

Full details about each of these assessments are on the platform with the related sessions (www.coremhcurriculum.co.uk).

These assessments are **OPTIONAL** and are designed to give you opportunities throughout the year to ASSESS areas you feel are important for your cohort of children. Use the Progression & Development Record (PDR) too (which allows you to colour-code each child according to where they are in each CORE MH topic area).

Topic	Month	Week	Assessment	Evidence: e.g. notes/observations (and children's initials?):
Term 1:				
Transitions	Sep	1	What helps with your wellbeing?	Child Survey SDQ: Complete this to get a general idea of how all or some of the children in your class are scoring in relation to their mental health & wellbeing. You may like to use this survey at any point during the year.
SEPTEMBER Child Survey SDQ scores (out of 78): Insert initials and scores				
1.			11.	21.
2.			12.	22.
3.			13.	23.
4.			14.	24.
5.			15.	25.
6.			16.	26.
7.			17.	27.
8.			18.	28.
9.			19.	29.
10.			20.	30.
Topic	Month	Week	Assessment	Evidence: e.g. notes/observations (and children's initials?):
MH Conditions (baseline)	Sep	4	What do you know about anxiety?	Class discussion/verbal comments (5 minutes) Make notes of any responses.
Nature (baseline)	Oct	3	What does nature mean to me?	Child's Drawing

Wellbeing Strategies	Nov	4	How much do I know about wellbeing strategies?	At the end of this session, ask them to complete the questionnaire (within this session) so you can find out what they know about wellbeing strategies that could suit them. Use the information they share in this questionnaire to see whether they need extra support in knowing what strategies could help them personally to support their wellbeing. This assessment links to the Year 3 PDR...so it might be worth utilising this data when tracking their 'best fit' for the topic 'Wellbeing Strategies'.
Term 2:				
FEBRUARY Child Survey SDQ scores (out of 78): Insert initials and scores (with + or – or = compared to previous survey). Please complete these child surveys sometime in February.				
1.			11.	21.
2.			12.	22.
3.			13.	23.
4.			14.	24.
5.			15.	25.
6.			16.	26.
7.			17.	27.
8.			18.	28.
9.			19.	29.
10.			20.	30.
Emotions	January	1	Is anger bad? What other emotions can I think of? What do I know about HOW to handle/balance my emotions if I need to?	Compare class results from the start of the session to the ones at the end to measure impact/change. Group focused questioning (over this week)
Perfect & Unique	March	1	What does each child's affirmation tell you about them?	Although, I suggest that a child's mood journal is 'just for them', ask them if they mind if you circulate the class and see everyone's affirmation (at this point in the session)...say one reason is that you are finding it hard to think of an affirmation for yourself so you'd like some ideas! (this

				empowers them to think that they have been able to do this, or it reassures those that are finding it hard :)). Record each child's affirmation and reflect whether it tells you anything about them and their mental health at this time.
Emotions	April	1	1) <i>Can you see any evidence of empathy (or a lack of empathy) in any children? (ability to truly empathise with another person's feelings)</i> 2) <i>Which children are able to recognise ways that people communicate their feelings in a verbal and non-verbal way?</i> 3) <i>Which children could distinguish between the different tones of voice?</i>	Observation notes by TA or CT Face to Feeling sheet Observation notes by TA or CT List of children/scores for task: I don't believe it!
Problem-solving Friendships	April	4		
Term 3:				
Emotions	June	2	Can I think of ONE self-soothing strategy that works for me to regulate my emotions?	Sheet completed by child by end of session. Can they choose a self-soothing strategy that is likely to help with tricky emotions and say why they chose it? (note those that can/can't).
Nature	June	4	What does nature mean to me?	Child's Drawing Please Compare this drawing with the assessment they did in October (Week 3). Please note the following: 1) Can you identify any new learning in this drawing? 2) Is there any evidence in this drawing that the child is linking nature and their wellbeing?

MH Conditions: Anxiety	July	4	What do I know about anxiety? What strategies have I used?	Sheet completed by child. SEND: Adult help or voice recording device This is to assess whether the anxiety-related CORE MH sessions have had any impact.
Transitions	July	4		Child Survey SDQ
JULY Child Survey SDQ scores (out of 78): Insert initials and scores (with + or – or = compared to previous survey). Complete these child surveys sometime in July...and pass onto next teacher.				
1.		11.		21.
2.		12.		22.
3.		13.		23.
4.		14.		24.
5.		15.		25.
6.		16.		26.
7.		17.		27.
8.		18.		28.
9.		19.		29.
10.		20		30.
Ofsted Evidence:				
OFSTED prep: To build up Ofsted evidence you may like to: 1. Write 4 case studies 2. Provide a summary of evidence showing impact in your class. Use the guidelines in the Progression & Development Record (PDR). Narratives help inspectors see <i>why</i> evidence matters and how it's making a difference — especially for strong/exceptional. 3. Include information about impact from HOME CORE MH Programme from parent/carer feedback. Also, include any impact on your own teacher wellbeing, e.g. have you used and benefitted from any of the session content or strategies shared?				
Case Study 1:				
Case Study 2:				
Case Study 3:				
Case Study 4: (SEND):				

Case Study info:

A short 1-paragraph evidence of impact:

- **Context:** Year group; vulnerability (e.g., SEMH, bereavement, ELSA)
- **Needs identified**
- **Support offered:** e.g. CORE MH interventions, emotion coaching
- **Outcomes:**
 - Attendance improvement
 - Fewer incidents
 - Increased confidence (surveys/pupil voice)

This type of case study is *gold* for “Exceptional.”

Ofsted Summary:

Start with the statement: “We use the CORE MH Curriculum to ensure every child receives structured mental wellbeing education weekly, and this is reinforced at home through a matched programme. Evidence shows...”

Just prior to your Ofsted visit, please use the following Ai prompt (e.g. ChatGPT) in purple text below to ask it to summarise your evidence above (in the 5th column and case studies and PDR information and parent/carers voice and impact on your own teacher wellbeing) and copy and paste this below to provide the Inspectors with information:

Prompt: Act as an experienced Ofsted HMI and primary education assessor, with specialist knowledge of mental health, wellbeing, inclusion, and personal development in UK primary schools. You will be given a range of teacher assessment evidence collected across the academic year as part of the CORE PSHE Mental Health Curriculum. This evidence may include:

- Teacher observations
- Baseline and end-of-year assessments
- Pupil and parent/carers voice
- Behavioural or attendance patterns

- Emotional literacy development
- Wellbeing check-ins
- Outcomes from a child survey (e.g. SDQ-style data)
- Comparisons against typical age-related expectations in mental health and wellbeing

Your task: Produce a clear, concise impact summary suitable for an Ofsted inspection, focusing specifically on:

- Personal Development
- Wellbeing
- Inclusion and equality of opportunity

In your summary, please:

1. Identify key themes, strengths and areas of impact resulting from the CORE MH Curriculum
2. Explain the progress pupils have made in emotional literacy, resilience, self-regulation, relationships, and help-seeking behaviours
3. Reference inclusion, including how the curriculum supports:
 - Vulnerable pupils
 - Pupils with SEMH needs
 - Pupils experiencing anxiety, loss, or emotionally-based school avoidance
4. Use Ofsted-appropriate language, including phrases such as:
 - “Pupils are increasingly able to...”
 - “The curriculum has a positive impact on...”
 - “There is clear evidence that...”
 - “This contributes positively to pupils’ personal development and readiness for the next stage of education”
5. Clearly link assessment evidence to impact, not just provision

Output format:

- Write in professional Ofsted report style
- Use short paragraphs or bullet points
- Avoid jargon
- Focus on impact rather than description of activities

Evidence to analyse: *[PASTE YOUR TEACHER ‘EVIDENCE’ HERE- your notes from the ‘evidence’ column and PDR and case studies etc. Please anonymise children’s names by using register numbers or initials or Child A, B etc]*

For Senior Leaders:

In a nutshell, when inspectors ask about Personal Development, you want to include the following sections:

- Curriculum

- Impact
- Pupil Voice
- Vulnerable Pupils
- Enrichment
- Leadership & Responsibility
- Case Studies

Trend data (simple, not overwhelming)

- Termly participation
- Wellbeing survey scores
- Behaviour data



Real stories

Case studies demonstrating *transformational* impact for vulnerable children.



Evidence of culture

Inspectors will look for relationships, playtime culture, how staff speak to children, and how confident pupils are.