

## LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: PSHE

Relationships	
<p><b>Higher</b></p> <p>(Mastering– skilled / comprehensive / confident / highly developed / accurate)</p>	<ul style="list-style-type: none"> <li>○ Students can confidently assess a range of conflict resolution strategies and describe appropriate strategies.</li> <li>○ Students can supply a developed explanation about unhealthy/negative relationship behaviours and confidently demonstrate how to challenge them.</li> <li>○ Students can confidently 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.</li> <li>○ Students can justify their views and values on moral issues using a mature argument backed up by evidence, demonstrating discernment when assessing others’ arguments (both in person and online).</li> <li>○ Students can evaluate and effectively demonstrate a range of strategies to manage peer influence and pressure.</li> <li>○ Students can assess, manage and challenge influences on relationship expectations.</li> <li>○ Students can demonstrate a comprehensive understanding of the concept of consent, capacity to consent. Students can explain how to recognise, ask for, give, not give and withdraw consent.</li> <li>○ Students can evaluate strategies to manage changing relationships, loss and bereavement, demonstrate how to support others and evaluate sources of support.</li> <li>○ Students can critically assess the importance of equality in a diverse community and demonstrate ways to promote this.</li> </ul>
<p><b>Intermediate</b></p> <p>(Securing– Effective / developed / Sound / acquiring)</p>	<ul style="list-style-type: none"> <li>○ Students can describe different types of relationship and explain how to develop and maintain healthy, positive relationships.</li> <li>○ Students can explain common causes of conflict and conflict resolution strategies.</li> <li>○ Students can recognise and explain how to challenge unhealthy/negative relationship behaviours.</li> <li>○ Students can describe features of parenthood and explain the options available if someone becomes pregnant.</li> <li>○ Students can explain how to respond to unhealthy/negative relationship behaviours, including bullying, discrimination, abuse and online encounters.</li> <li>○ Students can justify their views and values on moral issues and effectively assess others’ arguments, including critique of online content.</li> <li>○ Students can explain strategies to manage peer influence and pressure.</li> <li>○ Students can explain and manage influences on relationship expectations.</li> <li>○ Students 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. Students can describe how to recognise, ask for, give, not give and withdraw consent.</li> <li>○ Students can describe ways to manage changing relationships, loss and bereavement, when and how to seek support and suggest ways to support others.</li> <li>○ Students can demonstrate how to show respect to others and promote equality and inclusion.</li> </ul>

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<p><b>Foundation</b></p> <p>(Developing / Emerging – some / basic / beginning / awareness)</p>	<ul style="list-style-type: none"> <li>○ Students can identify different types of relationship and suggest ways to build and manage relationships.</li> <li>○ Students can describe what conflict means and simple ways to reduce conflict.</li> <li>○ Students can distinguish between healthy/positive and unhealthy/negative relationships.</li> <li>○ Students can describe the role of a parent and list the options available if someone becomes pregnant.</li> <li>○ Students can identify bullying or hurtful behaviour and suggest some strategies for responding to and suggest some strategies for responding to it, both on and offline.</li> <li>○ Students can describe their views and values on moral issues and listen to others’ views respectfully.</li> <li>○ Students can recognise peer pressure and suggest some ways to manage it.</li> <li>○ Students can identify influences on relationship expectations.</li> <li>○ Students 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. Students can identify how to recognise, ask for, give, not give and withdraw consent.</li> <li>○ Students can recognise the feelings associated with changing relationships, loss and bereavement and know where to get support.</li> <li>○ Students can describe how to show respect to others.</li> </ul>
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Health and Wellbeing	
<p><b>Higher</b></p> <p>(Mastering– skilled / comprehensive / confident / highly developed / accurate)</p>	<ul style="list-style-type: none"> <li>○ Students can manage confidently transitional phases in life, demonstrate a positive mindset in the face of different changes and challenges, and, where relevant, overcome obstacles.</li> <li>○ Students can confidently demonstrate strategies to maintain a healthy self-concept and assess when and how it is appropriate to promote others’ self-esteem.</li> <li>○ Students can confidently evaluate a range of techniques to promote physical, mental and emotional health.</li> <li>○ Students can confidently articulate emotional wellbeing, explain the features of mental health and ill-health, and evaluate different sources of support.</li> <li>○ Students can confidently demonstrate how to evaluate the safety of health and wellbeing choices and manage pressure and influence affecting such decisions.</li> <li>○ Students can confidently assess the relative risks of different personal and social harms associated with substance misuse. (Alcohol Y8)</li> <li>○ Students 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.</li> <li>○ Students can demonstrate a comprehensive range of first aid strategies, in response to a variety of emergency situations.</li> <li>○ Students 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.</li> <li>○ Students can confidently assess when it is appropriate to, and demonstrate how to, support others to make healthy choices and promote their wellbeing.</li> </ul>

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<p><b>Intermediate</b></p> <p>(Securing– Effective / developed / Sound / acquiring)</p>	<ul style="list-style-type: none"> <li>○ Students can manage transitions between important stages in life, including physical, emotional and practical changes.</li> <li>○ Students can explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem.</li> <li>○ Students can describe ways to promote physical, mental and emotional health.</li> <li>○ Students can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed</li> <li>○ Students can identify choices for health and wellbeing that are safe or unsafe/risky, and explain why.</li> <li>○ Students can explain the personal and social risks associated with substance misuse.</li> <li>○ Students can explain how different contraceptives work, factors that can affect their efficacy and how to negotiate use of contraceptives with a partner.</li> <li>○ Students can explain a range of support and health services and can assess when to get help in different situations and describe how to access relevant services.</li> <li>○ Students can explain how to respond in emergency situations, including how to perform first aid techniques.</li> <li>○ Students can explain the role of the media and social media in influencing lifestyle choices, the impact of other influences, and strategies to manage these.</li> <li>○ Students can explain and demonstrate ways to support others to make healthy choices and promote their wellbeing.</li> </ul>
<p><b>Foundation</b></p> <p>(Developing / Emerging – some / basic / beginning / awareness)</p>	<ul style="list-style-type: none"> <li>○ Students can identify transitional stages in life and suggest ways of managing them.</li> <li>○ Students can suggest ways to maintain a healthy self- concept.</li> <li>○ Students can suggest some ways to promote physical, mental and emotional health.</li> <li>○ Students can name and describe emotions, the features of mental wellbeing, and who to ask for help.</li> <li>○ Students can identify some safe and unsafe choices for health and wellbeing.</li> <li>○ Students can suggest some risks of substance misuse.</li> <li>○ Students can say what contraception is, give some examples and why their use should be discussed with a partner.</li> <li>○ Students can list some support and health services and describe when and how to get help.</li> <li>○ Students can recognise emergency situations, perform some basic first aid and can follow instructions to keep safe.</li> <li>○ Students can identify how the media, social media and other influences might affect health choices and suggest how to manage this</li> <li>○ Students can suggest ways to help others to make healthy choices and support their wellbeing.</li> </ul>

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Living in the Wider World	
<p><b>Higher</b></p> <p>(Mastering– skilled / comprehensive / confident / highly developed / accurate)</p>	<ul style="list-style-type: none"> <li>○ Students can critically assess rights, responsibilities and strategies for promoting inclusion and celebrating diversity in the community.</li> <li>○ Students can explain confidently how to make informed decisions about next steps and career choices.</li> <li>○ Students can analyse their strengths and areas for development with precision and insight, critically reflecting and acting appropriately to feedback.</li> <li>○ Students can demonstrate how to plan a short-, medium- and long-term budget and assess a range of support with financial decisions.</li> <li>○ Students can confidently assess financial risk in relation to different choices and can assess and manage influences on financial decisions.</li> <li>○ Students can evaluate the impact of persuasive design features and explain how to manage this when communicating online</li> <li>○ Students can confidently assess different types of online behaviour and evaluate digital media sources in an increasingly mature manner.</li> </ul>
<p><b>Intermediate</b></p> <p>(Securing– Effective / developed / Sound / acquiring)</p>	<ul style="list-style-type: none"> <li>○ Students can explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community.</li> <li>○ Students can identify different next steps, pathways and careers.</li> <li>○ Students can describe what it means to be ambitious and challenge career stereotypes.</li> <li>○ Students can demonstrate a range of skills and attributes for employability.</li> <li>○ Students can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve.</li> <li>○ Students can explain how to effectively budget and suitable sources of support and information around financial opportunities and risks.</li> <li>○ Students can explain the potential consequences of personal finance choices and suggest ways to manage influences on financial decisions.</li> <li>○ Students can describe a range of employment rights and responsibilities</li> <li>○ Students can explain how online interactions are impacted by data, targeted advertising and personalisation</li> <li>○ Students can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources.</li> </ul>
<p><b>Foundation</b></p> <p>(Developing / Emerging – some / basic / beginning / awareness)</p>	<ul style="list-style-type: none"> <li>○ Students can show respect for others and identify basic rights and responsibilities that promote inclusion.</li> <li>○ Students can critically assess rights, responsibilities and strategies for promoting inclusion and celebrating diversity in the community.</li> <li>○ Students can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.</li> <li>○ Students can identify some skills and attributes that employers value.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Students can reflect on personal strengths and identify areas to improve.</li> <li>○ Students can explain what budgeting is, why it is important and where to get help with financial decision-making.</li> <li>○ Students can identify potential risks and benefits of financial decisions and can suggest influences on financial decision making.</li> <li>○ Students can describe basic employment rights and responsibilities</li> <li>○ Students can identify unique features associated with communicating online</li> <li>○ Students can suggest ways to benefit from positive online behaviours, manage online risks and critique digital media sources</li> </ul>
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<b>Digital Skills</b>	
<p><b>Higher</b></p> <p>(Mastering– skilled / comprehensive / confident / highly developed / accurate)</p>	<ul style="list-style-type: none"> <li>○ Students can understand uses of Boolean logic in circuits.</li> <li>○ Students can understand how computer system components communicate with one another.</li> <li>○ Students can understand how computer systems communicate with other systems.</li> <li>○ Students can understand how instructions are executed by computer systems.</li> <li>○ Students can create digital artefacts which is a digital document, presentation, programmes and code, video and audio files, images and photos all for a given Audience.</li> <li>○ Students can repurpose digital artefacts for a given audience.</li> <li>○ Students can attend to design of digital artefacts Examples are digital documents, presentations, programmes and codes, video and audio files, images and photographs.</li> <li>○ Students can understand a range of ways to use technology securely.</li> <li>○ Students can understand a range of ways to use technology responsibly.</li> </ul>
<p><b>Intermediate</b></p> <p>(Securing– Effective / developed / Sound / acquiring)</p>	<ul style="list-style-type: none"> <li>○ Understand several key algorithms Students can understand a range of ways to use technology securely.</li> <li>○ Students can understand a range of ways to use technology responsibly.</li> <li>○ Students can analyse data.</li> <li>○ Students can revise digital artefacts for a given audience.</li> <li>○ Students can attend to trustworthiness of digital artefacts</li> <li>○ Students can protect their online identity.</li> <li>○ Students can protect online privacy.</li> <li>○ Students can understand the software components that make up computer systems.</li> </ul>

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<p><b>Foundation</b></p> <p><b>(Developing / Emerging – some / basic / beginning / awareness)</b></p>	<ul style="list-style-type: none"><li>○ Students can use computational abstractions.</li><li>○ Students can model state of real-world problems.</li><li>○ Students can understand simple Boolean logic.</li><li>○ Students can understand how numbers can be represented in binary.</li><li>○ Students can understand the hardware components that make up computer systems.</li><li>○ Students can use multiple applications.</li><li>○ Students can use and work with applications across a range of devices.</li><li>○ Students can understand a range of ways to use technology respectfully.</li><li>○ Students can recognise inappropriate content.</li><li>○ Students can recognise inappropriate contact.</li><li>○ Students can recognise inappropriate conduct.</li><li>○ Students know how to report concerns.</li><li>○ Students can reuse digital artefacts for a given audience.</li><li>○ Students can attend to usability of digital artefacts which can be of any content type including text, audio, video, image, animation or a combination.</li><li>○ Students can understand a range of ways to use technology responsibly.</li></ul>
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