



PSHE Year Group Spaced Assessment Overview 2025-2026

EYFS

All objectives are assessed using the EYFS Framework's Early Learning Goals/our Internal Tracking System

Year
Groups
1-6

At the beginning of each unit:

- Complete Pre-Unit Assessment

Children's pre unit responses provide a baseline to establish their prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus.

At the end of each unit:

- Complete Post-Unit Assessment

Repeat the pre unit activity, using a different colour. Teachers can also use supplementary questions to elicit further information about what the pupils have learned. See 'Key questions' found in the shared drive under PSHE Key Questions.

Spaced/Distance from learning assessment:

"The essential skills and attributes of PSHE and Wellbeing education are arguably the hardest aspects of learning to assess. It is difficult for teachers to assess accurately 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 and Wellbeing education lessons is essential, so ensuring pupils have time and space 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-assessment." **PSHE Association Guidance of assessment, 2021.**

Children to complete **Recording reflections on learning** sheet found under 'Additional assessment tools'. They are designed to be used flexibly, for individual children or the class as a whole. Children can write or draw their reflections and ideas about a SCARF lesson or series of lessons from across the half term. There are two versions:

- One with sentence starters to help stimulate and structure children's thinking and reflections. Two blank thought bubbles are included. Use these to write the children's or your own ideas for sentence starters.
- One that has been left blank for you to create sentence starters that suit your children's needs and the particular subject or issues being reflected upon.

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