

Full details about each of these assessments are on the platform with the related sessions ([www.coremhcurriculum.co.uk](http://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	2	What helps with your wellbeing?	Write down a few notes about each child's response to this question during the one to one chats.
Transitions	Sep	4	Child Wellbeing Survey SDQ	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?):
Nature	October	3	Can you think of 3 things that you've learnt about nature?	If possible, give them some choices about how they want to record their learning: Draw, Write, Paint, Video, Voice note, Speak to an adult (for you to scribe) etc.

				This is a baseline assessment to be compared with the assessment later on in the year: June- Week 4.
Emotions	Nov	Week 2	What emotions can you name? What do you know about emotions and how to cope with feelings?	At the beginning of this session, and at the end: Give them 2 minutes (using timer) and ask children to shout out (or write on whiteboards, or whisper in an adults ear) all the emotions they can think of. Do not put anyone on the spot. Next, ask anyone to share other things they know about emotions and HOW to cope with any feelings!
Perfect & Unique	Dec	Week 2	Why am I 'good enough'?	Ask them to use their mood journals to write in the middle: 'I am enough' and then draw the reasons WHY they are enough. Maybe model this yourself half way through if they are finding it tricky. Use this information to identify any children that might need further self-esteem support (and using the PDR too, to gauge what a child should ideally present like).
<b>Term 2:</b>				
FEBRUARY Child Survey SDQ scores (out of 78): Insert initials and scores (with + or – or = compared to previous survey). 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.
Wellbeing Strategies:	February	2	Which calms me the most and why?	Teacher Assessment pupil sheet
	February	3	What have I learnt about anxiety?	Verbal Feedback (mingle and ask).

MH Conditions: Anxiety				Notes
Problem-solving Friendships	April	4	Are they collaborating? Can they value other perspectives? Are they problem-solving together?  What are your top 5 ideas to know if a friendship is good?	Photos  Photo or notes
Term 3:				
Wellbeing Strategies: 7 ways to wellbeing	May	4	Can they talk about wellbeing strategies and apply these to their life?	Photos Verbal feedback
Nature	June	4	Can you think of 3 things that you've learnt about nature?	If possible, give them some choices about how they want to record their learning: Draw, Write, Paint, Video, Voice note, Speak to an adult (for you to scribe) etc. Compare to baseline assessment (October- Week 3). And reception baseline?
Wellbeing Strategies	July	1	Circle any of the wellbeing strategies you've found useful.	Teacher Assessment pupil sheet- use this to gauge whether pupils are using any CORE MH wellbeing strategies in their lives or not and which are the most popular etc.
Problem-solving: Friendships	July	2	What can you do if you have a friend who is not being very friendly?  Each group identify ONE best practical strategy that they've learnt to	Photo of ideas on board  Group task teacher notes

			deal with a friend that is not being very friendly.	
Transitions	July	4	Child Survey SDQ: Sometime in July, complete this survey and compare to baseline and pass on to next teacher.	
<b>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.</b>				
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:				
<b>OFSTED prep: To build up Ofsted evidence you may like to:</b> <b>1. Write 4 case studies</b> <b>2. Provide a summary of evidence showing impact in your class. Use the guidelines in the Progression &amp; Development Record (PDR).          Narratives help inspectors see <i>why</i> evidence matters and how it's making a difference — especially for strong/exceptional.</b> <b>3. Include information about impact from HOME CORE MH Programme from parent/carer feedback.</b> <b>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?</b>				
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 5<sup>th</sup> column and case studies and PDR information and parent/carer 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/carer 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.