

# Curriculum Subject: PSHE

# Equity

## Intent

PSHE at Woodford Primary School grows the potential in all children and equips them to secure new knowledge, understanding and emotional awareness in order to support them to be citizens of today and to prepare them for their successes of tomorrow, by giving them the opportunity to play a highly positive and successful role in today's modern and diverse society. We use a mindfulness approach via the use of Jigsaw, which promotes positive mindset and awareness, tolerance and understanding around how to treat others - regardless of sex, race, disability or age.

## Expectations

- Coherence of progression - not just within the six jigsaw pieces throughout the academic year - these are built on cumulatively and at an age appropriate level in successive year groups.
- Retrieval: Regular practice (not just previous lessons but previous sequences of learning).
- Children are supported with their behaviour choices in a positive environment, to ensure they understand how to live out; 'Safe, respectful and ready to learn.' We will use an abundance of positive praise alongside restorative consequences so that pupils can reflect and be supported to meet the school's behaviour expectations.

## Opportunities

- Local visitors to help bring subject discussions to life: NSPCC/ Pantosaurus/Dentist /Nurse/Educational Psychologists.
- RSE (Relationships and Sex Education) programme for UKS2.
- School nurse visits.
- Assemblies within Key Stage and whole school that complement in class learning.
- Sharing learning via Class Dojo.
- Whole school friendship/kindness day.
- School council.

## Adaptations

- Ensuring picture prompts and discussion tools competently reflect cultural diversity and gender equity.
- Record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- Vocabulary mats and/or key vocabulary cards available.
- Sound buttons to record thoughts.
- Consistency in approaches across the subject and across the school.
- Personal, actionable feedback (written or verbal)
- Oracy based learning to ensure all children are able to access and contribute to learning.

## Social Structures

- Meet and greet to positively start each lesson, alongside year group Jigsaw piece teddy.
- 'Calm me' script.
- Talk partners for shared discussion.
- Choral rehearsal of vocabulary.
- Answering in more detail ('tell me more', Say it in a different way) to prompt rich discussion.
- Circle time/passing Jigsaw.

## Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values so ensuring our pupils are well rounded individuals who will impact positively on society.

Personal development We will prepare pupils for success in their ongoing education or career, to have high aspirations and to be ready to have a voice and be themselves, within modern Britain.

Mutual Respect We will teach our children to be respectful of the rights of others, and of their beliefs and faith. This is alongside being aware of how important their own rights are and having self respect for; personal hygiene, a developing body and how unique and special they are as an individual.

All adults will teach children compassionately and be equipped with a strong working knowledge of them as individuals, therefore enabling each child to let their light shine fully.

Rule of Law We will support children to understand how their choices have consequences.

Democracy We will teach our children to value a decision making process, and that their right to have their opinion is valid. This will be visible during voting for class treats and deciding who will take on whole school rep responsibilities.

## Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We use key vocabulary for each session, including but not limited to strategies; 'My turn, your turn,' choral wave and talk to your partner. This is to ensure full understanding is secured by explicit teaching, questioning and exploring any misconceptions.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve.			
Enact the planned curriculum content			
	Consistent Approach	Common Language	Teacher/TA Role
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieved Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modeling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MITY' 'TYP' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it yet again.' 'Say it again better' 'MITY' 'TYP'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?
All children included in learning and have access to the curriculum content - Equity. All children secure new knowledge and progress with learning.			

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.