



Finham Park School



KS3 PSHRE Assessment Criteria – Year 7

Working Towards	Working At	Working Beyond
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 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 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 identify different types of relationships and suggest ways to build and manage relationships.	I can describe different types of relationships and explain how to develop and maintain healthy, positive relationships.	I can explain the legal status of different types of relationships and can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural 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 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 state what is meant by consent in simple terms; 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; 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 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 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 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 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

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KS3 PSHRE Assessment Criteria – Year 8

Working Towards	Working At	Working Beyond
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 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 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 state what is meant by consent in simple terms; 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; 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 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 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 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 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 identify different next steps, pathways and careers.	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
I can identify unique features associated with communicating online	I can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources.	I can evaluate the impact of persuasive design features and explain how to manage this when communicating online.

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KS3 PSHRE Assessment Criteria – Year 9

Working Towards	Working At	Working Beyond
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 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 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.
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; 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; 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. I can explain how to recognise, ask for, give, not give and withdraw consent.
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 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 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 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 different next steps, pathways and careers.	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
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.

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KS4 PSHRE Assessment Criteria – Year 10

Working Towards	Working At	Working Beyond
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 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 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 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 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 state what is meant by consent in simple terms; 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; 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. I can explain how to recognise, ask for, give, not give and withdraw consent.
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 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 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 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 different next steps, pathways and careers.	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
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.

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KS4 PSHRE Assessment Criteria – Year 11

Working Towards	Working At	Working Beyond
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 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 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 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 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 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 state what is meant by consent in simple terms; 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; 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. I can explain how to recognise, ask for, give, not give and withdraw consent.
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 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 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 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 different next steps, pathways and careers.	I can explain how online interactions are impacted by data, targeted advertising and personalisation	I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices.
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.

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