

**PSHE Assessment Rationale**  
*Integrating Internal Governance with Attitudes to Learning (A2L)*

## **Curriculum Philosophy: The “HeartSmart” Approach**

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Our Personal, Social, Health and Economic (PSHE) curriculum at the CREATE Federation is built on the integration of **HeartSmart** (focusing on internal emotional governance) and the **PSHE Matters** framework. We aim to equip pupils with the resilience and self-worth needed to navigate the modern world safely and authentically.

Detailed **Knowledge Organisers** and **Learning Overviews** provided at the start of each block ensure that both substantive knowledge (health, safety, and law) and disciplinary skills (emotional regulation and social interaction) are tracked. These assessment endpoints represent the “crucial knowledge” required for personal development; however, the curriculum encompasses a much broader range of lived experiences and discussions. Parents can view the full long-term plan on the school website to see how themes like online safety, money matters, and relationships evolve.

## **The A2L “Litmus Test”**

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We utilise the **Attitude to Learning (A2L)** criteria (Levels 1-10) as a “litmus test” for achievement. High A2L scores indicate a child is proactively applying HeartSmart strategies to manage their emotions and social interactions. Conversely, an **A2L Barrier** identifies a risk that a child may struggle with the self-regulation required for conflict resolution or the critical thinking needed to identify external influences on the heart.

## **Integrated PSHE Progress & A2L Barrier Map**

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### **Phase-Specific Support at Home**

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#### **Phase 1: Pre-school & Reception (Foundations of Love)**

- **Don’t Forget to Let Love In:** Practice daily affirmations like “I am valuable” to build early self-worth.
- **Active Voice:** Use “How does your heart feel?” prompts when they experience big emotions.
- **Ownership:** Let them lead on tidying their space to build a sense of responsibility and pride.
- **Fixed Mindset:** If they fall out with a friend, ask: “How can we solve this together?”

#### **Phase 2: Year 1 & Year 2 (The Authentic Child)**

- **Don’t Hold On to What’s Wrong!**: Practice “letting go” of minor mistakes before bedtime to avoid “heavy” thoughts.

Level / Year	Assessment Endpoints	Active Barrier	Voice Barrier	Behaviour Barrier	Ownership Barrier	Mindset / Safety Net
L1-4 (EYFS)	Understand self-worth. Regulate behaviour and solve conflicts. Outgoing with unfamiliar people.	Unable to name or talk about own feelings or those of others.		Impulsivity stops the ability to regulate behaviour in conflicts.	Failing to find solutions to simple peer rivalries.	Quitting when a social interaction becomes challenging.
L5-6 (Y1-Y2)	Recognise mistakes and let go. Differentiate authentic behaviour. Basic online safety and rules.	Inability to describe what makes them unique or special.		Rushing to judge others; inability to resolve simple arguments.	Disorganised approach to identifying "heavy" thoughts.	Fear of being real or authentic prevents sharing opinions.
L7-8 (Y3-Y4)	Recognise importance of mental health. Rights and responsibilities. Manage risk and money matters.	Failing to use technical terms regarding emotional health.		Group distractions disrupt focus on strategies for challenges.	Failing to challenge the idea of being "stuck" or hitting a wall.	Avoiding strategies for dealing with difficult emotions.
L9-10 (Y5-Y6)	Master self-love for transition. Identify diversity and prejudice. Understand consent and social media.	Passive participation stops critical analysis of digital influence.		Lack of care in analysing how behaviour affects other people.	Failing to apply communication skills to resolve complex conflict.	Avoiding discussions on transition or puberty changes.

- **Active Voice:** Play "Fake vs Real": Discuss why being ourselves is better than pretending to be like someone else.
- **Ownership:** Help them set a simple goal (e.g., trying a new food) to explore how to manage difficult tasks.
- **Safety Net:** Discuss the "SMART" rules together when they are using a tablet or computer.

### Phase 3: Year 3 & Year 4 (The Responsible Citizen)

- **No Way Through? Isn't True!:** When they feel "stuck" with schoolwork, brainstorm three different ways forward.
- **Active Voice:** Debate at dinner: "Why are rules important in our house and in our town?"
- **Ownership:** Quiz them on their internal voice—is it being kind or critical today? How can we change it?
- **Fixed Mindset:** Celebrate moments where they took a proactive choice to resolve a dispute with a sibling.

### Phase 4: Year 5 & Year 6 (The Resilient Transitioner)

- **Mastering Self-Love:** Model framing life challenges as opportunities for growth rather than personal failures.
- **Active Voice:** Ask them to explain the impact of bullying or prejudice using the term "Stewardship of the Heart."

- **Ownership:** Have them manage their own digital habits, checking for positive vs negative influences.
- **Safety Net:** Encourage “Self-Governing” discussions about the upcoming transition to secondary school.

*Note: Identification of an A2L barrier suggests potential gaps in emotional governance or social understanding. Learning overviews cover the specific strands of Being Me, Staying Safe, and Growing Up.*