

Planning	Pupils at Chapelford are inspired to love PSHE through a well-designed, knowledge-rich, curriculum. At Chapelford Village Primary School we believe that the education in PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the School Council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Their knowledge is built on each year and pupils understand the importance to Learn, Achieve and Respect as they become active, independent learners. To achieve these aims, we have carefully mapped out exactly what children need to know alongside what they need to be able to do in each year group. With revisit and review opportunities built into each lesson, children can recall what they have learned already and build upon it. For Years 1-6, long-term plans are carefully aligned to support other curriculum areas, and link to the HPL value for each half-term with opportunities for embedding the value within PSHE. Medium-term plans for each year group are carefully designed to ensure that the knowledge is explicit. Children should know within each and every lesson, what key knowledge they are learning and should know and what skills they are developing so that they are competent with the skills within PSHE. The teaching of vocabulary is planned within each lesson, as well as within the revisit and review and assessment opportunities. There is an overview of new vocabulary for each MTP but teachers should also refer regularly to the whole school vocabulary progression document to ensure that they are familiar with learning which has come before and to check pupils' understanding and recall of this. Lessons should be adapted to meet the needs of all pupils including those with English as an additional language or an identified learning need. Wherever possible, all children should be learning the same objectives with scaffolds to support; this will prevent gaps becoming wider as pupils progress through the school. Please refer to the subject lead, year group lead, EAL lead or SENDco for ideas, strategies and support. Long-term plans for each strand of PSHE (family and relationships, health and well-being, safety and the changing body, citizenship, economic well-being and Kidsafe programme) have been developed to further support planning; teachers should refer to these to gain an insight into when the strand has been taught previously and what that looked like so that they can effectively

	check pupils' understanding and recall of prior learning before introducing new learning. Personal development opportunities may have already been planned for within a unit, however this can and should be added to by teachers at the beginning of each unit. This will include Mini First Aid training, trips to safety central and talks from the school nurse. Where real life experiences are not possible, the use of VR headsets offer additional opportunities to explore. Some ideas are planned already within the MTPs but these should be added to by teachers to meet the needs of their class.
Assessment and Recording	
Teaching and Frequency	PSHE lessons should be taught weekly and each lesson should be a minimum of 30 minutes. Where PSHE is being taught by PPA teachers in one term, the class teacher should teach the following term in order to retain knowledge and understanding of pupils' progress. Each lesson should include a revisit and review opportunity which provides the opportunity to embed vocabulary and key information into children's long-term memory; these are planned for within the MTP and involve a range of games, activities and discussions. This does not need to be recorded in books, but at times, you may choose to do so. Each term, there is an over-arching enquiry question which is then broken down weekly into weekly enquiry questions. At the beginning of each lesson, the enquiry question should be shared alongside I know...and I can...statements for the lesson; where possible children should refer to the cover sheet for that unit of work as the teacher introduces so that they can see the link between what they will be learning and what is needed to be learned within the unit. During whole class input, teachers should be explicit in the use of vocabulary and maintain high expectations of pupils' responses. Children should be encouraged to answer in full sentences where possible if asked to answer verbally but should also be given many opportunities to show what they know in other ways ie quick write on whiteboards, tell a partner, discuss as a group, post-it notes, singing Within the lesson, activities should be well-designed to allow pupils to learn creatively and be engaged but also to build independence and confidence in their own ability. All pupils should have opportunities to work alongside others but also take pride in something they have achieved themselves; the use of appropriate scaffolds should be carefully planned and considered so that pupils do not become over reliant on an adult's support within each lesson.

	Learning should be recorded in some way in every lesson for every pupil in a class floorbook, with a range of evidence provided for all abilities. The enquiry question should be included at the top of a page and a minimum double page should be used to display evidence each lesson. Whilst some learning does require a worksheet or prompt to be used, pupils should also be encouraged to set their learning out independently and frequent opportunities should be given for pupils to practise recording ideas/ answers/ results directly into the floorbooks.
Quality supporting maths activities	On the server under Curriculum 2025-26 on the One drive, PSHE Useful websites <u>PSHE Association</u> Log in: k.farrar@cvps.omegamat.co.uk Password: Chapelford123 <u>Kapow</u> Log in: n.stewart@cvps.omegamat.co.uk Password: Levimitchell2022 Books we have in school displayed in the book shelves in the main corridors.