



## PSD Assessment Policy 2024 - 2025

### Why do we assess in PSD and what does the PSHE Association say about assessment?

- “Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also 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” — therefore assessment for and of learning should be central to any PSHE education provision.”

PSHE Association (2020). *Programme of Study for PSHE Education Key Stages 1-5*. Available at: [PSHE Association Programme of Study for PSHE Education \(Key stages 1-5\), Jan 2020 1.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201-5),%20Jan%202020%201.pdf) (Accessed: 30/07/2021)

In this policy, the ‘teacher’ refers to the PSD class teacher who is responsible for their own class.

When it is a split class, it is the responsibility of **both** PSD class teachers to ensure that the books are marked and challenging questions which encourage a deeper understanding of the topic are made.

Assessment of the implementation of PSD can also be seen via BromCom logs, safeguarding concerns, attendance, general behaviour of pupils in and outside school.



As **books will be marked once a half term for KS3 and once a term for KS4**, pupils will be assessed in this way within each topic.

Jealousy  
 Putting themselves down  
 Belief = Think that something is true  
 Understanding - The power to understand and think  
 Habit - something you have done without thinking  
 because you have done it so many times  
 Attitude - Thinking or behaving  
 Moral - What is right or wrong taught from a story or  
 event.

I have acted without thinking and regretted it often  
 many times. A belief that was at play was that the teachers  
 will never find out. <sup>The</sup> attitude at play was that I  
 could get away with it this time and nothing will happen.

Having values, morals and attitude is important because  
 you should be proud of your choices. *Why? Can you  
 link this to the video?* In the video, the boy was proud  
 of the choice he made. He helped the girl out instead of  
 listening to the boys.

Holy Trinity Catholic School

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