



## Rationale for shared teacher guidance in PSHE

This is a guide to how we teach PSHE at CAW. In this document you will find the process and strategies we use and the key points that underpin why PSHE is such a vital part of what we do at CAW.

## The Leadership of PSHE

Quality of Education Lead		Curriculum Development Lead
Thomas McMorris		Katy Woods

## The Teaching of PSHE

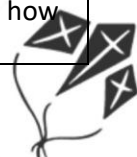
To best meet the needs of children in PSHE we have created a long term plan which covers all key aspects of the National Curriculum objectives for PSHE. We will carefully consider these principles when planning:

1. Find out where the children are starting from so you can understand what they are able to talk about.
2. Build on what has come before – ensure topics are addressed at different stages of the primary education to ensure the provision meets the needs of the children.
3. Take a positive approach which does not attempt to shock children or make them feel guilty or worried but focuses on what they can do to keep themselves and others healthy and safe and lead a happy and fulfilling life.
4. Use a range of different teaching and learning styles with an emphasis on discussion, interactive learning, debate and using the teacher as a facilitator for this.
5. Give information that is realistic and relevant and which reinforces positive social norms.
6. Encourage reflection and give them the skills to be able to transfer what they have learned from one subject to another and into their wider lives in the community.
7. Recognise that PSHE is just one part of what a school can do to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
8. Embed PSHE into the school culture so that children have positive relationships with peers and adults, feel valued and lead to those that are vulnerable being identified and supported.
9. Provide children with opportunities to make real decisions about their lives, to take part in activities that simulate adult choices and develop their ability to take responsibility for their decisions.
10. Provide a safe and supportive environment where children can develop the confidence to ask questions, challenge information they are given, draw on their own experiences, express their views and opinions and put what they have learned into practice in their own lives.

Each unit will include discussion and activity lessons and reflection lessons. There will be an expectation that a key question is used for two weeks. During the first lesson the question is discussed, debated, explored and an understanding of the area of PSHE being covered is developed. During the second lesson, the children will record their thoughts, beliefs, understanding and reflection in their books.

## When Medium Term Planning for PSHE consider

Stimuli/Resources	Websites/Staff Server	Planning support from
Each lesson should have a key question at its basis. The children will then apply new or learnt vocabulary and grammatical structures to explore and respond to the question.  Pictures, videos and other resources should be used to facilitate discussion and understanding. Which resources used, is carefully considered by staff.	The PSHE overview is available on the staff server. Extra PSHE guidance and resources will be saved there during the school year and CPD will be offered to ensure all staff have the skills and confidence to teach this subject effectively.	Katy Woods Subject Leader  Planning for each lesson should begin with the intended outcome: what do the children need to learn in order to understand and respond to the question asked of them? Consider how all children will be able to develop their skills in each lesson and how best to facilitate the discussions.





SEND Support	<p>When medium term planning for PSHE, teachers need to consider how best to support all children regardless of attainment. In PSHE, thought needs to be given to how best to support children to take part in the discussion elements of the lesson as well as task design and appropriate scaffolding.</p> <p>In line with our teaching and learning policy, our most effective way to support children with SEND will be through an effective first wave of teaching. It will be important to consider whether the content of the PSHE lesson will be appropriate for some of our children or if content appropriate for younger years would be needed first e.g. for keeping myself safe would it be more appropriate to look at safety in the house before safety in the community.</p>
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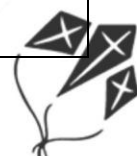
## Most effective lessons look like...

The most effective PSHE lessons will use the key question as a guide to develop understanding and discussion. Staff will discuss issues around anonymity and confidentiality and ensure children do not use the names of others when discussing their experiences. Lessons will run on a two-week cycle. Week one will consist of a 30-minute discussion based lesson addressing a new key question. Week two will consist of a 30-minute lesson to recap the previous weeks learning, address key misconceptions from last week, build on early discussions and provide a short piece of written evidence for the books. The written evidence should take no longer than 15 minutes to complete to ensure time for recap and enhanced discussion.

Teachers will understand that some discussions may need more time to be completed and all children should be given the chance to share their thoughts and ideas. This may mean discussions need to continue at a different time after the lesson.

The most effective PSHE lessons will use a variety of different strategies to allow children the chance to explore the key concepts from the curriculum. These strategies may include:

- Discussions and group work
- Role play
- Photographs and videos
- Storytelling
- Ordering and ranking activities e.g. diamond nine
- Scenario / dilemma cards
- True or false activities
- Games





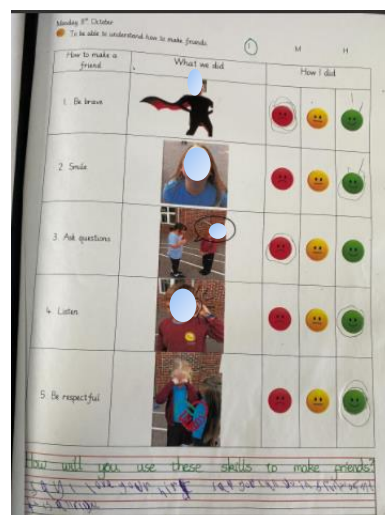
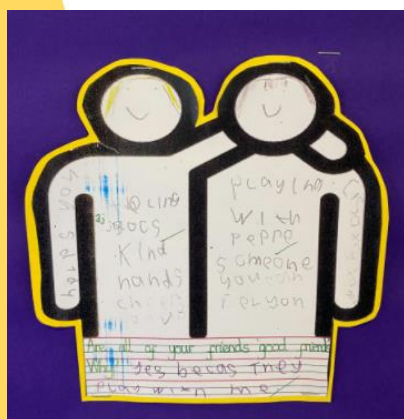
Staff will consider the 7 part lesson structure carefully when planning their lessons:

Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Independent Learning Time	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Reflect and Perfect	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
		Independent Learning Time	Teacher Led Phase			
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
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		Independent Learning Time	Teacher Led Phase			

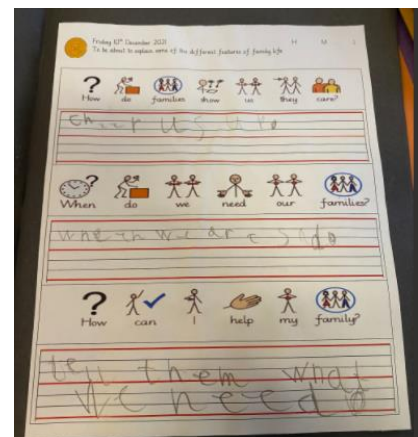
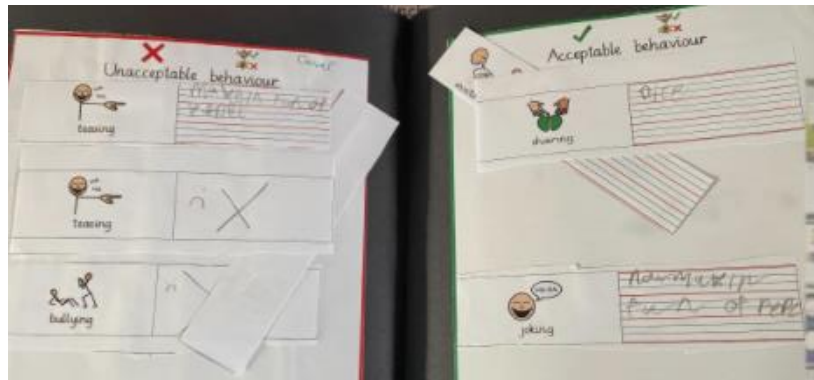
## Pupil outcomes

Intended Learning	Exercise Books/Demonstrable Outcomes
Use the PSHE overview document to ensure you are covering all key aspects in each unit.	There will be a piece of written evidence in their PSHE and RE books every two weeks. This will show they have reflected on the discussion or it will record the types of activities that have taken place. The evidence may be in the form of writing, drawing, photographs or sorting or ranking activities that can be put in the book. These are identified with a date and the key question that has been the focus of the learning.

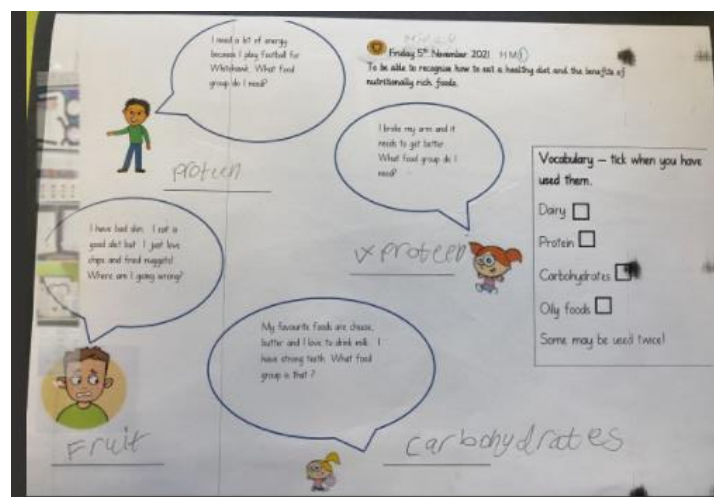
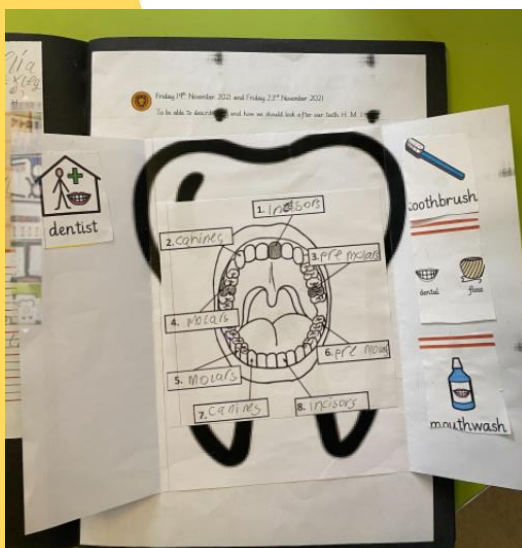
## KS1 Examples







## KS2 Examples





Learning In 21st Century  
To be able to recognise what makes something 'valuable' for money and what can influence this

**E410**  
Includes:  
• 300m zoom  
• High resolution screen  
• HD video recording  
• Wi-Fi enabled for easy sharing

**E400**  
Includes:  
• 300m zoom  
• HD video recording  
• Wi-Fi enabled for easy sharing

**E400**  
Includes:  
• 300m zoom  
• HD video recording

**E405**

This deal is the best value for money because  
it has 4 more qualities  
for only 10 pounds more

Sometimes, value for money isn't about finding the cheapest product. Tick the three reasons someone might have to not buy the very cheapest product

To be environmentally friendly	To show off they have money
To save money	To not waste time researching options
To get quality products	To support small businesses

This deal is the best value for money because...  
it only has 200m zoom  
for 5 more

Learning In 21st Century  
To be able to recognise what makes something 'valuable' for money and what can influence this

Use your manners.  
Greet people. Always let people enjoy their day. Never let someone down. Don't be jealous.

ONE KIND WORD  
#ANTIBULLYINGWEEK

Say to someone what they had for dinner.  
Give someone a present for everything they've seen them in you.

Friday 16th January 2022  
To be able to understand how positive relationships and being involved in activities support your wellbeing

What is wellbeing?

Wellbeing can be described as judging life positively and feeling good. It is the state of being comfortable, healthy and happy.

How can these activities and positive friendships support wellbeing?

Being on a team means you become closer with your team mates and have more than ten school friends.

When you are playing a game it is better to play with someone.

Singing is a passion for people who find it hard to say emotions to people.

When you have to much of what you love can be making you have an unhealthy life style.

Painting is good for when you need to bring your mind of something and express it with paper and paint.

Friday 17th September 2021  
To be able to discuss and debate what influences our decisions

What is the ad for?	How did you feel?	What is the message?
Coca Cola	Happy at the time and	Stick with your family
Nike	Dread Sad for what they said	You can do anything you want
AirPods	Amazing	Pay more notice and get aripod
Tesla	Loving and happy	There is that some one cares
Resolve	Made me laugh	It can clean after your pets

Why would commercials try to convince you to feel certain emotions?  
So that you would buy there product from them to make so profit

## Pre and Post Assessments

Before a new unit of PSHE is carried out, a pre assessment consisting of no more than five key questions is given to the children. The results of these questions should be used to form the subsequent lessons, discussion and tasks to ensure all children make progress and develop the knowledge, understanding and skills for the PSHE unit.

After the unit is complete, the same set of questions is administered to be able to demonstrate progress for each child.

Pre Assessments are to be photocopied on blue paper and post assessments on yellow paper to clearly differentiate between the two. They should be printed on half an A4 page and stuck into the PSHE books next to each other to allow easy assessment by both children and adults.





## Examples

Year 1: Spring 1		24/02/22		PSHE	
Name each coin:					
1p					
2p					
5p					
10p					
20p					
50p					
£1					
£2					
Tick the things that we need to live and survive:					
food	water	video game	sweets	home	toys
Describe one way we can keep our money safe:					
What else can you tell me about how to stay healthy?					

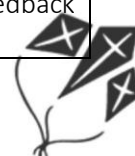
Year 2: Spring 2		25/02/22		PSHE	
1. What 4 things should you do before crossing the road?					
1)					2)
3)					4)
2. What does SAFE stand for?					
S					
A					
F					
E					
3. What should you do if you think you are lost					
Look for your grownup	<input type="checkbox"/>	Stay where you are	<input type="checkbox"/>	Ask a stranger for help	<input type="checkbox"/>
4. Who is a trusted adult?					
What else can you tell me about being safer?					

Year 5 Spring 2 PSHE		Date:
1) Complete the table with <b>two</b> examples of each		
Legal Drugs	Illegal Drugs	
2) Name <b>two</b> negative effects illegal drugs can have on physical or mental health		
3) Name <b>two</b> things someone could do if they were worried about drugs negatively impacting their (or someone else's) life.		
What else can you tell me about how drugs common to everyday life can affect health?		

## Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

Verbal feedback should be given during the lesson. This feedback should help to guide children to use the correct language and to explore their beliefs and ideas and to listen to the beliefs and ideas of the others in the class. The feedback should encourage children to take an active part in the lessons. H,M or I should be indicated on the written work produced during the second week of the teaching cycle. Some teachers may choose to ask for written feedback through key questions or challenge or extension activities.







- To be able to understand how to make friends.

## How to make a

What is the...

M

H

Frida U

Friday 5<sup>th</sup> November 2021 H M (1)

HMI①

To be able to recognise how to eat a healthy diet and the benefits of nutritionally rich foods.

How will you use these skills to make friends?

[illegible]

Why would commercials try to convince you to feel certain emotions?  
So that you will buy the product.

So that you would buy their product from them to make so profit

PSHE is key to the success of the learning and personal development that happens at CAW. To ensure our PSHE provision is the strongest it can be, here are a few things we are working on at the moment:

1. Curriculum Overview Review – our curriculum has been in place for two years and looking at its relevancy is a project for this year.
2. Task design – teachers understand the importance of children retaining the key information they are given in PSHE and designing the correct task to enable this to happen is crucial.

