

A hand holding a pen over a document, with a teal overlay. The background is a close-up of a hand holding a pen, poised to write on a document. The entire image is covered with a semi-transparent teal color. The text 'PSHE Association' is in the top right, and 'A GUIDE TO ASSESSMENT IN SECONDARY PSHE EDUCATION' is at the bottom.

# PSHE

Association

**A GUIDE TO ASSESSMENT IN SECONDARY 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 students 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 students' 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 students 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 student 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 student'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 young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' 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 students' 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 students' attributes and skills, as well as their knowledge and understanding related to the topic. Students' existing knowledge and understanding is often the easiest learning to assess but whilst gauging students' 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, students' questions relating to the topic, identifying misconceptions	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, students' questions relating to the topic	Skills, attributes
Brain-storming	Knowledge, understanding, attitudes, beliefs, identifying misconceptions	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, identifying misconceptions	Skills, strategies, attributes
'Graffiti wall' / 'working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, students' questions relating to the topic, identifying misconceptions	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding, identifying misconceptions	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum / 'washing line'	Attitudes, beliefs, attributes, identifying misconceptions	Knowledge, understanding, skills, strategies
Points on a scale (e.g. students 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' (Students respond in pictures and words to an open-ended, neutral instruction e.g. draw someone who uses drugs/ draw a healthy person)	Knowledge, understanding, attitudes, beliefs, understanding of complex concepts, identifying misconceptions	Skills, strategies, attributes

Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, understanding of 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, students 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 student uses a different colour pen to add to their baseline activity and make any changes they now want to make. This allows the student and teacher to clearly see how far they have come in their learning. In other cases, students 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 students 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 students to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brain-storming	If written down, revisit in a different colour – add, amend, expand.
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.
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 students to write a new set of quiz questions for peers to answer
Questionnaire	Repeat questionnaire; ask students 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. students rating themselves on a scale for where they see themselves to be in relation to the learning outcomes	Students rate themselves on the same scale in the light of the new learning
'Draw and write'  Students 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 students
- Leading a discussion or other learning activity with younger students
- Giving advice to characters in specific situations e.g. Agony Aunt responses
- Producing a blog or podcast
- Keeping a journal or log of times when they have demonstrated a particular skill or attribute during the week

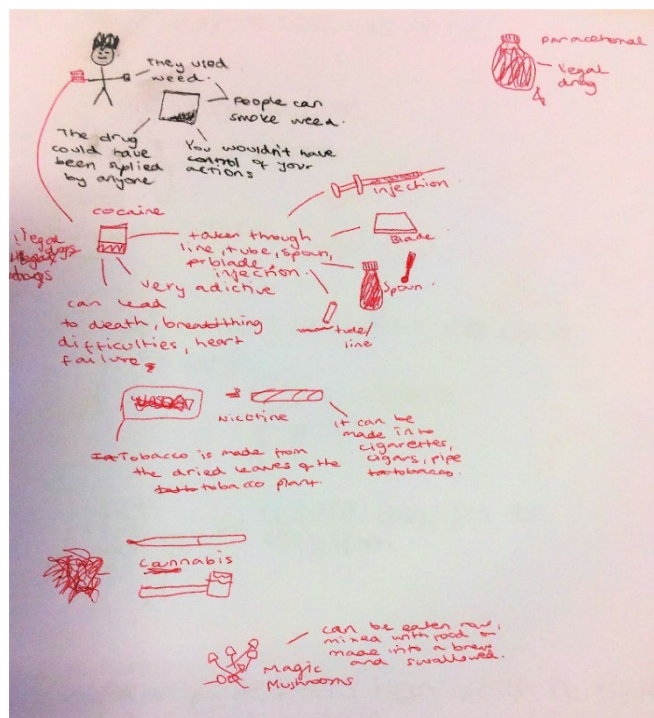
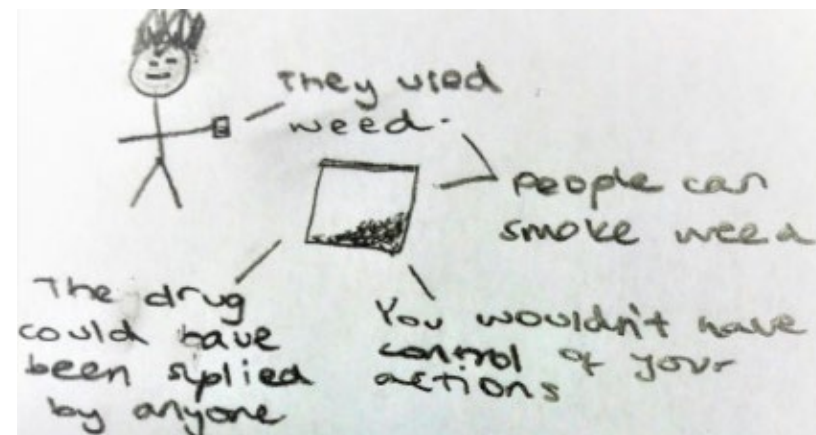
All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate the nature and extent of progress made.

## Some examples of assessment activities in action

### BASELINE ASSESSMENT ACTIVITIES REVISITED TO DEMONSTRATE PROGRESS

#### Baseline assessment activity

The following example uses a draw and write activity, in which students respond in pictures and words to an open-ended, neutral instruction, e.g. 'draw a healthy person and draw or write what keeps them healthy'. This example shows one pupil's response to 'draw someone who uses drugs and draw or write the drugs they use, their effects, where they get them from etc.' before starting a module of drug education. Alongside the examples from others in their class, such a draw and write activity provides information on current trends, any misconceptions or stereotypical thinking, and the level of understanding on this topic, so that the class teacher knows where to pitch learning to ensure it is relevant and promotes progress.



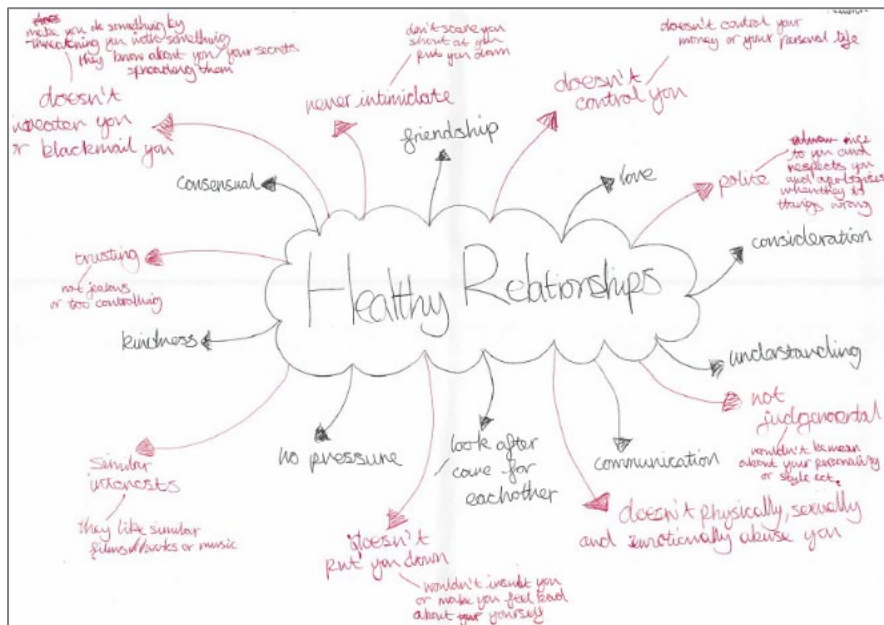
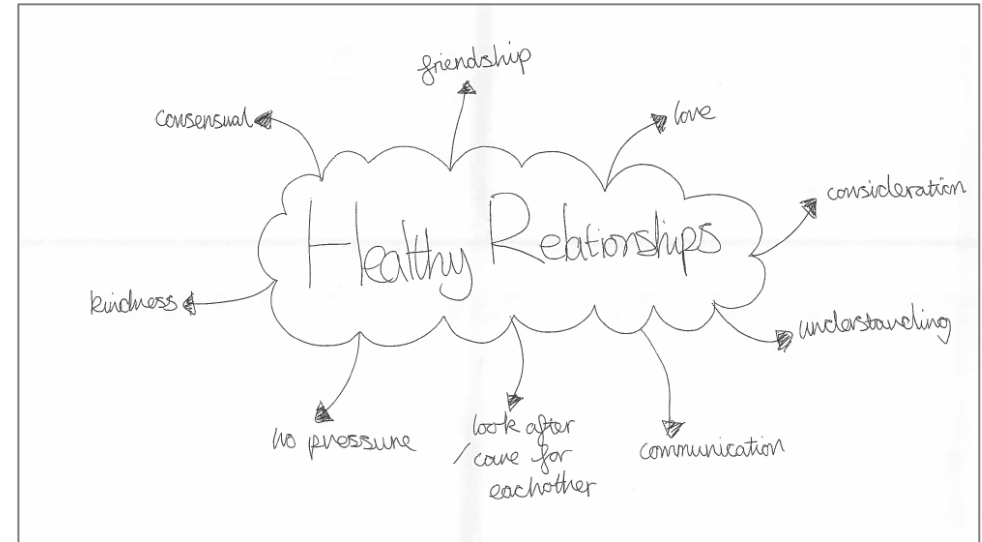
#### Baseline revisited as an endpoint assessment:

The earlier baseline has been revisited at the end of their drug education lesson in order to illustrate increased understanding. The student has used a different colour pen to add further detail and demonstrate progress. In this example, we see how the student now has additional understanding of different drug types and their effects, alongside recognition that not all drugs are illegal. This provides evidence of progress, a chance for the class teacher to check understanding, and further information on what learning the pupil needs in their next drug education lessons.

## MIND-MAP ACTIVITIES

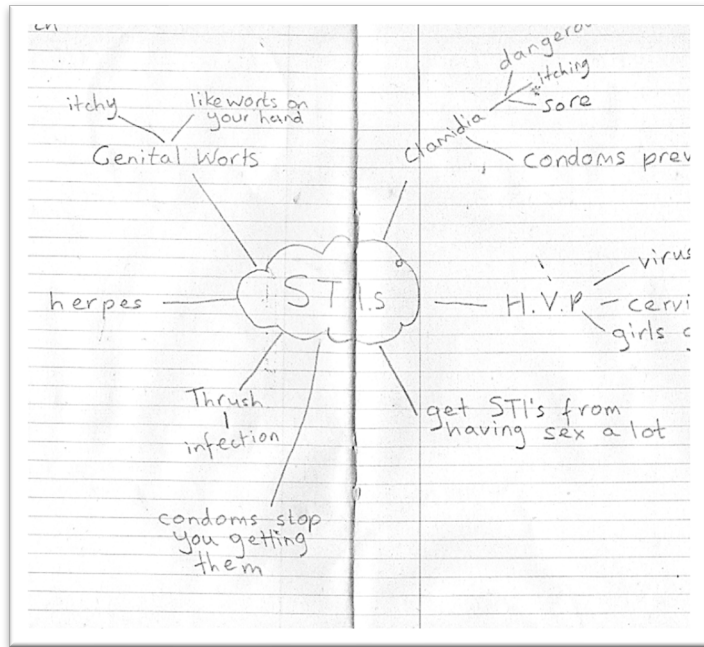
### Baseline assessment activity

In this example, the student was asked to mind-map their thoughts and ideas about healthy relationships, on their own before starting lessons on relationships.



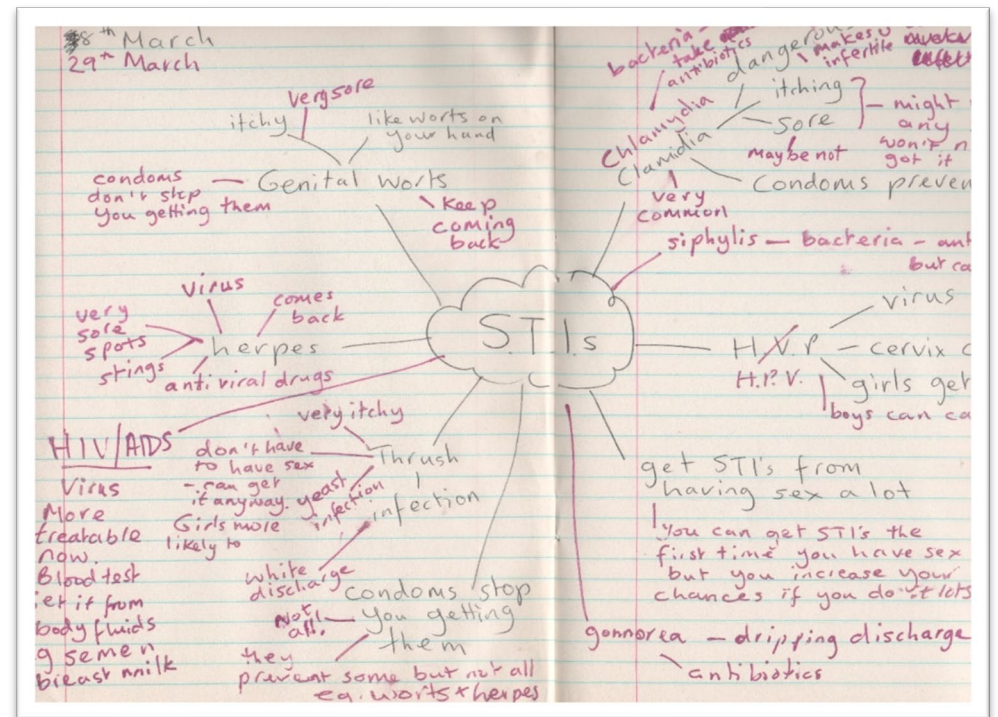
### Baseline revisited as an endpoint assessment

After the lessons, the student returned to their mind-map and added to it in red. Their baseline activity showed quite a good understanding of the basic features of a healthy relationship but their revisited mind-map shows their new learning, especially in relation to recognising signs of an unhealthy relationship.



**Baseline assessment activity**

This example focuses on the student's existing knowledge of sexually transmitted infections. It shows some accurate knowledge and understanding but also some misconceptions and gaps in knowledge.



**Baseline revisited as an endpoint assessment**

Following the lessons on STIs the student has added their new learning, including correcting some of the previous misconceptions and demonstrating their new knowledge

## CONTINUUM ACTIVITIES

This Year 9 pupil has indicated his views before the lesson (with a triangle placed on each line) and shown how those views have changed after the lesson (with a square), explaining the reason for his change of opinion in each case.

This activity such as this could equally be carried out by asking students to stand along an imaginary Agree--Disagree line across the classroom, in response to the statements read out by the teacher. Volunteers could explain why they have chosen to stand where they on the line. When repeated at the end, students can be asked to explain why they have changed position (if they have).

Robert, year 9, set 3

19/01/2016  
02/02/2016  
△ used below  
□ used below

Resource 1: Agree/Disagree Statements

1	If something is worth having, it should be difficult to get it.	△	□
2	If a person does badly in a test, it's because they are not very good at that subject.	△	□
3	Those who are hugely successful tend to be lucky rather than hard-working.	△	□
4	If something bad keeps happening, the problem is probably with the person it keeps happening to.	△	□

- ① You value things more if you have to work for them
- ② There could be other reasons they did badly in the test. Perhaps they should do more homework + revision
- ③ Luck helps but if you work hard then success is more likely.
- ④ It might be that the person has got bad luck.

The examples above demonstrate how activities can be built into a lesson that allow you, the teacher, as well as the students to identify their progress. Activities such as this can be used to gauge learning and identify future learning needs. You might also want to measure and record attainment more formally. If this is the case, you will need success criteria to measure the students' 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 outcomes. The terminology is less important than the process and will differ from school to school. The examples that follow demonstrate how 'I can...' statements can be tailored to specific schemes of work and to individual pieces of students' work. These are intended as examples only and statements should be designed depending on your own schemes of work, assessment activities and your school's recording and reporting policy. They are intended as a starting point to support the planning and design of your own PSHE assessment practices.

## Generic 'I can' statements for key stages 3 & 4, PSHE education curriculum

The statements set out below are intended as a generic framework to support assessment of student progress and attainment. The 'I can statements' suggest what students may be able to do if they are working towards, at or beyond intended learning outcomes across the three core themes. The statements of progression are drawn from the Programme of Study, 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). They may be useful when having learning conversations and setting targets with students, completing reports or when writing assessment criteria for assessed work.

**They 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.**

	Working Towards	Working At	Working Beyond
Health and Wellbeing	I can identify transitional stages in life and suggest ways of managing them.	I can manage transitions between important stages in life, including physical, emotional and practical changes.	I can manage transitional phases in life, demonstrate a positive mindset in the face of different changes and challenges, and, where relevant, overcome obstacles.
	I can suggest ways to maintain a healthy self-concept.	I can explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem.	I can confidently demonstrate strategies to maintain a healthy self-concept, and assess when and how it is appropriate to promote others' self-esteem.
	I can suggest some ways to promote physical, sexual, mental and emotional health.	I can describe ways to promote physical, sexual, mental and emotional health.	I can evaluate a range of techniques to promote physical, sexual, mental and emotional health.
	I can name and describe emotions, the features of mental wellbeing, and who to ask for help.	I can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed.	I can confidently articulate emotional wellbeing, explain the features of mental health and ill-health, and evaluate different sources of support.
	I can identify some safe and unsafe choices for health and wellbeing.	I can identify choices for health and wellbeing that are safe or unsafe/risky, and explain why.	I can confidently demonstrate how to evaluate the safety of health and wellbeing choices and manage pressure and influence affecting such decisions.
	I can suggest some risks of substance misuse.	I can explain the personal and social risks associated with substance misuse.	I can confidently assess the relative risks of different personal and social harms associated with substance misuse.
	I can say what contraception is, give some examples and why their use should be discussed with a partner.	I can explain how different contraceptives work, factors that can affect their efficacy and how to negotiate use of contraceptives with a partner.	I can demonstrate how to negotiate contraception use with a partner, assessing how appropriate different forms of contraception might be in different situations, taking into account their relative efficacy.
	I can list some support and health services and describe when and how to get help.	I can explain a range of support and health services, can assess when to get help in different situations and describe how to access relevant services.	I can make regular, accurate assessments of risks to health, assess the best sources of advice/support for such issues, including on- and off-line services, and explain how to access appropriate support in different situations.
	I can recognise emergency situations, perform some basic first aid and can follow instructions to keep safe.	I can explain how to respond in emergency situations, including how to perform first aid techniques.	I can demonstrate a comprehensive range of first aid strategies, in response to a variety of emergency situations.
	I can identify how the media, social media and other influences might affect health choices and suggest how to manage this.	I can explain the role of the media and social media in influencing lifestyle choices, the impact of other influences, and strategies to manage these.	I can analyse the role and effectiveness of the media and social media's influence on lifestyle choices and evaluate a range of strategies to manage this and other influences.
	I can suggest ways to help others to make healthy choices and support their wellbeing.	I can explain and demonstrate ways to support others to make healthy choices and promote their wellbeing.	I can confidently assess when it is appropriate to, and demonstrate how to, support others to make healthy choices and promote their wellbeing.

	Working Towards	Working At	Working Beyond
Relationships	I can identify different types of relationship and suggest ways to build and manage relationships.	I can describe different types of relationship and explain how to develop and maintain healthy, positive relationships.	I can explain the legal status of different types of relationship and can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
	I can describe what conflict means and simple ways to reduce conflict.	I can explain common causes of conflict and conflict resolution strategies.	I can analyse a range of conflict resolution strategies and describe appropriate strategies for different contexts.
	I can distinguish between healthy/positive and unhealthy/negative relationships.	I can recognise and explain how to challenge unhealthy/negative relationship behaviours.	I can assess unhealthy/negative relationship behaviours and confidently demonstrate how to challenge them.
	I can describe the role of a parent and list the options available if someone becomes pregnant.	I can describe features of parenthood and explain the options available if someone becomes pregnant.	I can evaluate features of successful parenthood and the options available if someone becomes pregnant.
	I can identify bullying or hurtful behaviour and suggest some strategies for responding to it, both on and offline.	I can explain how to respond to unhealthy/negative relationship behaviours, including bullying, discrimination, abuse and online encounters.	I can assess how to sensitively, safely and appropriately respond to increasingly nuanced scenarios in relation to unhealthy/negative relationship behaviours, including bullying, abuse, discrimination, violence and online encounters.
	I can describe my views and values on moral issues and listen to others' views respectfully.	I can justify my views and values on moral issues and effectively assess others' arguments, including critique of online content.	I can justify my views and values on moral issues using mature argument backed up by evidence, demonstrating discernment when assessing others' arguments (both in person and online).
	I can recognise peer pressure and suggest some ways to manage it.	I can explain strategies to manage peer influence and pressure.	I can evaluate and effectively demonstrate a range strategies to manage peer influence and pressure.
	I can identify influences on relationship expectations.	I can explain and manage influences on relationship expectations.	I can assess, manage and challenge influences on relationship expectations.
	I can state what is meant by consent in simple terms; explain everyone's right to wait until they are ready to be intimate; and the responsibility the seeker of consent has to ensure consent is given. I can identify how to recognise, ask for, give, not give and withdraw consent.	I can explain the concept of consent in a variety of contexts; the legal and moral responsibility on the seeker of consent to ensure consent has been given; and the importance of respecting others' feelings about readiness for intimacy. I can describe how to recognise, ask for, give, not give and withdraw consent.	I can demonstrate a comprehensive understanding of the concept of consent, capacity to consent, readiness for intimacy and the legal and moral responsibility on the seeker of consent to ensure consent has been given in all relevant contexts.  I can explain how to recognise, ask for, give, not give and withdraw consent.
	I can recognise the feelings associated with changing relationships, loss and bereavement and know where to get support.	I can describe ways to manage changing relationships, loss and bereavement, when and how to seek support and suggest ways to support others.	I can evaluate strategies to manage changing relationships, loss and bereavement, demonstrate how to support others and evaluate sources of support.
	I can describe how to show respect to others.	I can demonstrate how to show respect to others and promote equality and inclusion.	I can critically assess the importance of equality in a diverse community and demonstrate ways to promote this.
	I can identify who I can speak to and where to find advice and support for relationships, sexual health, and pregnancy.	I can describe appropriate sources of advice and support for relationships, sexual health, and pregnancy and explain why, when and how to access them.	I can evaluate the effectiveness and appropriateness of different sources of advice and support for relationships, sexual health, and pregnancy.

	Working Towards	Working At	Working Beyond
Living in the Wider World	I can show respect for others and identify basic rights and responsibilities that promote inclusion.	I can explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community.	I can critically assess rights, responsibilities and strategies for promoting inclusion and celebrating diversity in the community.
	I can identify different next steps, pathways and careers.	I can explain how to make informed decisions about next steps and career choices.	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
	I can describe what it means to be ambitious and challenge career stereotypes.	I can explain how to be ambitious and enterprising and challenge career stereotypes.	I can demonstrate ambition, lead (or effectively participate in) enterprise projects and ensure career stereotypes are actively challenged.
	I can identify some skills and attributes that employers value.	I can demonstrate a range of skills and attributes for employability.	I can confidently demonstrate, and explain the importance and relevance of, a range of employability skills in new and varied contexts.
	I can reflect on personal strengths and identify areas to improve.	I can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve.	I can analyse my strengths and areas for development with precision and insight, critically reflecting and acting appropriately to feedback.
	I can explain what budgeting is, why it is important and where to get help with financial decision-making.	I can explain how to effectively budget and suitable sources of support and information around financial opportunities and risks.	I can demonstrate how to plan a short, medium and long term budget and assess a range of support with financial decisions.
	I can identify potential risks and benefits of financial decisions and can suggest influences on financial decision making.	I can explain the potential consequences of personal finance choices and suggest ways to manage influences on financial decisions.	I can confidently assess financial risk in relation to different choices and can assess and manage influences on financial decisions.
	I can describe basic employment rights and responsibilities	I can describe a range of employment rights and responsibilities	I can explain examples of how to claim my rights and meet my responsibilities as an employee
	I can identify unique features associated with communicating online	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can evaluate the impact of persuasive design features and explain how to manage this when communicating online
	I can suggest ways to benefit from positive online behaviours, manage online risks and critique digital media sources	I can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources	I can confidently assess different types of online behaviour and evaluate digital media sources in an increasingly mature manner

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

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

**Example A:** This year 7 student has written a letter of advice about how to manage changes during puberty. Another member of the class has peer assessed her work using a 'You can' set of statements

Dear Maisy,

The advice I would give you to help you deal with these problems is, these changes happen to everyone your friends might just be going through the same thing as you, so you need to communicate with them and talk about how you are feeling. When you get moody or annoyed in lessons, it would be a good idea to carry a stress ball that you could squeeze to get all your ~~anger~~ anger out.

One of the main parts of puberty is getting spots and your hair also becomes greasy. These are all completely normal change for a teenager to go through. The important thing is to have a positive body image, and good self-esteem. If your friends don't hang out with you because of your spots then surely you should question if they are really your true friends. Make sure you shower everyday, especially after sports.

Overall you should be happy about who you are and how you look. It is also helps when you talk to someone about how you feel and all your problems. You should be proud of who you are and there will always be someone to talk to.

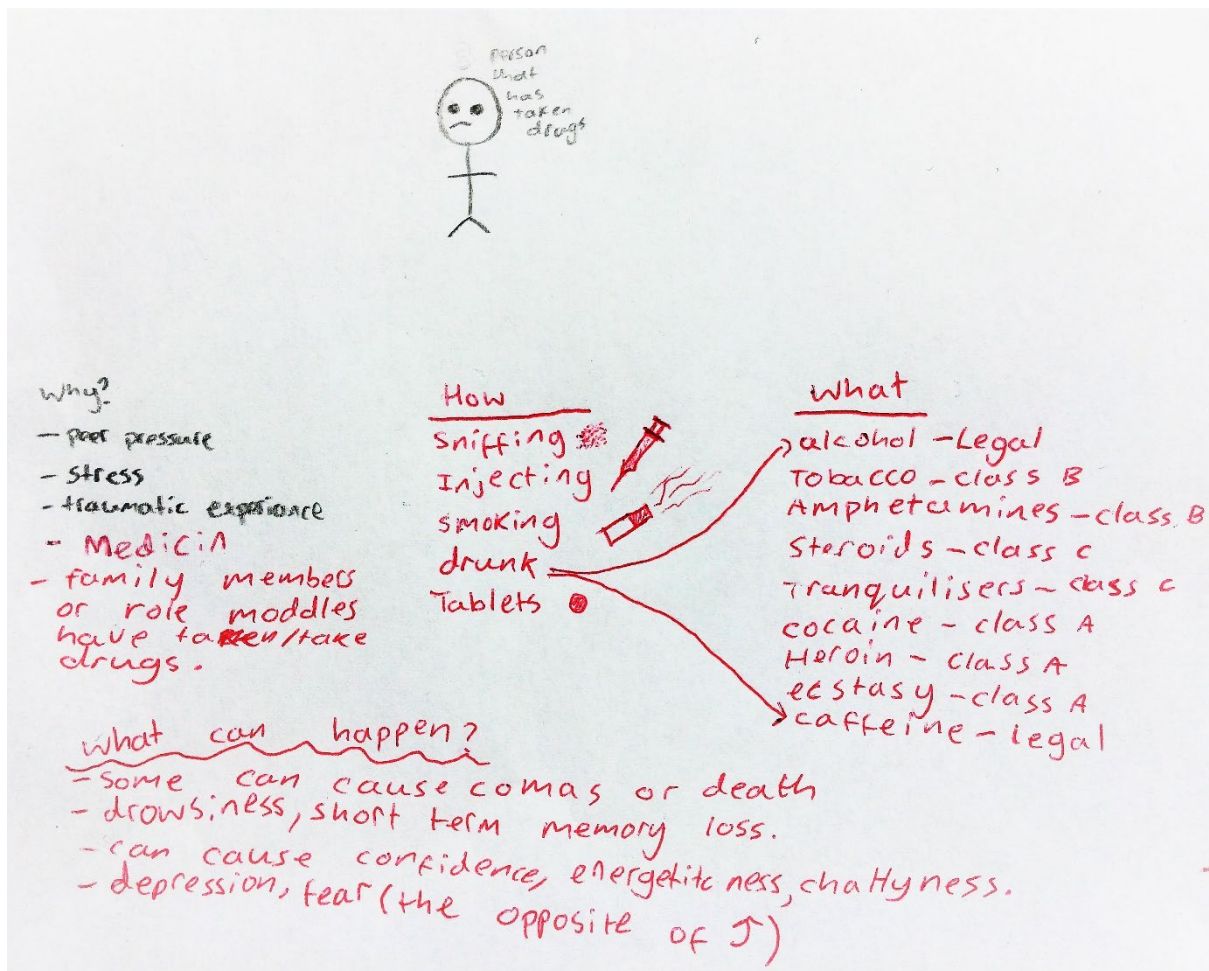
From Ruby.

Peer assessment You can...	Not this time	You did it quite well	You did an amazing job!
... describe what puberty is and why it happens using accurate vocabulary		✓	
... explain key physical changes that occur during puberty, including those that are specific to different sexes	✓		
... give accurate and helpful advice about how to maintain hygiene and manage physical changes during puberty		✓	
... explain why people may experience mood swings or emotional ups and downs during puberty			✓
... give accurate and helpful advice about how to maintain healthy relationships and manage emotions during puberty			✓
... suggest suitable support services for people who may need further help and advice to manage the changes during puberty		✓	
<b>WWW</b> (What went well?): You made the reader feel much better about her problems and gave good advice.			
<b>EBI</b> (Even better if...): You could say more about physical changes like periods.			



**Example C:** This year 10 student with special educational needs has completed a Draw and Write activity at the start of a topic on drugs, and has revisited it at the end, adding knowledge in a red pen. This enables the class teacher to monitor both progress and attainment, as noted above.

I can...	Working towards	Working at	Working beyond
... identify and name a range of legal and illegal drugs			
... suggest reasons why people choose to take illegal drugs			
... describe the effects of a range of drugs using key terms			
... challenge assumptions, misconceptions and stereotypes relating to illegal drug use			



For more advice and support on any aspect of PSHE education, visit [www.pshe-association.org.uk](http://www.pshe-association.org.uk)