

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

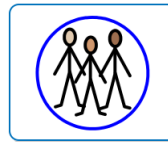
Core concepts in PSHE

Health & Wellbeing



How to take care of both your mind and your body.

Relationships



How to build and maintain healthy relationships with friends, family, and others.

Living in the Wider World



How to use technology responsibly and how to make a positive difference in the wider world.

The curriculum is mapped using these core concepts. We plan for progression using the structure outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and MASTERY. Substantive knowledge is acquired through each unit of study to ensure broad and balanced coverage. This is supported by the use of vocabulary prompts and knowledge organisers, and reinforced using retrieval strategies using 'Do it Now' activities at the start of each lesson.

Lesson Timetabling

Standalone PSHE is taught as a minimum of one lesson per week in all year groups. All pupils also receive a weekly assembly based on the weekly Picture News theme. PSHE knowledge is further enhanced each term by connected work in other subject areas such as History, Geography and Art and also through texts and class novels in English. This learning is connected through the school's Big Ideas curriculum, pupils are given the opportunity to reflect and apply their PSHE work through whole class debate and discussion of a termly Big Idea Question. Pupils also receive assemblies and guest speakers throughout the year related to ongoing themes and the termly themes of Anti-bullying (Autumn Term), Internet Safety (Spring Term) and Physical safety (Summer Term).

Lesson Sequence Delivery Structure in PSHE

Introduction

- *Starter Activity: Thought provoking question or short video*

Main Activity

- *Group discussion*
- *Role Playing*
- *Case studies*

Reflection & Discussion

- *Class discussion*

Plenary

- *Summarise key points*





We make **adaptations** to learning in PSHE for pupils as follows:

- Small step instructions, repetition, modelled examples
- Vocabulary pre-teaching episodes
- Smart grouping - pairing with more able reader/writer and opportunities for paired talk
- Provision of word mats and knowledge organisers with images, diagrams & widgets - these are also sent home at the start of a topic
- Provision of pictorial timelines to support chronological understanding
- Simplified text to match reading ability
- Extra scaffolding for research activities through the provision of specific questions and websites for research activities
- Individualised learning tasks targeting the Gateway key for the unit
- Extra thinking/processing time



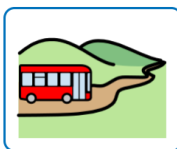
For pupils that struggle to record their ideas, we also provide **support for written tasks** in the following ways:

- Provision of suggested sentence starters or writing frames
- Use of cut and stick/matching and cloze procedure paragraphs to reduce the writing load
- Use of word processing software
- Sound buttons to hold a sentence
- Adult to scribe



We **extend** learning in PSHE by:

- Providing pupils opportunity to carry out further independent research
- Encouraging pupils to make wider connections within and beyond the curriculum area
- Using higher level questioning within the lesson



The PSHE curriculum is **enriched** for all pupils through:

- A planned programme of educational visits and workshops.
- Links to additional reading, both fiction and non-fiction, are also provided for all topics.

