

The PSHE Curriculum

The PSHE curriculum is pieced together using the following principles:-

C1: Disciplinary Knowledge

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We are committed to equipping the children in our care with the qualities and skills they need to become “*happy, articulate, resilient, agentive people with the capacity to embrace whatever future they eventually inhabit*” (Debra Kidd, 2014) - that is, we hope for them to become accomplished self-managers who are able to access ‘*life in all its fullness*’.

The teaching of PSHE supports and upholds this vision, playing a crucial role in preparing young people for the challenges facing our planet and life upon it.

C2: Substantive Knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression using SCARF as a scheme of work. We use floor books as a means of evidencing discussion and deeper thinking in PSHE. We make links back to previous relevant knowledge and make this explicit to the children in the elicitation exercises we carry out at the outset of each unit.

C3: Botheredness & Purpose

We engage the children in debate or discussion around each topic, encouraging them to share their own views, as well as challenge their own and their peers’ view of the world around them.

Our intention is to foster an ethos of connection and co-operation in our partnership with our children and those who care for them.

We aim to be honest with the children about their areas of vulnerability/need, and strongly feel that we must drive on strengths as well as needs.

C4: Spirituality

We look to identify opportunities for spiritual reflection and growth when planning and teaching PSHE. For example, we might discuss how the views of other people are similar or differ from our own and consider how spirituality and beliefs might affect these views. Appreciating difference runs through the PSHE curriculum and inclusivity is at the heart of our teaching.

C5: Threads

All four of the following threads run through the PSHE curriculum at Minchinhampton Primary Academy:-

Curriculum Thread 1: Sense of Community

Pupils will have a keen sense of responsibility. They will have experiences of 'making a difference' – both in the school environment and reaching out into the local community.

Curriculum Thread 2: Appreciation of Difference

Pupils have a broad knowledge of other cultures and religions and are able to appreciate and celebrate differences with their own. They are active listeners and they speak with sensitivity and warmth about and to others.

Curriculum Thread 3: Environmental Activism

Pupils are environmentally aware; confident to speak their truth and have an unwavering belief that they can make a difference, that they can act to make the world a better place, both in their personal habits and through environmental activism.

Curriculum Thread 4: Creativity and the Appreciation of Beauty

Pupils who have a deep respect for the world around them and an appreciation of the preciousness and value of all life and creation.

Teaching methods used in PSHE

Lessons/ units will/ may include the following strategies:-

Re 'Engagement':

E2.Establish a learning culture- growth mindset & learning powers

We aim to foster open, inclusive and respectful dialogue during discussions in PSHE lessons.

- **Any response is a good response**—work with pupil responses as the raw material for learning in a lesson as opposed to looking for the correct response.
- **Own it-** pupils encouraged to develop their own ideas/ own questions/ own success criteria/ give own feedback (see PA1)

E3: High expectations & formative intervention

Imperative: Our assumption is that all pupils will achieve the learning and we do everything possible to make it happen.

If a pupil or pupils struggling to understand the learning we support them:-

- **Attuned adults** that can scaffold and model the development of understanding at a personal level appropriate for that child
- **Peer support-** pupil works with another pupil on the concept they are yet to understand, deepening their own understanding through shared experiences.

E4.Engaging activities to start unit/ lesson:

PSHE lessons may include any of the following:-

- **Stimulus-** look at objects/ pictures/ video- discuss
- **Role play**—pupils engage in role play/ freeze frames/ hot seating etc around the subject.
- **Stories**—pupils read a story that related to their subject
- **Questions** – a question is posed via a P4C approach and discussion surrounding that question is had amongst adults and children, challenging perception and understanding and respecting the views of others

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)

'The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding and conducted so that all pupils have an opportunity to think and to express their ideas.' Black & Wiliam 1998

Imperative: We use a wide range of questioning techniques to stimulate learning and generate data to inform teaching; we try to use as few words as possible; we try to ask questions that cause thinking; we rarely use closed questions.

Keeping it open

- **Tell me-** don't always ask why because it's too interrogative—instead use 'tell me' which invites conversation and is more pen ended. Say, "Tell me what you are thinking"
- **What might be the answer**—ask what might be rather than what is the answer to open up the thinking/ language of possibilities
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Keep it challenging

- **PEE—Point Evidence Explain**—encourage pupils to follow up their points with evidence and an explanation.
- **Exploring alternative views** - (re-stating a view, speculation. distinctions, alternative views). Can you put it another way? Is there another point of view?

What if someone suggested that..? What would someone who disagreed with you say? What is the difference between that view and...?

E6, Engaging ways to get a response/ keep them on task

The quality of interaction in a classroom is prerequisite for good learning.

- **Hot seat questioning**-- For example hot seat 3 different pupils about an issue, ask a 4th to summarise what they have said and the class to vote on what they think.
- **Question and response basketball**---rather than serial table tennis!----For example: ask one pupil for a literal answer; a different pupil for another example and a third pupil for an explanation.

E7.Dealing with wrong answers or no answer

It is crucial to remember that PSHE is very unique to the individual and to be respectful of a child's response when it comes to a child's understanding and experiences within their development so far.

- **I'll come back to you**--- If a child is unsure of an answer, tell them you will come back to them. Perhaps they could discuss the answer with their talk partner in the meantime.
- **Give them a choice** - Suggest two or more possible answers and ask them to decide which one is the best.

E8: Working together, talking

Working together and in collaboration is crucial for effective PSHE teaching and learning.

- **Group discussion** – Shared experiences, thoughts and ideas are valuable in learning from each other and developing joint understanding and awareness
- **Talk partners**- Have rules for talk partners eg face your partner, speak clearly and slowly, ask questions, take it in turns to speak, listen to each other, look at each other, share ideas. Learning and appreciating each other's views helps our personal growth.
- **Develop it**—one pupil gives their response- then another is asked to qualify or build on their response- then a third is asked to qualify the response further and so on

E9: Engaging with Challenge

Due to the sensitivity of content of PSHE, each individual may face challenges at different points. Sharing these challenges and learning from each others experiences will empower development of your own personal journey.

- **Embrace difficulty-** encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'
- **The pit**—talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.

E10: Organisation

PSHE naturally leads itself to be a flexible lesson, with opportunities of varying organisation when working through tasks and exploring learning intentions.

- **Flexible groups** - groups decided daily or within a lesson- based on ongoing evaluation of learning.
- **No set seating plan** - given flexible grouping- pupils have no set places in classroom or at least no set group to work in.

E11- How can we help our vulnerable/SEND learners with this?

- € Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil:
 - become more alert,
 - remain focused or
 - become calmer.
- € Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active, engaged learner
- € Break larger tasks into small steps and offer a motivator for successful completion of each one.
- € Offer a privacy board to limit visual stimuli/distractions

Re: Thinking

T1: Generating thinking/ P4C

- **Concept Walls**—work out bricks that make up a concept- eg bricks that make up bullying/ friendship/ tourism etc.
- **Building an enquiry**- using unifix – build a line of enquiry block by block. Vary by using multifix- if contribution moves thinking sideways- add to side// if takes it forward- build on top

T2: Thinking about thinking- metacognition

- **First to Find**-* look around the room for people who are good at different kinds of thinking
- **Question ladder** * - different types of questions working through a problem

T3: How can we help our vulnerable/SEND learners with this?

- *Offer additional thinking time to formulate responses and act upon instructions. Increase general visual support to aid recall and support thinking. This can be in the form of word webs, picture cues; visual task timelines, story maps and graphic organisers*
- *Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of thinking*
- *Teach the effective use of jottings and diary use;*
- *Reduce language levels – focus on key words and points needed for delivery*

Re Clarity of Learning:

CL1: Know their starting points

- **Elicitation** - At the beginning of each unit, the children will revisit their elicitation from the previous year of the same unit. Children's pre unit responses provide a baseline to establish their retrieval of prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus. Comparing 'before and after' responses help to demonstrate progress and identify any remaining gaps. At the end of the unit, the children will complete the elicitation for it and their age group. This will help you and the child to understand and celebrate their progress, along with identifying any further development needs. NB: some assessment activities require writing skills. If these are not sufficiently developed in individual children, use adults in the class to record their responses.

CL2: Be clear about the end point and the big picture

- Sharing the learning intention- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

CL3: Be clear about the steps to get there

- PSHE is a unique learning journey for each child therefore no two children's steps will be the same. We have to take into consideration their stage of development, not just chronological development but also their social, physical, intellectual, cultural and emotional development. However, the progression guidance, indented outcomes and learning intentions are there to guide us. There may be some adaptation needed to ensure that each child has a PSHE experience that is appropriate for their individual stage of development, the class adults will have built strong supportive, attuned relations with each child therefore knowing what stage of development the child is experiencing and continue to nurture this.
- **Modelling and Scaffolding** – Adults and peers can use modeling and scaffolding to support a child's understanding of the steps to get there, showing them clearly how and what can be achieved.
- **WAGOLL-** the PSHE floor book from the year before could be used to demonstrate expectations to the pupils, however all must acknowledge and respect the individual views and responses of the child as this reflects their stage of PSHE development.

CL4- How can we help our vulnerable/SEND learners with this?

We support our SEN learners through explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology.

Due to the individual of some SEN learners we may need to adapt content and delivery of some learning attentions to meet their unique stage of development at that time. RSE is an example of this.

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

- **Ask it basket**—Pupils put/ take questions generated about the topic from a basket keeping anonymity for topics that may be sensitive.

PA2: Pupil self-evaluation

To enable learners to become aware of their own beliefs and values and their own spirituality; this to guide their own ethical decision making; this to have a positive attitude to the search for meaning;

- **Self evaluation prompts** -use standard prompts for self evaluation eg ' I changed my attitude about...'
- **Reflecting on elicitations** – using these to acknowledge and appreciate their own personal journey of beliefs and understanding

PA3: Pupil independence

- **Resourcing-** ensure pupils have resources available in class generally and for specific lessons to ensure they feel fully supported in their learning.

PA4: Pupil to pupil Feedback

Remember feedback needs to be kind, specific, helpful

- **Include Write your own** - pupils listen to your oral feedback and then write their own.
- **Two Stars and a Wish** - Pupils give each other 2 things they liked and one thing to improve

PA5: How can we help our vulnerable/SEND learners with this?

- Use short instructions and keep information brief. Don't overload the child with too much information at a time.
- Use visual reminders and checklists e.g. use colours, cartoons with speech bubbles.
- Give them extra time to process information and think about what they see or hear.

Re Proof of learning:

PL1: All student response systems

- **Talk partners** - again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners . Create cards to show how expected to behave as talk partners.
- **Class polls** -Find different ways of taking a class poll in answer to a question about an issue or matter of opinion. Pupils could vote with their feet by going to different corners of the classroom or use cards/ stand up or sit down or even hands up!

PL2: Picking up on and responding to needs quickly:

- **Do a quick check**- move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through.
- **Peer support**- pair them up with someone who does understand/ provide group with an expert.

PL3: Feedback pupils to teacher (ref also techniques to develop MASTERY)

- **Diagrams**- pupils represent their understanding as a diagram. Could use existing well known diagrams as start point- eg London tube map—<http://bit.ly/InvNu78>. Concept maps allowing pupils to perceive relationships between concepts.
- **Stories**— pupils tell/ write a story to demonstrate learning. Use anecdotes, analogies, parables.
- **Examples**- pupils illustrate their understanding using different kinds of examples

PL4: Retrieval Practice

- **Quizzes**- Google Forms, Google Jamboard, Kahoot-<https://kahoot.com/>; Mentimeter <https://www.mentimeter.com/>; Carousel- <https://www.carousel-learning.com/>; Quizizz <https://quizizz.com/?lng=en>; Quizlet-<https://quizlet.com/en-gb>; Get Plickers- <https://get.plickers.com/>
- **Elicitations** (with specific questions to respond to) at start of unit and then revisited at the end
- **Big Questions** – eg Big Question: What are the main causes of climate change? Big Question: What melting ice cause sea levels to rise? Big Question: Who has been displaced due to climate change? Big Question: Can climate change be reversed?

PL5: How can we help our vulnerable/SEND learners with this?

Proving learning is particularly challenging for vulnerable children and those with SEND because they tend to show their learning in very individual ways. The challenge is therefore how to demonstrate both how and why progress is taking place.

Some children may find the organisation to record their learning challenging. Therefore some ideas to support organisation include;

- € *Use post it notes – one idea per post it notes, then write each one as a discrete sentence*
- € *Talking tin (pupil records one idea/sentence at a time)*
- € *Practitioner modeled sentence stems.*
- € *Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.*

When letter formation/independent writing is not the focus, adults may scribe for the child, recording their learning and showing their understanding.