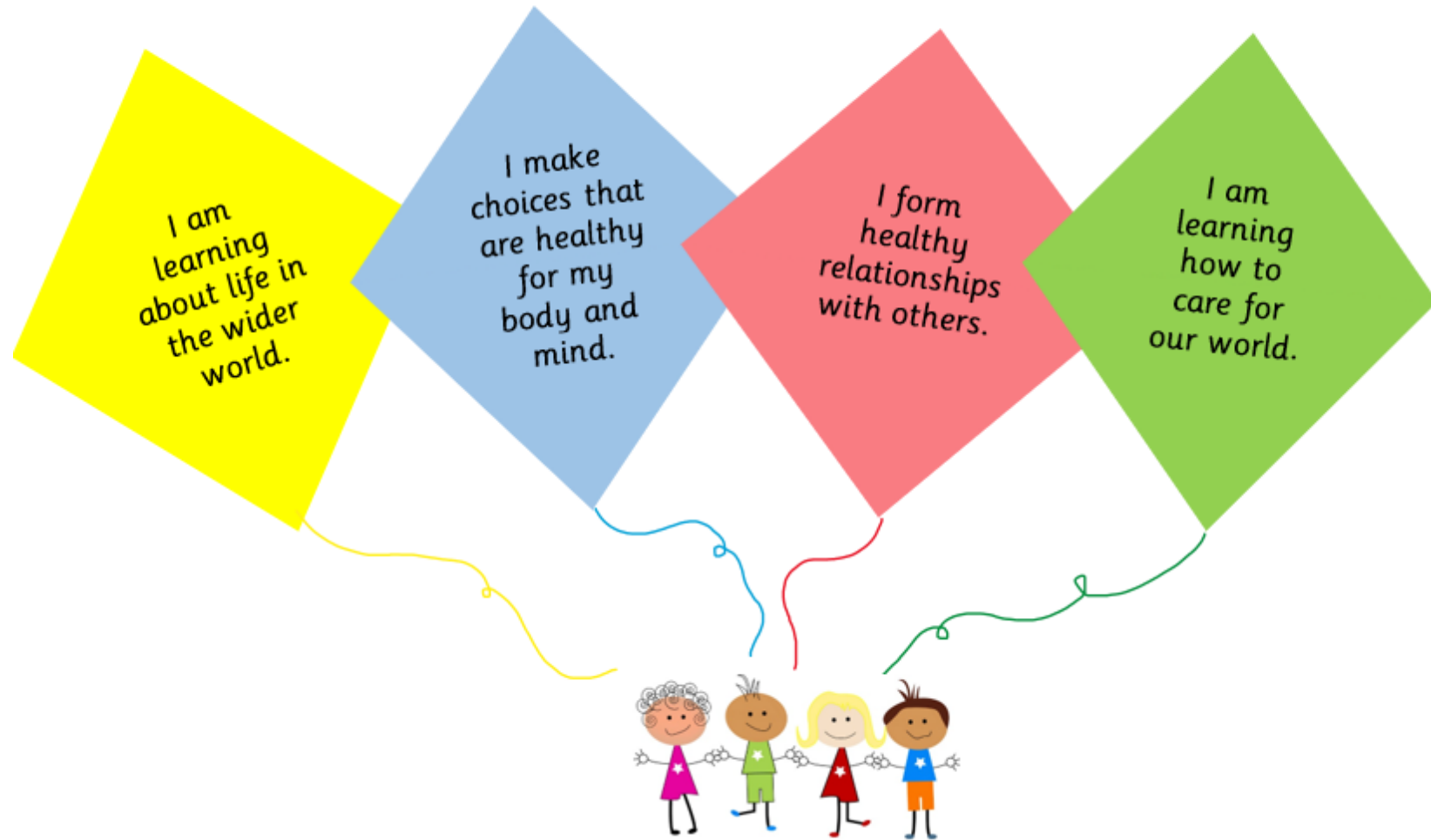


# How To Teach PSHCE



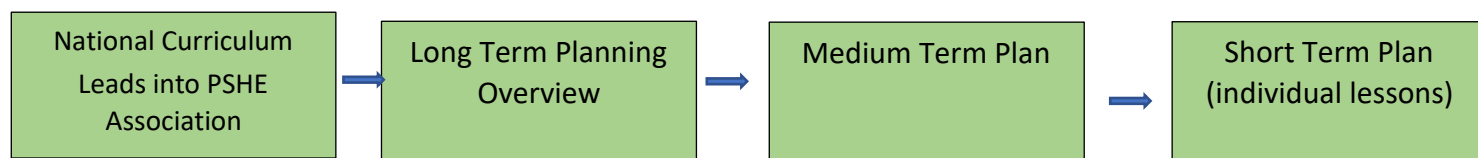
# PSHCE CURRICULUM INTENT



## PSHE. Unit Overview

Year / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	In Reception, children learn about emotional self-regulation and understanding their own feelings and the feelings of others. They learn about how to manage themselves in terms of developing independence and self-care. They learn to build relationships with peers and adults, and work and play cooperatively with others.					
<b>Year 1</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Year 2</b>	What helps us grow and stay healthy?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What makes a good friend?	How do we recognise our feelings?
<b>Year 3</b>	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
<b>Year 4</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference	What strengths, skills and interests do we have?
<b>Year 5</b>	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
<b>Year 6</b>	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	

## Lesson Structure & Activities



The Scheme of Work is split up into a series of objectives which should be taught throughout the unit.

Lessons may start with a reflection or a link to previous learning or topics which have been covered. This could be an event which has taken place in the news, something covered in school as a 'theme day' or could indeed be presented as a new topic. After this, the objectives for the lesson will be shared with the children. This will be followed by key vocabulary being explicitly taught and explained.

The main body of may take on a variety of forms:

- Drama/role play
- Discussions around a key question
- Listening to and retelling of a story linked to the topic being discussed
- Sharing own thoughts, ideas and opinions
- Videos
- Photographs and pictures
- Visits and visitors from members of the outside community
- Making comparison tables and charts

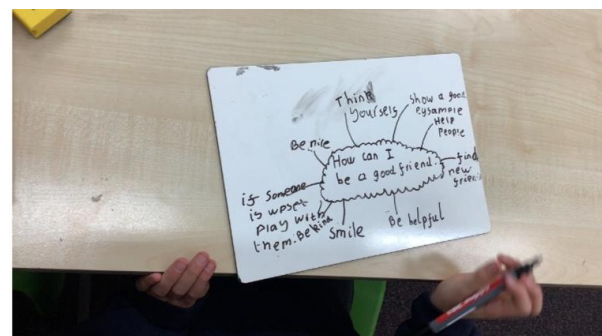
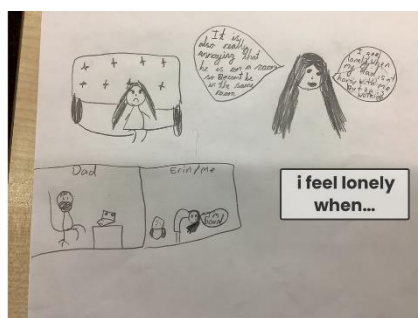
Activity ideas can be drawn from a variety of different sources, which can be used at the teachers' discretion.

### Vocabulary and Oracy

Key vocabulary for the unit and for each lesson are shared, explained and modelled with the pupils at the beginning of each lesson. These should be displayed and children encouraged to implement these into their spoken and written vocabulary. Children are encouraged to speak and write in full sentences, using Standard English. This should be modelled by all adults.

## Activity Examples

Seesaw is our online learning and communication platform. Much of our PSHCE. work is done through activities where there is little or no written recordings, therefore we evidence this through uploading photographs onto Seesaw. Each unit of work has a folder where evidence is uploaded. This enables the subject leader to monitor as well as providing a communication tool for parents to view.



## PSHCE. Big Books

A sample of written and recorded work is shown through our PSHCE. Big Books. These are separated into each unit of work and show the progression of each unit.

## Assessment



**Arbor**

Assessment takes place at the end of each half-term. Children are assessed against criteria outlined in the Scheme of Work linked to the Agreed Syllabus. We assess whether children have met Age Related expectations or not and record these in our school

Assessment Tracking System, Arbor.

## Assemblies



Assemblies take place each day, these reflect British Values, celebrate differences, reflect religious celebrations from a variety of faiths and celebrate individual, group and whole school achievements. We use 'Picture News' to support our assemblies as well as a theme each week.

## Assemblies – Autumn term

### Teachers/TAs – use assembly time as intervention time, including Picture News virtual assembly

	Whole School - Monday (JS)	Tuesday (Class assembly – Picture News follow up)	Whole School – Wed - Theme	Whole School – Thursday Curriculum/Class assembly	Whole School – Friday (JS)
5.9.22	TRAINING DAY	Whole School – Welcome Back - JS	New beginnings/Resolutions AD	English - <u>Poetry</u> JM	Assembly – resolutions
12.9.22	Picture News - JS	Picture News follow up	Democracy (ambassador elections) JM	TT Rockstars launch– Maths HB	Celebration
19.9.22	Picture News - JS	Picture News follow up	TA Recycling (Recycle Week 23-30 <sup>th</sup> Sept)	R.E. Rosh Hashanah AD	Celebration
26.9.22	Picture News - JS	Picture News follow up	CB Mental Health/Mindfulness	World Languages Day SH	Celebration
3.10.22	Picture News - JS	Picture News follow up	R.E. – Yom Kippur AD	National Poetry Day JM	Celebration
10.10.22	Picture News – JS World Mental Health Day	Picture News follow up	HB Black History Month	Black History Month 'celebration' TA	Celebration
17.10.22	Picture News - JS	Picture News follow up	SH Black History Month	Y6 class assembly	Celebration / KITE Awards
24.10.22	<b>HALF TERM</b>				
31.10.22	TRAINING DAY	Picture News - JS	JM	Diwali (24.10) AD	Celebration
7.11.22	Picture News - JS	Picture News	Remembrance AD	Remembrance Day TA	Celebration
14.11.22	Picture News - JS	Picture News	Anti- Bullying SH	Anti-Bullying -PSHE AD	Celebration
21.11.22	Picture News - JS	Picture News	Money TA	Geography - <u>Climate</u> CB	Celebration
28.11.22	Picture News - JS	Picture News	Christmas songs HB	Christmas around the World AD	Celebration
5.12.22	Picture News - JS	Picture News	Christmas songs AD	Y5 class assembly	Celebration
12.12.22	Picture News - JS	Picture News	Christmas songs CB	Nativity??	Celebration/KITE Awards

## Inclusion



We follow the EEF 5-A-Day Principles in order to ensure every child is included within all lessons. We use the following strategies:

### What knowledge must learners acquire?

- How to stay safe and healthy
- How we grow and change
- Similarities and differences
- A sense of belonging – friends and families
- Relationships – friendship and bullying
- Knowledge of environmental impact
- How to function in the wider world, e.g., career choices and spending money

### Strategies to support learners:

- Key word/vocabulary mats
- Checklist of learning steps.
- Drama and storytelling through books and video links.
- Visual aids
- Pre teaching
- Assessment

**Where is vocabulary and language explicitly taught?**

**Within lessons – key vocabulary highlighted and displayed. Referred to regularly and recapped to check understanding. Key vocabulary used in PSHCE should be familiar to the children and used by them frequently, e.g. wellbeing, friendship. Staff to model correct vocabulary.**

**Strategies to support learners include**

- Praise and encouragement
- Pre teaching
- Repetition of key learning points.
- Clear language
- Subtitles on videos
- Audio

**What does progression look like?**

- Children will begin by understanding how to develop as independent learners. They will demonstrate this by displaying an increasing level of perseverance and tenacity towards school life. Children will be able to develop their relationship skills and know what it means to be a good citizen.
- Children will demonstrate an increasing understanding of the wider world, including community and the environment.
- Children will become increasingly responsible for their own health and wellbeing.

**Strategies to support learners include**

- Memory activities
- Waiting/processing time
- Uncluttered tasks
- Use of high quality waggles
- modelling

## *Assessment*

**Assessment in PSHCE takes place at the end of each unit of work against age related expectations however, we do take into consideration the children's starting point at the beginning of the unit as we are very aware that children's experiences at home may vary widely.**

## Useful Resources

<https://pshe-association.org.uk/>

<https://www.kirkleesbusinesssolutions.uk/Event/89388>

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Password: Bowling416\*