



# PHSE and RSE Assessment



## Cherry Trees PHSE and RSE Assessment Overview

Level I	Sensory Level Descriptors
1(i)	<p>Notice auditory stimuli e.g. startle to loud music (1)</p> <p>Notice visual stimuli e.g. response to lights (1)</p> <p>Notices tactile stimuli e.g. responding to touch (1)</p> <p>Notice olfactory stimuli e.g. responding to smell</p> <p>Notices vestibular e.g. movement such as rocking</p> <p>Obvious reaction to close contact with familiar adult</p> <p>Responds to obvious stimuli (3)</p> <p>Distress reduced by physical contact</p> <p>Distress calmed by calming voice</p> <p>Reduces activity in response to touch or voice</p> <p>Demonstrates a range of unintentional vocalisation when content</p> <p>Demonstrates a range of unintentional vocalisation when distressed</p> <p>Demonstrates a range of unintentional vocalisation when hungry</p> <p>Demonstrates a range of unintentional vocalisation when in pain</p> <p>Demonstrates a range of unintentional vocalisation when tired</p> <p>Demonstrates a range of unintentional movements when content</p> <p>Demonstrates a range of unintentional movements when distressed</p> <p>Demonstrates a range of unintentional movements when hungry</p> <p>Demonstrates a range of unintentional movements when in pain</p> <p>Demonstrates a range of unintentional movements when tired</p>
1(ii)	<p>Demonstrates brief memory for previously presented stimuli</p> <p>Fleeting/inconsistent responses to familiar voice/personal identifier</p> <p>More consistent reaction to a close adult</p> <p>Intermittent awareness of stimulus in different positions</p> <p>Fleeting response to 3 different tactile stimuli</p> <p>Fleeting response to 3 different visual stimuli</p> <p>Fleeting response to 3 different olfactory stimuli</p> <p>Fleeting response to 3 different vestibular stimuli</p>



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	<p>Fleeting response to 3 different auditory stimuli</p> <p>Inconsistent response when talked to.</p> <p>Notifies new, unfamiliar faces</p> <p>Engage in mutual gaze with an adult in a variety of settings.</p> <p>Show an awareness of object placed in hand/on body</p> <p>Quiets at familiar voice or sound</p> <p>Plays at making different vocal sounds alone or with others 'SPLIT'</p> <p>Smile in response to adult smiling</p> <p>Brings attention back to adult with an auditory prompt</p> <p>Bring attention back to activity/object with a physical prompt</p> <p>Brings attention back to activity/object with an auditory prompt</p> <p>20. Bring attention back to adult with a physical prompt</p>
<b>2(i)</b>	<p>Responds to a range of stimuli people, objects and events</p> <p>Responds to own name by a familiar person</p> <p>Responds consistently to one stimulus</p> <p>Supported 1:1 turn taking</p> <p>Terminates an interaction with adult, without full intention e.g. low levels of concentration or distracted easily</p> <p>Aided exploration of the environment</p> <p>Briefly follow objects in vertical plane</p> <p>Briefly follow objects in horizontal plane</p> <p>Consistent response to a personal identifier</p> <p>Follows familiar adults across the room</p> <p>Responds to own name by unfamiliar person</p> <p>Anticipates a consistently repeatedly presented stimuli</p> <p>Shows pleasure at physical interactions e.g. rocking, tickling</p> <p>Consistently anticipates repetitively presented response</p> <p>Terminate intention with intention</p> <p>Sustain gaze/interest in object for a few seconds</p> <p>Let go of one toy in response to being offered another</p> <p>Tolerates adult in parallel play</p>



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	<p>To show some response to own reflection</p> <p>To hold an offered object from an adult for a short period of time.</p>
<b>2(ii)</b>	<p>Responds differently to different stimulus e.g. ball or instrument</p> <p>Anticipates within familiar social routines</p> <p>Redirection to second object</p> <p>Random activities cause effect</p> <p>Looks briefly after disappearing object</p> <p>Action on reactive environment</p> <p>Communicates more in inconsistent ways</p> <p>Contingency responding e.g. lots of redundant activity</p> <p>Contingency responding with objects e.g. mobiles</p> <p>Behaviour interpreted as rejection (11)</p> <p>Purposefully terminates interaction with adult</p> <p>Make a choice between two objects presented visually in close proximity</p> <p>Demonstrating consistent negative response to things they don't like (new)</p> <p>Demonstrating consistent positive response to things they do like.</p> <p>To return an object to an adult upon request with a physical and verbal prompt.</p> <p>To attend to photos/pictures when used in daily routines (registers/timetable)</p> <p>To anticipate what comes next in familiar song (action or verbally)</p> <p>To engage with a peer who is in close proximity by reaching out or vocalising.</p> <p>Repeating a behaviour which produces a response.</p> <p>Uses eye contact to engage with another person in a 1:1.</p>



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<b>3(i)</b>	<ul style="list-style-type: none"> <li>Objects to termination of an activity</li> <li>Objects to termination of a communication</li> <li>Purposeful action on everyday environment e.g. in close proximity, supported by staff</li> <li>Changes in behaviour in response to something nearby</li> <li>Intentional exploration of the environment e.g. growing awareness of immediate environment, more independent exploration of the environment.</li> <li>Looks forward and backwards between two objects</li> <li>Perseveres by repeating action for reward in social game</li> <li>Repeats action if first attempt is unsuccessful</li> <li>Attracts attention by reaching out or physical action</li> <li>Attracts attention vocally</li> <li>Object permanence</li> <li>Make a choice between two familiar objects using photographs(new)</li> <li>To respond to an adult saying 'no' with intonation or gesture by pausing in what they are doing.</li> <li>They request an activity by gesture, vocalisation or looking at the adult or object.</li> <li>To attend to adult as they wave and say goodbye.</li> <li>To respond to praise</li> <li>They observe the results of their own actions.</li> <li>They respond to the results of their own actions e.g. laughing or clapping.</li> <li>To show excitement in anticipation of favourite activity/object.</li> <li>To request a drink or snack with less support at appropriate times of the day.</li> </ul>
<b>3(ii)</b>	<ul style="list-style-type: none"> <li>Develops own consistent way of requesting more of an activity</li> <li>Communicate no more through a consistent action</li> <li>Contingency awareness</li> <li>Communicate choice to an attentive adult</li> <li>Deliberately gaining attention of another person to satisfy need</li> <li>Shared attention</li> <li>Expresses preference for items not present via symbolic means</li> <li>Early problem solving, tries a new strategy when old one fails</li> <li>Initiates actions to achieve desired results</li> </ul>



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	<p>Initiates social game</p> <p>Does two different action in sequence to get a reward</p> <p>Selects from more than two items</p> <p>Modifies action when repeating action does not work</p> <p>Used preferred mode of communication to say 'hello'.</p> <p>To understand how a book works e.g. turn pages, turn the book the correct way round.</p> <p>Consistently greet known people in preferred mode of communication</p> <p>Consistently select correct symbol to represent main character in a book</p> <p>To demonstrate understanding of 5 timetable symbols.</p> <p>To independently explore an object in more complex ways, for a sustained period of time.</p> <p>Begins to show an interest in actions of other peers.</p>
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Level	Curriculum Assessment Statements
4	Indicates preferences Passes object when asked Responds to a familiar routine Sits in a small group with an adult e.g. for story time Recognises own belongings Shows appropriate response to adult praise
5	Expresses feelings using words, gestures, signs or symbols (choice of two) Participates in a group activity With support, remains on task in directed activity Asks for help with word or gesture Helps to hand out objects to a group Accepts a short wait PSHE - Shares the same central equipment source
6	Responds appropriately to others' feelings e.g. comforting a crying peer Makes some modification in behaviour when criticised Remains on task in directed activity Seeks out and begins to interact with specific children Aware of where equipment is located Works / plays alongside another pupil without adult support Begins to understand the difference between right and wrong
7	Begins to show some awareness of danger Accepts they don't always get what they ask for Locates and collects appropriate resources for a familiar activity Can take turns in a small group Shares their own ideas in a group discussion Talks about their family/class/group Identifies the sex of peers and adults



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8	<p>Aware of common dangers e.g. broken glass</p> <p>Knows we need to eat a variety of food</p> <p>Demonstrates an understanding of personal hygiene routines e.g. brushing teeth</p> <p>Attempts to play within the rules of a game</p> <p>Begins to identify the consequences of their actions</p> <p>Listens and responds to other people's ideas</p> <p>Can identify basic school rules</p>
9	<p>Knows that they need to keep themselves clean</p> <p>Can identify the features of a healthy lifestyle</p> <p>Can identify people who help them and the ways in which they help them</p> <p>Recognises what is important in their lives</p> <p>Able to show respect to others' feelings and ideas</p> <p>Suggests what they could do if treated unkindly</p> <p>Demonstrates an awareness of the changes that take place during puberty</p>
10	<p>Understands the idea of taking a vote</p> <p>Demonstrates an understanding of the human life cycle- baby/child/adult</p> <p>Knows why they need to lead a healthy lifestyle</p> <p>Identifies features of physical and emotional bullying</p> <p>Can identify differences between themselves and others</p> <p>Participates in a group discussion</p> <p>Can communicate ideas about their own interests or hobbies</p>
11	<p>Begins to adapt their behaviour appropriately to avoid danger.</p> <p>Discusses ways of helping themselves in a threatened situation</p> <p>Able to describe different types of bullying</p> <p>Able to share resources and work with a partner</p> <p>Identifies some basic needs of people</p> <p>Makes suggestions about how to keep the school/local environment clean</p> <p>Demonstrates an awareness of appropriate relationships with different types of people.</p>
12	<p>Identifies ways in which the environment can be damaged</p> <p>Discusses the achievements of themselves and others</p> <p>Knows it is wrong to treat people differently because of their differences</p>





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	<p>Begins to adapt their behaviour appropriately to avoid danger when out in the community</p> <p>Recognises ways in which they can help others in different situations</p> <p>Identifies the different emergency services and their roles</p> <p>Describes the communities to which they belong</p>
<b>13</b>	<p>Can manage potentially dangerous situations appropriately</p> <p>Takes turns in a large group discussion</p> <p>Considers how responsibilities may be stereotyped by gender or age i.e. Mum cooks</p> <p>Understands how money can be earned and spent/saved</p> <p>Using past experience, plans their actions to achieve the desired result</p> <p>Identifies how their actions affect others</p> <p>Identifies things that can cause them to be sad/happy/angry/jealous/frightened/excited/embarrassed/proud</p>
<b>14</b>	<p>Identifies features of an environment elsewhere in the world</p> <p>Identifies sources for help and support for people in the community</p> <p>Explores the role of the local council</p> <p>Discusses how equal opportunities can be given to all</p> <p>Understands drugs can have harmful effects</p> <p>Offers ideas to combat bullying</p> <p>- Describes the main stages of the human life cycle</p>
<b>15</b>	<p>Identifies their own strengths and weaknesses</p> <p>Explores the role of the UK government</p> <p>Identifies examples of anti-social behaviour</p> <p>Explores how race and religion can affect people's lives</p> <p>Identifies a range of strategies for coping with emotional difficulties i.e. time out</p> <p>Identifies people who try to influence them</p> <p>Defines legal and illegal</p>
<b>16</b>	<p>Recognises their personal strengths and how this affects their self-confidence and self-esteem</p> <p>Identifies strategies for resisting pressure from peers/society/media</p> <p>Understands what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</p> <p>- Demonstrates an awareness of the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>Explores the relationship between rights and responsibilities</p> <p>Understands that there are different types of work, including employment, self-employment and voluntary work</p>



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	Understands the consequences of breaking the law
<b>17</b>	<p>Makes effective use of constructive feedback, differentiating between helpful feedback and unhelpful criticism</p> <p>Considers different levels of intimacy and their consequences</p> <p>Recognises bullying and abuse in all its forms and has the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>Understands the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</p> <p>Recognises the shared responsibility to protect the community from violent extremism and knows how to respond to anything that causes anxiety or concern</p> <p>Explores how to use money responsibly</p> <p>Demonstrates an awareness of lifelong learning.</p>
<b>18</b>	<p>Takes increased responsibility for monitoring their own health (including testicular and breast self-examination)</p> <p>Knows where and how to obtain health information, advice and support (including sexual health services)</p> <p>Recognises and manages feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes</p> <p>Understands the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle</p> <p>Recognises the impact of drugs and alcohol on choices and sexual behaviour</p> <p>Thinks critically about extremism and intolerance in whatever forms they take</p> <p>Recognises the range of opportunities available to them for career progression, including in education, training and employment</p>