

Intent:

We strive for our children to be confident, inquisitive and well-rounded learners who are prepared for Modern Day Britain.

Despite PSHE not being a statutory subject, due to the demographic and issues surrounding our children, we feel PSHE is an equally important subject for our children and their learning offer. Therefore, in addition to our wide extra-curricular offer for Personal Development that is evidenced in our Class Books (such as trips, events and themed weeks), we offer a PSHE curriculum that is taught weekly to consistently support the children’s learning of Health and Wellbeing, Relationships or Living in the Wider World.

The curriculum in PSHE:

We follow the question-based mixed age curriculum adapted from PSHE Association. This is a 2 year model to ensure coverage of the curriculum through their PSHE Learning journey.

This programme builder is structured around an overarching question for each term or half term. These begin in **key stage 1** as **‘What?’ and ‘Who?’ questions** and build throughout **Key Stage 2** into **‘Why?’ and ‘How?’ questions**.

The three core themes from the Programme of Study fully covered are **Health and Wellbeing**, **Relationships** or **Living in the Wider World**.

Focus actions for 2021/2022:

1. Monitor ensuring the PSHE curriculum is being followed consistently covered across the school.
2. Implement RSE ensuring we are following statutory guidance.
3. Promote a wide range of exciting opportunities across the school to develop the curriculum and extra-curricular.

Implementation:

- Each half term follows a new topic. This is taught for one session every week.
- A clear pathway of age-appropriate learning ensures the correct pitch and expectation across different year groups.
- Learning environment reflects the lesson sequence with high quality examples of children’s learning shared.
- Pupil voice surveys to evaluate, inform and develop T&L in PSHE.
- Staff Meetings to update staff on statutory requirements and develop T&L in PSHE.
- CPD to train subject lead to ensure statutory requirements are met and curriculum is covered.

What does our planning include?

- Do Now and retrieval.
- Lessons sequence of how this lesson fits into the bigger picture of the project.
- Learning objective
- Lots of discussion promoting critical thinking skills
- Main task to be evidenced in exercise books.

What approaches to T&L do we use?

- Adapted Rosenshine principles which are outlined on our short term planning template.
- Quizzes
- Partner Talk
- Lots of exciting opportunities to encourage personal development.

How do we provide feedback for children? ---

- Live marking is a strategy used by teachers and LSAs.
- Written marking in books to recap key learning point or extend learning.
- End of project quizzes to check hat children have remembered.

Key resources in school:

- PSHE Association Question Based Model Curriculum
- PSHE Association Quality Assured Resources

Adapted approaches to learning:

-Teachers will have a range of scaffolded strategies to use for individual children. For example: key vocabulary to support.

How do we evaluate the impact of T&L?

- Learning analysis to help us understand the quality of learning within the classroom
- Monitoring planning to help us understand when progression of skills and knowledge is being taught.
- Book look to see if planning matches outcomes.
- Pupil voice to help us understand pupils’ knowledge in geography and their thoughts and opinions.