be able to do in both key stage 1 and key stage 2, allowing teachers to identify whether a pupil is working towards, at or beyond the intended learning outcome at each stage, across the three core themes. The statements are based on the Programme of Study learning opportunities, which contain the full range of content in detail. They provide a suggested model against which to assess progress summatively, formatively and ipsatively (assessment against own prior performance, knowledge or capability), whilst relying on your professional judgement of how secure pupils are in their understanding and ability to demonstrate skills. They may be useful when having learning conversations and setting targets with pupils, reporting to parents or when writing assessment criteria for assessed work.




 **Working towards:** Pupils are starting their learning in this area and do not yet have secure understanding




 **Working at: Pupils:** have met the intended learning outcome in this area and can demonstrate their understanding

 **Working beyond:** Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts


**The 'I Can' statements are designed to be adapted and made more specific for use in a range of contexts and are therefore intentionally general, reflecting the breadth of the learning opportunities in the programme of study.**

	KEY STAGE 1	Working towards 	Working at 	Working beyond 
Health and Wellbeing	I can describe some ways to keep healthy and explain why it is important.			
	I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.			
	I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.			
	I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.			
	I can suggest ways to manage when finding something difficult.			
	I can identify external body parts, how people's bodies and needs change as they grow from young to old.			
	I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.			
	I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.			
	I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.			
	I can describe how to follow simple hygiene and dental health routines.			
	I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.			
I can say how to get help in emergency situations and follow instructions to keep safe.				


	KEY STAGE 1	Working towards 	Working at 	Working beyond 
Relationships	I can say who loves and cares for me, what it means to be a family and that families are all different.			
	I can name different types of relationships, for example, family, friendship, online.			
	I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.			
	I can say how I am the same and different to other people, and how to treat myself and other people with respect			
	I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.			
	I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.			
	I can talk about things that matter to me, and say how to play and work with others.			
	I can say when it is important to ask for permission and how to ask for, give, or not give permission.			
	I can say what privacy means, and which body parts are private.			
	I can recognise when a secret should not be kept, but told to a trusted adult.			
	I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.			
	I can recognise that some people behave differently online and say some simple ways to keep online communication safe.			
	I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.			

	KEY STAGE 1	Working towards 	Working at 	Working beyond 
Living in the Wider World	I can give some examples of rules in school or at home and say why they are important.			
	I can say some ways to care for the plants, animals and people around us and why this is important.			
	I can identify some similarities and differences between people in my school and community.			
	I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups.			
	I can state some rules for using the internet and devices safely, and recognise that not everything online is always true.			
	I can describe how wanting something is different from needing something.			
	I can say what money is, where it comes from, and how it can be looked after, saved or spent.			
	I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.			




## Key stage 2




 **Working towards:** Pupils are starting their learning in this area and do not yet have secure understanding




 **Working at:** Pupils have met the intended learning outcome in this area and can demonstrate their understanding

 **Working beyond:** Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

**The 'I Can' statements are designed to be adapted and made more specific for use in a range of contexts and are therefore intentionally general, reflecting the breadth of the learning opportunities in the programme of study.**

	KEY STAGE 2	Working towards 	Working at 	Working beyond 
Health and Wellbeing	I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.			
	I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss			
	I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.			
	I can explain the importance of balancing time online with other activities for physical and mental wellbeing.			
	I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth.			
	I can suggest ways to manage setbacks and unhelpful thinking.			
	I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.			
	I can explain how babies are conceived and born as part of the human life cycle.			
	I can describe ways to prepare for and manage transitions positively between important stages in life or school.			
	I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.			
	I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.			
	I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.			
	I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.			
	I can recognise signs that I or someone else may need help with their physical health or mental wellbeing.			
I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.				
I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.				

	KEY STAGE 2	Working towards 	Working at 	Working beyond 
Relationships	I can explain how families are different and identify features of positive family life.			
	I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.			
	I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.			
	I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.			
	I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.			
	I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.			
	I can express and discuss my views on topical issues, and listen respectfully to others.			
	I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.			
	I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.			
	I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.			
	I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.			
	I can recognise when it is right to break a confidence or share a secret, and who to tell.			
	I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.			
	I can explain when, where and how to get help or support if worried about relationships of any sort.			

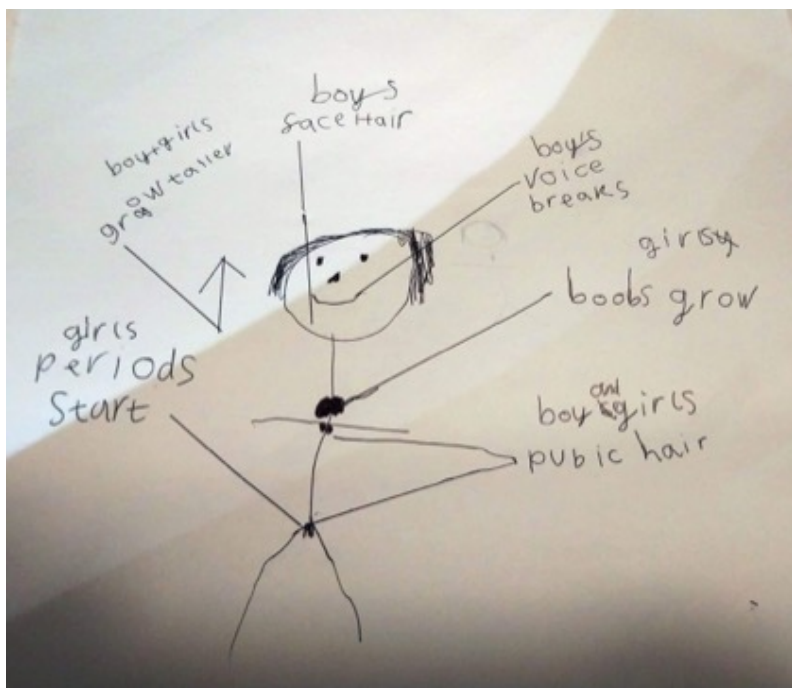
	KEY STAGE 2	Working towards 	Working at 	Working beyond 
Living in the Wider World	I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.			
	I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.			
	I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.			
	I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			
	I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.			
	I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.			
	I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.			
	I can recognise how financial decisions can impact people's emotions, including choices related to gambling.			
	I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.			
	I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime,			
I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.				

## Examples of adapted 'I can' statements being used to assess learning through peer assessment

The following examples illustrate how adapted 'I can' statements can be used by pupils to peer- or self-assess specific pieces of work. The labelled drawing and mind map alone provide evidence of progress but the use of assessment criteria may be helpful in recognising and recording pupil attainment.

**Example A:** This year 4 pupil has completed a Draw and Write activity, showing their understanding of the changes that happen when a child becomes a teenager. She has used the 'I can' statements to assess her current understanding. As this is a baseline assessment, this has given her areas to focus on for her learning, and she will be able to revisit this at the end of the series of lessons and note where she has made progress.

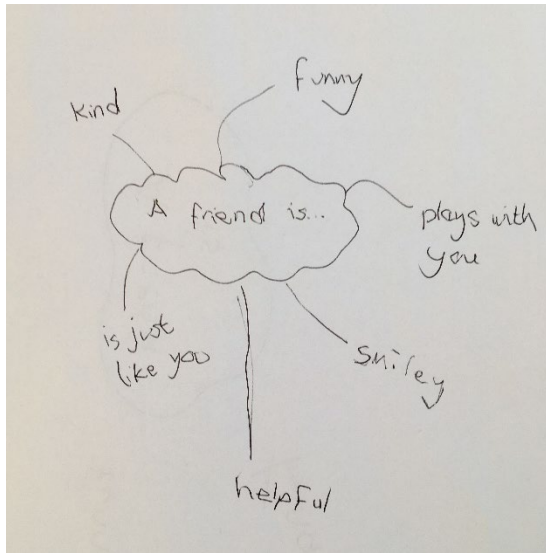
These 'I can' statements have been developed from the generic statement above: "I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these."



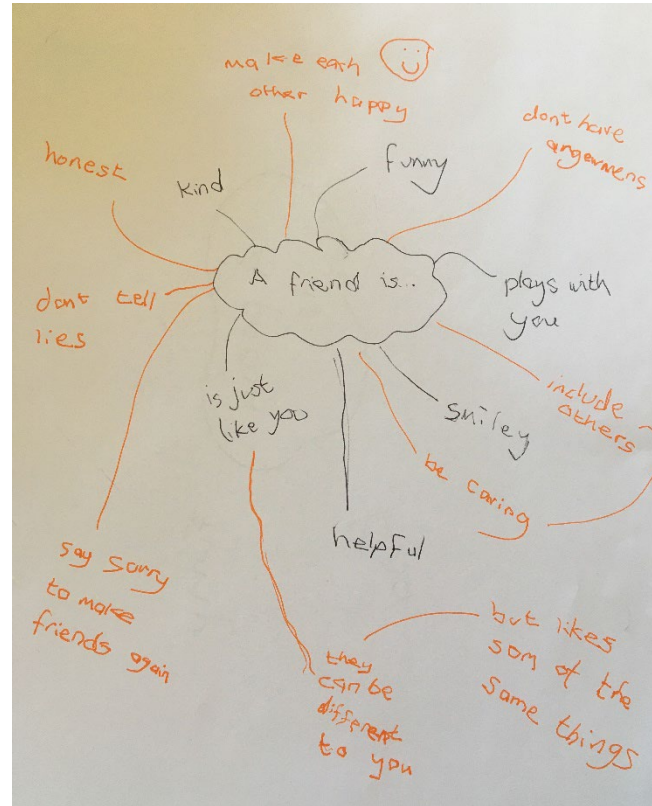
	Not yet	I did it	I did a great job!
I can say what changes happen to someone's body as they grow.		😊	
I can identify similar and different changes for boys and girls.			😊
I can say what changes happen to someone's emotions as they grow.	😐		
I can say why these changes happen.	😐		
I can say what someone could do to manage these changes.	😐		

**Example B:** This year 2 pupil has completed a baseline assessment demonstrating his understanding of what it means to be a good friend. He has then revisited this activity using a different coloured pen, to show what he has learnt about friendship at the end of the lesson / series of lessons. The teacher has then adapted a series of specific 'I can' statements from the statement above: "I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements."

### Baseline assessment



### Endpoint assessment



### Teacher assessment using adapted 'I can' statements







	Working towards	Working at	Working beyond
I can say what friendship is		X	
I can give examples of makes someone a good friend		X	
I can say how to include others who might feel lonely	X		
I can suggest ways to resolve disagreements		X	

## Further examples of developing specific assessment criteria from generic 'I can' statements

The 'I can' statements given above are intended to be adapted to new and specific contexts, and may be revisited multiple times across different year groups and topics within the key stage. For example, this 'I can' statement from the key stage 2 Health and wellbeing core theme:

*I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.*




This could be adapted for various learning contexts, including healthy food choices, exercise, dental health and the importance of sleep. So from this single statement, depending on the assessment activity, may be devised several more specific 'I can' statements or assessment criteria. For example:




Year 4 – Food choices	Working towards 	Working at 	Working beyond 	Year 6 – Sleep	Working towards 	Working at 	Working beyond 
I can identify healthy and less healthy food choices				I can explain why sleep is important for a healthy lifestyle			
I can create a healthy meal or daily food plan				I can describe healthy and less healthy bedtime routines			
I can explain the benefits of healthy food habits and the need to eat some foods rarely / as a treat				I can identify how sleep habits might change during puberty or transition to secondary school			
I can identify how adverts sometimes encourage unhealthy behaviours, and suggest what to do				I can describe or demonstrate how to resist pressure to stay up late from friends or peers			

Similarly, a key stage 1 'I can' statement from the core theme Living in the Wider World such as:

*I can give some examples of rules in school or at home and say why they are important.*

Could be used when first exploring classroom rules and establishing ground rules in Year 1, and revisited in Year 2 when thinking about safety at home.

Year 1 – Classroom rules	Working towards 	Working at 	Working beyond 
I can name some classroom rules.			
I can say why or how rules keep us safe in school.			
I can suggest what to do if I see someone breaking a school rule.			

Year 2 – Safety at home	Working towards 	Working at 	Working beyond 
I can give examples of rules at home and rules out and about.			
I can say why following rules is important for everyone, and what might happen if a rule is broken.			
I can suggest rules I think would help keep children safe.			