



PSHE

PSHE



St. Joseph's Catholic
Primary School

You Are God's Children. Let the Light of Christ Shine Bright

PSHE at St. Joseph's

Intent

Our PSHE curriculum is purposeful, progressive and rooted in Gospel values. It equips pupils with the knowledge, skills and virtues they need to grow as independent, resilient and compassionate members of society. The curriculum is shaped around six strands to ensure full coverage of National Curriculum, the Diocese expectations and the needs of our local context.

We intend for all pupils to recognise that every individual is special and unique, created in the image and likeness of God. Through PSHE, pupils will come to understand their dignity and the dignity of others, enabling them to make informed choices and to live as positive witnesses to Christ's love.



I AM SAFE & HEALTHY

Our PSHE Vision

- Recognise and value that every individual is special and unique in the image and likeness of God.
- Have the knowledge needed to make informed choices and make positive contributions to the wider community.
- Understand positive, emotional and mental wellbeing, and understand how friendships can support our mental wellbeing.
- Be prepared positively for life in modern Britain by teaching and reinforcing British Values and our Character Virtues, understanding how they can support success in our future careers.



The six strands of our PSHE curriculum:

Citizenship	Community	Staying Safe	Relationships and Growing Up	RSE	Healthy Lifestyle and Wellbeing

PSHE at St. Joseph's

Implementation

Our curriculum has been carefully designed to be both spiral and coherent, with themes revisited and developed across year groups. Lessons are contextualised to reflect the needs and experiences of our children in our small, mixed-age classes, while maintaining full breadth of statutory and diocesan content.

Teaching draws upon Ten:Ten RSE resources, Trust materials, and Diocese threads of *emotional, spiritual, environmental, social and moral development*, ensuring balance and depth.

Social	Moral	Spiritual	Environmental	Emotional
				

Additional lessons enrich children's learning by connecting to our locality and the issues relevant to our community. As a small school with mixed-age classes, our PSHE is taught on a rolling two-year programme. This structure ensures that all pupils receive full coverage of the curriculum, statutory requirements and diocesan expectations across each key stage.

Teachers deliver PSHE through engaging and practical approaches – including discussion, role play, group projects, and reflective prayer – so that pupils learn how to apply their knowledge to real life.

Pupil voice is central; children are encouraged to share, question and reflect in a safe and supportive environment. Parents are partners in this journey: they are consulted on provision and supported to extend learning at home.

The long-term plan using Ten:Ten may then be altered accordingly for schools who make different decisions. Parents should have access to the PSHE curriculum and can request to see any resources used. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

How this is shown within our books

Work which includes British Values 	Work which follows Ten:Ten resources  	Work which includes Catholic social teaching 	Work which includes our trust virtues 	Work which looks at careers 
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Impact

Our pupils leave primary school confident in managing their relationships, resilient in making positive lifestyle choices, and committed to compassionately contributing to their community and the wider world. They demonstrate respect, compassion, tolerance towards other and have high aspirations for themselves.

By the time they move on to secondary school, pupils will be equipped with the knowledge, skills and understanding needed to thrive in an ever-changing world. They will know how to keep themselves safe, nurture their wellbeing, and live out their faith in action. We measure impact through lesson observations, work scrutiny, and pupil voice, alongside regular subject leader and staff reviews which shape ongoing development.

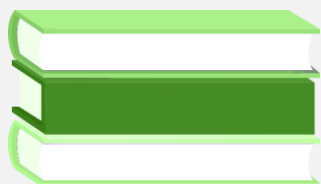
Curriculum Narrative

Careers

Through clear direction within PSHE and RSE, and links throughout the curriculum children are exposed to a range of careers.

They learn about jobs within the community, public sector and other more specialised job roles.

Children have opportunities to reflect on a career they aspire for and the skills they might need to reach their goals.



Virtues

Our character virtues of respect and responsibility, justice and compassion, confidence and resilience, honesty and self-belief, run through our PSHE curriculum and are designed to help children develop their sense of self and be ready to move with confidence onto their next chapter.

Through learning about mental health and being safe, the children develop a sense of resilience, responsibility and confidence. Parliament, stewardship and British Values education enables children to develop their sense of justice.

Overall, the PSHE curriculum, alongside the character virtues supports pupils in becoming ready for the wider world in secondary school and as adults.

Threshold Concepts



Citizenship

We learn how rules, rights and responsibilities help us to live fairly and respectfully within our school, community and the wider world.



Community

We understand that we belong to different communities – at home, at school, in our parish and beyond – and that we can make a positive difference to each other.



Staying Safe

We learn how to keep ourselves and others safe in different situations, make sensible choices and know where and how to get help when needed



Relationships

We explore how to build and maintain healthy, respectful relationships, understand our feelings and recognise that we are all unique and valued.



RSE (Relationships and Sex Education)

We learn how the way God made us, how our bodies change as we grow, and how to make loving, respectful and safe choices in our relationships



Health and Wellbeing

We understand how to care for our bodies and minds through healthy choices, resilience and a balanced approach to physical and emotional wellbeing

The study of PSHE and RSE is a vital part of children's development and wider understanding of the world we live in. Within PSHE, children will recognise that every individual is unique and made in the image and likeness of God. Through PSHE, children will gain the knowledge they need to make informed choices and therefore make positive contributions to the wider community.

The Journey Begins...

"You Are God's Children. Let the Light of Christ Shine Bright."

The study of PSHE and RSE is a vital part of every child's formation and their understanding of the world in which they live. At St Joseph's, children recognise that every individual is unique, created in the image and likeness of God, and called to use their gifts to serve others. This journey is carefully mapped through a rolling two-year programme, enabling children in mixed-age classes to revisit key ideas and secure full coverage of all statutory and diocesan content.

In EYFS, the journey begins with learning about feelings, family and friendship. Children explore how to look after themselves through healthy routines, and begin to understand the concept of rules that keep them safe. They learn how to make safe choices online, how to cross the road safely, and how to treat others with kindness and respect.

In KS1, these foundations are built upon. Children start to explore money and the idea of financial capability in age-appropriate ways. They begin to learn about honesty, responsibility, and respect within the classroom and wider community. They are introduced to online identity, personal safety, and basic first aid. Relationships are nurtured through learning about family, friends and God's love, while children also develop awareness of their environment and the importance of caring for creation.

In KS2, themes are revisited and studied in greater depth. Children reflect on their role within society, developing their understanding of justice, fairness and responsibility. They learn about protected characteristics and celebrate diversity, while also exploring more complex issues such as mental health, resilience, bullying, harassment and consent. Pupils are introduced to careers, critical consumer skills and decision-making around money, preparing them for the wider world. They learn how technology shapes life today, and how to use it responsibly. Catholic Social Teaching, stewardship of God's world, and the call to serve others are woven throughout.

Across all key stages, pupils grow in virtue — courage, honesty, forgiveness, gratitude, compassion and respect — developing the character they need to shine as children of God and to make positive contributions to their families, their community, and the wider world.

Christ at the Centre, Children at the Heart



Threshold Concepts

Citizenship

Through Citizenship, our children learn what it means to belong to a community and to be an active, responsible member of society. Pupils develop an understanding of rules, respect, honesty and responsibility, and how these values help us live together in harmony. They learn about fairness, justice and democracy, and explore British Values within the light of our Catholic faith.

From the earliest years, children are taught that their actions have consequences and that they are called to use their gifts for the good of others. As they move through school, pupils consider their responsibilities at home, in school, in the local area, and in the wider world. They encounter themes of stewardship, Catholic Social Teaching and the call to live justly, developing their sense of social and moral responsibility. In Citizenship, children learn not only about their rights, but also about their duty to care for others, showing gratitude, compassion and forgiveness. Lessons include opportunities to debate, question and reflect, building pupils' confidence to share their voice and to stand up for what is right. In doing so, children grow in understanding of what it means to live as a citizen of both Britain and the Kingdom of God.

Progression of Skills

In KS1, pupils begin by learning the importance of rules and routines, recognising that actions have consequences and that honesty and responsibility matter. Activities such as creating classroom rules, exploring honesty, and simple money awareness (wants vs needs, saving and spending) provide a foundation for civic life.

In LKS2, this understanding expands into wider society. Pupils learn about respect for visitors, fairness, forgiveness, and how behaviour impacts others. They begin to understand money in more complex ways (ways to pay, borrowing, advertising) and explore issues such as environmental responsibility and injustice in the world.

By UKS2, pupils apply citizenship skills to real life. They learn about gratitude, integrity, justice and compassion, recognising how their choices can impact others locally and globally. Concepts such as Catholic Social Teaching, Parliament Week, ethical spending and the influence of media messages enable pupils to engage critically with society and global citizenship



Community

In Community, children learn about belonging, identity and the importance of working together for the common good. They recognise that we are part of many communities – our families, our school, our parish, our local area and the wider world – and that each of these shapes who we are and how we live. Through this strand, pupils explore what it means to be a neighbour, to show kindness, and to live out the commandment to “love one another.” They consider the richness of diversity in our communities, learning to respect and celebrate differences in faith, culture, ability and background.

British Values are explored in context, helping children to understand democracy, the rule of law, and their role in shaping a just society. As children progress, they reflect on issues of social justice and environmental responsibility, linking to Catholic Social Teaching and Laudato Si'. They learn how their choices can impact the world around them, and how they can use their voice and talents to bring about positive change. Community lessons also connect pupils with their immediate environment and locality. Children explore how they can contribute practically to their school, parish and neighbourhood through service, care for creation, and participation in local and global initiatives.

Progression of Skills

In KS1, pupils first explore their immediate communities – family, neighbours and school – through topics like Who is my Neighbour? and Special People. They begin to recognise their role within wider society and learn about British Values through events such as Parliament Week. They also start to consider simple ways to care for the environment.

In LKS2, this widens to include the faith community (What is the Church?), the role of sacraments, and wider environmental issues. Pupils explore concepts such as Going Green and Laudato Si', discussing injustice and stereotypes within communities both local and global.

By UKS2, pupils deepen this understanding through Catholic Social Teaching, Reaching Out and Faith in Action. They learn about tolerance, compassion, diversity and global responsibility, while critically exploring how the media presents issues such as the environment. This prepares them to see themselves as active, responsible members of a global community

Threshold Concepts



Staying Safe

In Staying Safe, children learn how to protect themselves and others in a variety of situations.

This includes understanding the importance of rules, recognising unsafe behaviours, and knowing where and how to seek help. Pupils are taught about road, fire and water safety, as well as how to stay safe around animals and in the wider community. Online safety is a key focus throughout the strand. Children explore how to use technology responsibly, protect personal information, and recognise risks such as cyberbullying, online scams and inappropriate content. They also learn strategies for managing peer pressure and for keeping themselves safe when meeting others, both in person and online. As pupils grow, they are introduced to more sensitive issues such as bullying, sexual harassment, abuse and exploitation, always in a way that is age-appropriate and rooted in dignity and respect. Practical skills such as first aid are also included, empowering pupils to respond to emergencies and to care for others. Through this strand, children develop the knowledge and confidence to keep themselves safe and to act responsibly, showing courage, resilience and compassion when faced with challenges.

Progression of Skills

In KS1, safety is introduced in practical and familiar contexts. Pupils learn about road safety, fire safety on Bonfire Night, animal safety (Dogs Trust), and basic first aid (Can You Help Me?). They begin to distinguish between good and bad secrets, learn about safe and unsafe touch (NSPCC Pants), and explore online safety through lessons on rules, honesty, and being safe online.

In LKS2, safety education broadens to include bike and rail safety, managing hazards like fire, and recognising risks from strangers, scams and online behaviour. They also learn first aid skills (First Aid Heroes) and how to manage online information responsibly, including issues such as copyright.

By UKS2, pupils apply safety knowledge in more complex situations: river and water safety, antisocial behaviour (Police workshops), county lines and exploitation, online scams and pornography. They also develop understanding of consent, harassment and abuse. Safety education equips them to manage risk, build resilience, and respond to unsafe situations during adolescence and into secondary school.



Relationships and Growing Up

Relationships and Growing Up helps pupils to understand and value themselves and others as unique children of God. From the earliest stages, children learn about family, friendship and belonging. They explore how to show kindness, forgiveness and respect in their relationships, and what makes a healthy and supportive friendship. As they mature, pupils learn about the changes that happen as we grow, including emotional changes and the challenges of managing feelings. They explore the different kinds of relationships that exist, including family, friendship and community, and how relationships can change over time. Lessons address sensitive issues such as loss, bereavement and forgiveness in a safe and supportive way. Children are taught that all people are equal and worthy of respect, and they learn about protected characteristics to deepen their understanding of diversity. They also begin to consider how they can be positive role models in their relationships, making choices that reflect Gospel values and Catholic teaching. This strand provides children with the skills and virtues they need to grow into respectful, compassionate and responsible young people, equipped to navigate relationships with integrity and love.

Progression of Skills

In KS1, pupils focus on building positive relationships: friendships, respect, forgiveness and saying sorry. They explore feelings, good and bad secrets, and begin to recognise similarities and differences through stories like Giraffes Can't Dance. Pupils also learn about uniqueness and protected characteristics.

In LKS2, this develops into understanding family and friendship dynamics, forgiveness, and loss. Pupils explore bereavement, cultural and faith differences, stereotypes and how to respond when relationships change.

By UKS2, pupils address more complex social issues such as stereotypes, racism, misogyny, toxic masculinity, online relationships and bullying. They learn about harassment and consent and develop the confidence to value diversity and inclusion within both local and global contexts.

Threshold Concepts



RSE (Relationship and Sex Education)

RSE provides children with the knowledge and understanding they need to appreciate the beauty of human dignity and God's gift of life. It is rooted in Catholic teaching, helping pupils to understand that they are created and loved by God, and that their bodies are sacred and to be respected. Through carefully planned lessons, children learn about their bodies, human development and the cycle of life. They are introduced to the concept of physical and emotional changes, beginning in simple terms in the early years and developing into more detailed discussions about puberty, reproduction and consent in upper key stage 2. The Ten:Ten programme provides the foundation for this strand, ensuring that content is taught in a way that is both sensitive and faithful to the Church's teaching. Parents are partners in this process and are consulted so that they can support their children at home.

RSE enables children to recognise the importance of love, commitment and responsibility in relationships. Pupils learn that marriage and family life are gifts of God and that all people are called to live in loving relationships that show respect for themselves and others.

Progression of Skills

In KS1, the focus is on family life, special people, and friendships, with simple lessons on body awareness and personal safety (safe/unsafe touch, hand washing, hygiene). Pupils are taught about forgiveness, saying sorry, and the importance of treating others well.

In LKS2, this broadens into body development and changes during puberty (I am Unique, Girls and Boys, Changing Bodies). Pupils learn about life cycles, respecting bodies and differences, beginning to explore self-identity.

By UKS2, pupils progress into more advanced RSE topics, including reproduction (Making Babies), menstruation, permission seeking and consent, types of abuse, sexual harassment and pornography. They also consider emotional changes and body image. Lessons build confidence in recognising, respecting and managing change in themselves and others.



Healthy lifestyle and Wellbeing

In Healthy Lifestyle and Wellbeing, children learn how to look after their physical, emotional and spiritual health. They explore the importance of healthy eating, exercise, sleep, hygiene and routines that help them to flourish. Lessons also cover sun safety, dental care and the risks of harmful substances such as tobacco, alcohol and drugs. Pupils develop an understanding of mental health, learning how to recognise and manage feelings, and how to seek help when they need it. They explore strategies for resilience, self-care and positive body image, recognising that health includes caring for the mind as well as the body. Spiritual wellbeing is also a key focus. Pupils are encouraged to see their lives as a gift from God and to nurture habits of prayer, reflection and gratitude that support their growth. They learn to value rest, community and service as part of a healthy lifestyle.

This strand prepares pupils to make wise choices that will support their wellbeing throughout life. It encourages them to recognise that true health is holistic, involving the body, mind and spirit, and that by caring for themselves they are better able to care for others and to live as witnesses of Christ's love.

Progression of Skills

In KS1, pupils establish routines to keep themselves healthy: handwashing, dental hygiene, healthy eating, sun safety, harmful substances. They learn about feelings (Tummy Bugs and Butterflies) and begin to manage emotions in age-appropriate ways.

In LKS2, pupils deepen their understanding of wellbeing by exploring the importance of sleep, diet, exercise and mental health. They revisit personal hygiene and learn about the risks of drugs, alcohol and tobacco (including vaping).

By UKS2, wellbeing is addressed in greater depth, focusing on mental health, self-talk, resilience, loneliness and emotional change. Pupils critically examine body image, bullying and peer pressure, and learn about the risks of smoking, vaping and drugs. They also develop resilience strategies to manage transition to secondary school and beyond.

Together, these six threads provide a coherent journey from KS1 to UKS2. Pupils begin with simple, concrete ideas and gradually build towards nuanced, critical engagement with relationships, community, wellbeing and citizenship — preparing them to flourish as safe, confident and compassionate individuals.

Foundational Knowledge

Thread	KS1 – Year A	KS1 – Year B	LKS2 – Year A	LKS2 – Year B	UKS2 – Year A	UKS2 – Year B
Citizenship	Rules and consequences, honesty, responsibility, simple money awareness (Money Matters).	Creating rules, respect in conversations, honesty, money sources, spend vs save.	Rules across settings, unacceptable behaviour, forgiveness, honesty, ways to pay, borrowing.	Impact of rules in school, forgiveness, spending decisions, advertising.	Integrity, respect for strangers, loyalty, money in wider world, critical consumers.	Gratitude, applying rules to life, decision-making, budgeting, ethical spending.
Community	Neighbours, special people, simple environmental care, Parliament Week.	Faith and environment, Parliament Week, recognising impact of actions.	Community of Love, Church, Sacraments, protecting environment.	Catholic Social Teaching, Going Green, debating environmental issues, injustice.	CST, Reaching Out, Going Green, fairness and justice.	Tolerance, compassion, empathy, media influence on environment, diversity.
Staying Safe	Road safety, fire safety, animal safety, first aid basics (Can You Help Me?), online safety rules.	Online rules, stranger danger, privacy, first aid helpers.	Bike safety, fire safety, stranger danger, scams, online sharing/chatting, first aid.	Rail safety, fire risks, privacy/security, real vs fake, copyright.	River safety, fire safety, antisocial behaviour (Police), scams, cyberbullying.	Water safety, county lines, exploitation, pornography, peer risks, emergencies.
Relationships & Growing Up	Respect, forgiveness, friendships, saying sorry, good/bad secrets.	Friendship qualities, similarities/differences, managing feelings.	Family, friends, forgiveness, bereavement, cultural/faith differences.	Life cycles, stereotypes, managing relationships, diversity.	Stereotypes, racism, toxic masculinity, online relationships, harassment.	Diversity, tolerance, permission seeking, bereavement, building others up.
RSE	God loves you, treat others well, special people, safe/unsafe touch (NSPCC Pants), hygiene basics.	Life cycles, I am Unique, Girls and Boys, beginnings/endings.	Safe in my body, sharing online, puberty changes.	Respecting our bodies, puberty (boys/girls), changing bodies, NSPCC Pants.	Consent, types of abuse, pressure, harassment, online relationships.	Making Babies, menstruation, body changes, emotional change, permission seeking.
Healthy Lifestyles & Wellbeing	Handwashing, germs, dental hygiene, healthy eating, harmful substances, sun safety.	Clean and healthy routines, understanding mental health, diet/exercise.	Sleep, exercise, germs, mental health awareness.	Mental health causes/signs, body image, hygiene.	Self-talk, lifestyle choices (drugs, alcohol, exercise), mental health strategies.	Body image, emotional change, risks (drugs, smoking, vaping), resilience in transitions.

Long Term Plan

Key Stage 1 – Year A

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 4 weeks	Summer 2 7 weeks
Citizenship	Community	Staying Safe	Relationships/Growing up	RSE	Healthy lifestyles and Wellbeing
Know and Follow Rules I know there are consequences for how I act Respect - Showing Manners Being courteous and showing respect to others What is Honesty? Telling the truth about our actions. Responsibility What it means to be responsible and what it looks like in and outside of the classroom. Road Safety Week - Think, Safety first (Police) Money Matters Personal Development – Flourish Friday	Three in One KS1 Module 3, Unit 1, Session 1 Who is my neighbour? KS1 Module 3, Unit 1, Session 2 The Communities KS1 Module 3, Unit 2, Session 1 Fire Safety – Staying Safe in the Community on Bonfire Night (Fire Service) Parliament Week - British Values and the wider global community Personal Development – Flourish Friday	Being Safe (E Safety) KS1 Module 2, Unit 3, Session 1 Self-image and Online Identity (E Safety) Bullying and Teasing (E Safety) Can You Help Me? (Part 1) KS1 Module 2, Unit 3, Session 4 Can You Help Me? (part 2 – first aid) KS1 Module 2, Unit 3, Session 5 Animal Safety - Being responsible around animals (Dogs Trust) Personal Development – Flourish Friday	God Loves You KS1 module 2, Unit 1 Session 2 Special People KS1 Module 2, Unit 2, Session 1 Treat Others Well KS1 Module 2, Unit 2 Session 2 And Say Sorry KS1 Module 2, Unit 2, Session 3 Friendships What do friendships look like? How do they make you feel? Why are you a good friend? Personal Development – Flourish Friday	Good and Bad Secrets KS1 Module 2, Unit 3, Session 1 Physical Contact KS1 module 2, Unit 3, Session 2 - Link to NSPCC pants Tummy Bugs and Butterflies – Identify and manage feelings Personal Development – Flourish Friday	Hand Washing/Germ Spreading Daily Routines – Keeping Clean Dental Hygiene Healthy Eating Harmful Substances KS1 module 2, Unit 3, Session 3 Sun Safety Personal Development – Flourish Friday

Key Stage 1 – Year B

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Citizenship	Community	Staying Safe	Relationships/Growing up	RSE	Healthy Lifestyles and Wellbeing
Rules Create an imaginary place and rules to go with it, why do we need to have them? How we act has consequences and rewards! Respect Conversations Showing respect and manners to others during conversations Honesty What are the consequences of not being honest? Is it easy to tell the truth? Money Matters – Where money comes from Money Matters - Spend or Save, Want or Need Road Safety Week - Roads away from home Personal Development – Flourish Friday	Three in One KS1 Module 3, Unit 1, Session 1 Who is my Neighbour? KS1 module 3, Unit 1, Session 2 The Communities KS1 module 3, Unit 2, Session 1 Environment What effects the environment, how can we help? Fire Safety – Fire risks within a room & Staying Safe in the Community on Bonfire Night (Fire Service) Parliament Week - British Values and the wider global community Personal Development – Flourish Friday	Real Life (E Safety) KS1 Module 2, Unit 3, Session 1 Rules to Help Us (E Safety) KS1 Module 2, Unit 3 session 2 Stranger Danger What is the difference between a stranger and someone you know, who should we trust? First Aid - Who can help me? Which people do what? Managing online information (E Safety) Privacy and Security (E Safety) Personal Development – Flourish Friday	Feelings – Likes and Dislikes KS1 Module 1, Unit 3 session 1 Feelings Inside Out KS1 Module 1, Unit 3 session 2 Super Susie Gets Angry KS1 Module 1, Unit 3 session 3 Friendships Why am I a good friend? Friendship potion of qualities and attributes Same and Different – Describing the similarities and differences between different people - Protected Characteristics Giraffe's Can't Dance – talents Personal Development – Flourish Friday	The Cycle of Life KS1 Module 1, Unit 4 session 1 Beginnings and Endings KS1 Module 1, Unit 4 session 2 I am Unique KS1 Module 1, Unit 2 session 1 Girls and Boys KS1 Module 1, Unit 2 session 2 Personal Development – Flourish Friday	Clean Healthy and (my body) KS1 Module 1, Unit 2 session 3 Clean Healthy and (my body) KS1 Module 1, Unit 2 session 4 Understanding Mental Health Mental Health Problems - Causes and Signs – Looking after our mental health Positive Body Image (Diet and Exercise) Dental Hygiene Personal Development – Flourish Friday

Long Term Plan

Lower Key Stage 2 – Year A

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Citizenship	Community	Staying Safe	Relationships/Growing up	RSE	Healthy lifestyles and Wellbeing
Rules What places have rules? Why do they need to be in place? What behaviours and language are unacceptable? Respect – Visitors How do you gain respect? How can you be courteous and show good manners to visitors in school and at home? Honesty What are the consequences of not being honest in my relationships with others? Money matters – Ways to Pay Money Matters – Reasons to Borrow Road Safety – Bike Safety Personal Development – Flourish Friday	A Community of Love LKS2 module 3, Unit 1, Session 1 What is the Church? LKS2 module 3, Unit 1, Session 2 The Sacraments LKS2 module 1, Unit 1, Session 1 Environment How can we help to protect the environment? Fire Safety What to do if you find a fire? & Staying Safe in the Community on Bonfire Night Parliament Week - British Values and the wider global community Personal Development – Flourish Friday	Sharing Online LKS2 module 2, Unit 3, Session 1 Chatting Online LKS2 module 2, Unit 3, Session 2 Real or Fake – Online/Gaming Scams First Aid Heroes LKS2 module 2, Unit 4, Session 3 Stranger Danger What do you do if someone approaches you in person or online? Bullying and Friendship Animal Safety - Being responsible around animals (Dogs Trust) Personal Development – Flourish Friday	Jesus, My Friend LKS2 module 2, Unit 1, Session 1 (teach as 1 lesson which includes forgiveness) Family, Friends and Others LKS2 module 2, Unit 2, Session 1 When Things Feel Bad LKS2 module 2, Unit 2, Session 2 How Do I Love Others? LKS2 module 3 Unit 2 Session 1 Same and Different – What is special about life? Link with beliefs, Faith, culture Personal Development – Flourish Friday	Safe in My Body (physical and sexual touch) LKS2 module 2, Unit 4, Session 1 Sharing Online LKS2 module 2 Unit 1 Session 1 Relationships Identify and explore different kinds of relationships that exist Include ending of relationships, marriages and bereavement Secrets Difference Between Good and Bad Secrets Personal Development – Flourish Friday	– Drugs, alcohol and tobacco (include vaping) LKS2 module 2, Unit 4, Session 2 Talk about Mental Health Mental Health Problems – Impact Importance of Sleep Importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Importance of Exercise Describe a healthy life-style, including physical activity and some ways to maintain good mental health (exercise, diet, sleep, company) Personal Hygiene What is a germ? Are all germs bad? What can they do? How can we stay safe from harmful germs? Personal Development – Flourish Friday

Lower Key Stage 2 – Year B

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Citizenship	Community	Staying Safe	Relationships/Growing up	RSE	Healthy lifestyles and Wellbeing
Rules What is the impact of having rules in school? Forgiveness What is the importance of forgiveness? Can I say sorry and not hold a grudge against those who have hurt me? Following Jesus' teaching on forgiveness can help me in my relationships my friends Money Matters Spending decisions/Keeping track Money Matters Advertising Road Safety Recognise how to stay safe near trainlines and level crossings (Rail Safety Officer) Injustice the World Recognise injustices in the world. Personal Development – Flourish Friday	A Community of Love LKS2 module 3, Unit 1, Session 1 What is the Church? LKS2 module 3, Unit 1, Session 2 Environment Going Green – What does this mean? Link with Laudato si? Discuss and debate issues that impact on the environment, locally, nationally and internationally. Fire Safety – Setting fires – good or bad & Staying Safe in the Community on Bonfire Night (Fire Service) Parliament Week - British Values and the wider global community Personal Development – Flourish Friday	What am I looking at? (Stereotypes) LKS2 module 1, Unit 3, Session 2 I am Thankful LKS2 module 1 Unit 3 Session 3 Real or Fake - Use of AI and Photoshop Managing online information – Privacy and Security Copyright and Ownership Stranger Danger – Staying Safe When Out Someone to tell if ... Identify situations where you might need support about strangers, and who would you go to. Personal Development – Flourish Friday	How Do I Love Others LKS2 module 3, Unit 3, Session 1 Life Cycles LKS2 module 1, Unit 4, Session 1 A Time for Everything LKS2 module 1, Unit 4, Session 2 Relationships Identify and explore different kinds of relationships that exist and how relationships end and why – including bereavement. Link to St Teresa's hospice Personal Development – Flourish Friday	We don't have to be the same LKS2 module 1, Unit 2, Session 1 Respecting our Bodies LKS2 module 1, Unit 2, Session 2 What is Puberty? LKS2 module 1, Unit 2, Session 3 Changing Bodies LKS2 module 1, Unit 2, Session 4 What am I Feeling? LKS2 module 1, Unit 3, Session 1 NSPCC Pants – Sexual Harassment Personal Development – Flourish Friday	Looking after our mental health Healthy Sleeping Loneliness Bullying and Mental Wellbeing Smoking What are the risks of smoking and vaping? What is passive smoking? Drugs What is legal and illegal? An introduction to county lines and exploitation. Personal Development – Flourish Friday

Long Term Plan

Upper Key Stage 2 – Year A

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Citizenship	Community	Staying Safe	Relationships/Growing up	RSE	Healthy lifestyles and Wellbeing
God is calling you UKS2 Module 2, Unit 1, Session 1 Respecting Strangers and those within the Community Integrity Be just and fair acting with integrity to show understanding of the impact of my actions locally, nationally and globally. Being loyal, and able to develop and sustain friendships Money Matters - Money in the wider world Money Matters - Look after it / Critical Consumers River Safety - Risks consequences and what to do (River Rescue team) Personal Development – Flourish Friday	The Holy Trinity UKS2 Module 3, Unit 1, Session 1 Catholic Social Teaching UKS2 Module 3, Unit 1, Session 2 Reaching Out (CST in the Community) UKS2 Module 3, Unit 2, Session 1 Environment – Going Green What can we do as a school and at home to become more environmentally friendly? Fire Safety – What are the risks for you with fire? How do we manage these? & Staying Safe in the Community on Bonfire Night (Fire Service) Parliament Week - British Values and the wider global community Personal Development – Flourish Friday	Sharing isn't Always Caring UKS2 Module 2, Unit 3, Session 1 Cyberbullying UKS2 Module 2, Unit 3, Session 2 Giving Assistance UKS2 Module 2, Unit 4, Session 4 Online Scams? – Real or Fake? Anti-Social Behaviour in the Coundon -What behaviours are unacceptable, unhealthy or risky? (Police) Animal Safety - Being responsible around animals (Dogs Trust) Personal Development – Flourish Friday	Same and Different - Stereotypes - what a stereotype is, and how stereotypes can be unfair, negative or destructive. <i>Link with BHCET online reputation</i> Online Relationships What is Racism? Impact on relationships, local and global community Misogyny/ Toxic Masculinity What is it? Personal Development – Flourish Friday	Under Pressure UKS2 Module 2, Unit 2, Session 1 Do you want a piece of cake? UKS2 Module 2, Unit 2, Session 2 Types of Abuse UKS2 Module 2, Unit 4, Session 1 Consent Sexual harassment Personal Development – Flourish Friday	Self-Talk UKS2 Module 2, Unit 2, Session 3 Impacted Lifestyles UKS2 module 2, Unit 4, Session 2 Making Good Choices UKS2 Module 2, Unit 4, Session 3 Mental Health – Feeling Worried Mental Health – Looking after our Mental Health Health and Allergies Personal Development – Flourish Friday

Upper Key Stage 2 – Year B

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Citizenship	Community	Staying Safe	Relationships/Growing up	RSE	Healthy lifestyles and Wellbeing
Gratitude Demonstrate gratitude to others for the good things in my life through words and actions. Know that we are all children of God and made in God's likeness and for this we should be grateful. Consequences Applying rules into life not just at school. If we don't follow rules what happens? Decision Making How can the decisions we make impact life now and in the future? Money Matters - Budgeting Money Matters - Money and Emotional Wellbeing Money Matters Value for money and ethical spending Water Safety – Link: PE - Swimming lessons and survival skills Personal Development – Flourish Friday	The Holy Trinity UKS2 Module 3, Unit 1, Session 1 Catholic Social Teaching UKS2 Module 3, Unit 1, Session 2 Reaching Out (CST in the Community) UKS2 Module 3, Unit 2, Session 1 Environment How does the media messages present information on the environment? What impact does this have? Tolerance Know the importance of having the right relationship with people in a range of national, regional, religious and ethnic identities in the UK and beyond, respecting diversity. (Protected characteristics) Compassion Empathising with the suffering of others and display the generosity to help – Faith in Action Parliament Week - British Values and the wider global community Personal Development – Flourish Friday	Seeing Stuff Online (ref to pornography in lesson) UKS2 Module 1, Unit 3, Session 4 Real or Fake - Use of AI and Photoshop – Inappropriate Images Managing Online Information Copywrite and Ownership Safety) Going Out Identify risks associated with being alone/with friends and how to manage them. What to do in emergency situations and who to contact/speak to if you need help. Being Safe when in the Community County Lines and exploitation (Police) Personal Development – Flourish Friday	Gifts and Talents UKS2 Module 1, Unit 2, Session 1 Girls' Bodies UKS2 Module 1, Unit 2, Session 2 Boys' Bodies UKS2 Module 1, Unit 2, Session 3 Hope Beyond Death UKS2 Module 1, Unit 4, Session 4 Build Others Up and (Same Different) UKS2 Module 2, Unit 2, Session 4 Personal Development – Flourish Friday	Peculiar Feelings UKS2 Module 1, Unit 3, Session 2 Making Babies (Part 1) UKS2 Module 1, Unit 1, Session 2 Making Babies (Part 2) Discussion and consultation needed prior – consultation UKS2 Module 1, Unit 1, Session 2 Menstruation UKS2 Module 1, Unit 4, Session 3 Permission Seeking The importance of permission seeking and giving within relationships (including peers, friends and adults) – Link to NSPCC Personal Development – Flourish Friday	Spots and Sleep UKS2 Module 1, Unit 2, Session 4 Body Image UKS2 Module 1, Unit 3, Session 1 Peculiar Feelings UKS2 Module 1, Unit 3, Session 2 Emotional Change UKS2 Module 1, Unit 3, Session 3 Drugs - Risks and Consequences The impact that poor lifestyle choices can have on mental health and physical health Risk Taking Identify risks associated with moving to a new school. Show resilience and manage risk in order to resist unacceptable peer pressure and show determination and courage when faced with new challenges Personal Development – Flourish Friday

Diocesan Threads within PSHE and Personal Development

Alongside our six key PSHE strands, St Joseph's integrates the Diocesan expectations for PSHE through five overarching threads. These threads interweave across our curriculum, providing pupils with a holistic understanding of what it means to live well with others, make moral choices, nurture spirituality, care for creation and maintain healthy lives. Together, they shape our vision for educating the whole child in line with our Catholic mission.

Social	Moral	Spiritual	Environmental	Emotional
				



Social

We help pupils understand how to live and grow together in community — learning cooperation, empathy, respect and justice in their relationships with others. Through PSHE, RSE and Personal Development, pupils learn that their actions affect others and that they have responsibilities within society and the wider world.

Progression of Skills

KS1 – Begin to take turns, share and cooperate. Understand fairness and simple community rules. Recognise that actions affect others and show kindness and inclusion.

LKS2 – Develop teamwork and problem-solving skills. Understand roles and responsibilities in school and community life. Appreciate diversity and begin to show active citizenship through helping and service.

UKS2 – Lead and support others through example, peer mentoring or social initiatives. Challenge injustice and inequality. Understand how to build inclusive, compassionate communities.



Moral

We nurture conscience and moral reasoning so that pupils can recognise right from wrong, make thoughtful choices, and act with integrity. Pupils are encouraged to apply Gospel values and Catholic Social Teaching to real-life situations and to reflect on how their decisions impact others.

Progression of Skills

KS1 – Recognise right and wrong in familiar contexts. Understand that behaviour has consequences. Begin to show empathy and fairness.

LKS2 – Apply moral reasoning to more complex situations. Reflect on how choices reflect values. Explore justice, forgiveness and responsibility.

UKS2 – Engage with deeper ethical issues such as equality, stewardship and social justice. Form personal moral positions and stand up for what is right.



Spiritual

We invite pupils to explore meaning, purpose and faith through wonder, reflection and prayer. Pupils come to recognise that they are uniquely created and loved by God and are encouraged to grow in awareness of His presence in their lives and the world around them.

Progression of Skills

KS1 – Experience awe and wonder at the world. Begin to reflect on feelings, questions and prayer. Recognise themselves as special and loved by God.

LKS2 – Deepen reflection on life's purpose and explore faith in everyday life. Grow in understanding of prayer, gratitude and relationship with God.

UKS2 – Articulate personal spirituality and vocation. Engage thoughtfully with big questions about faith, suffering and purpose. Live out Gospel values through action and witness.

Diocesan Threads within PSHE and Personal Development



Environmental

We encourage pupils to see the world as God's creation and understand their duty of care for it. This thread connects closely to *Laudato Si'* and our focus on environmental stewardship, sustainability and respect for the natural world.

Progression of Skills

KS1 – Recognise features of the natural world. Learn to care for animals, plants and the local environment through practical action.

LKS2 – Understand how human activity affects the environment. Participate in projects that promote sustainability and care for creation.

UKS2 – Develop a sense of global ecological responsibility. Lead environmental campaigns, evaluate global challenges and propose ethical solutions.



Emotional

We help pupils to recognise, understand and manage their feelings so that they can build resilience, empathy and healthy relationships. Emotional development underpins pupils' ability to learn, make good choices and flourish as confident, compassionate individuals. Through PSHE, RSE and Personal Development, children learn that all emotions are part of being human and that they can respond to them with self-awareness, self-control and care for others.

Progression of Skills

KS1 – Begin to identify and name basic emotions (happy, sad, angry, worried). Understand that feelings change and that it's okay to have different emotions. Learn simple strategies to manage feelings, such as talking to an adult, breathing, or taking time to calm down.

LKS2 – Recognise a wider range of emotions in themselves and others. Begin to understand causes and consequences of emotions. Learn and practise self-regulation and empathy. Begin to support peers through kindness and inclusion.

UKS2 – Understand complex emotions such as stress, grief and frustration, and how these can affect thoughts and behaviour. Develop strategies for emotional wellbeing, resilience and mental health. Show empathy, emotional maturity and compassion in relationships and decision-making.

These five diocesan threads are the moral and spiritual foundation of our PSHE curriculum.

They ensure that as pupils grow in knowledge, skills and understanding, they also grow in wisdom, compassion and responsibility — learning not just how to live, but how to live well in relationship with God, others and creation.

Protected Characteristics

At St. Joseph's, we are committed to promoting equality, respect, and compassion for all. Under the Equality Act 2010, it is against the law to discriminate against anyone based on protected characteristics, which include the following:

Race	Faith/Religion	Age	Gender	Disability	Pregnancy	Marriage

We ensure that every pupil is treated equally and with dignity, and we actively teach about these protected characteristics to help children understand, respect, and value the differences they will encounter, both within our school and in wider society.

Our pupils understand that they belong to a world where they will encounter people with a range of differences. As children of God, they have a responsibility to treat everyone they meet with respect and compassion, upholding the dignity of every human person.



As a Catholic school, our approach is rooted in the belief that every person is made in the image and likeness of God. The dignity of the human person is at the heart of all Church teaching and is central to the way we live, learn, and treat others.

We do not define people by their age, race, gender identity, or any other characteristic. Instead, we focus on upholding the God-given worth of every individual, especially those who may face disadvantage or discrimination.

At St. Joseph's, discrimination of any kind is never tolerated. Our pupils are taught to show respect for all, and those with protected characteristics are supported to feel safe, included, and that they truly belong.

While schools are not required to teach about every protected characteristic, we believe this learning is vital. We embed age-appropriate teaching about these characteristics across the curriculum, so that every child leaves our school with a deep understanding of equality and a strong sense of responsibility towards others.

	Race	Faith/Religion/Beliefs	Age	Gender	Disability	Pregnancy	Marriage
EYFS	Black History Anti-Bullying Week	RE - Islam RE - Judaism			World Down Syndrome Day	RE - Preparations/Advent	
Year 1/2	Black History Anti-Bullying Week	PSHE - Who Is My Neighbour? RE - Islam RE - Judaism	PSHE - The Cycle of Life PSHE - Beginnings and Endings	PSHE - Boys and Girls	World Down Syndrome Day	RE - Preparations/Advent	PSHE - Special People
Year 3/4	PSHE - We Don't Have to be the Same Black History Anti-Bullying Week	PSHE - What is the Church? RE - Islam RE - Judaism History Units	PSHE - We Don't Have to be the Same PSHE - Life Cycles PSHE - A Time for Everything History Units	PSHE - We Don't Have to be the Same PSHE - What is Puberty? PSHE - Changing Bodies History Units	PSHE - We Don't Have to be the Same Science - Sound (Unit 1) World Down Syndrome Day	PSHE - Life Cycles	PSHE - Relationships PSHE - Family, Friends and Others
Year 5/6	PSHE - Build Others Up Black History Anti-Bullying Week	PSHE - Build Others Up RE - Islam RE - Judaism History Units	PSHE - Hope Beyond Death RE - Death and New Life History Units	PSHE - Build Others Up PSHE - Toxic Masculinity & Misogyny PSHE - Girls & Boys Bodies PSHE - Menstruation Science - Animals Including Humans (Unit 5) History Units	PSHE - Build Others Up Science - Sound (Unit 2) Science - Light and Seeing (Unit 2) Science - Evolution and Inheritance (Adaptive Human Traits & DNA and Genetics) World Down Syndrome Day	PSHE - Making Babies Science - Animals Including Humans (Unit 5)	RE - Sacrament of Marriage RE - Life Choices
Picture News - Weekly Newsround Celebration of the Word Mark 10 Little Liturgies							



Intent

At St Joseph's Catholic Primary School, our careers provision is rooted in our mission to nurture the whole child and inspire them to *dream big*. We want every pupil to recognise their unique, God-given gifts and talents and to understand how they can use these to serve others with compassion and make a positive difference in the world. Through our Personal Development and PSHE curriculum, pupils build the knowledge, confidence, and responsibility needed to make informed, aspirational, and ethical choices about their future learning and work.

We encourage all children to **take opportunities** to explore the world beyond Coundon, developing respect for others and an understanding of the many paths open to them. Our careers education begins early, helping pupils see the value of effort, perseverance, and ambition, and nurturing a belief that they **can achieve** anything they put their minds to and **belong to a world** full of possibility as a confident, compassionate **child of God**.

Implementation

At St Joseph's, careers education is integrated throughout school life and delivered through a broad range of purposeful experiences that inspire pupils to *dream big* and understand the opportunities available to them beyond Coundon (Gatsby Benchmark 1)

- **PSHE Threads:** Careers learning is embedded within themes such as *Community, Citizenship, Relationships, and Healthy Lifestyles*, where pupils develop self-awareness, decision-making skills, financial understanding, and respect for diversity.
- **Personal Development:** Through Character Education, British Values, and Aspirations, pupils explore their strengths, values, and interests. Enrichment experiences such as enterprise weeks, themed days, and visits from professionals help children make meaningful connections between learning and real-world opportunities.
- **Cross-Curricular Links:** Teachers highlight career pathways within subjects — for example, scientists, artists, engineers, and musicians — showing how knowledge and skills can lead to exciting futures. During themed weeks, pupils explore specific career focuses; for instance, during the *200 Years of the Stockton and Darlington Railway* celebration, children learned about careers in steam and engineering and met a locomotive engineer. Similarly, during *Bonfire Week*, a visit from the Fire Service supported learning about fire safety and careers in public service. (Gatsby Benchmark 4)
- **Enrichment Opportunities:** Our wider offer, including *Flourish Fridays, Parliament Week, STEM visitors, community helpers, and Faith in Action* projects, enables pupils to *take opportunities*, build confidence, and recognise their role as compassionate, responsible citizens who can achieve and belong to a wider world.

This ensures children see how learning connects to real-world opportunities and responsibilities.

Impact

Our careers provision develops progressively across the school so that by the end of each key stage, pupils are confident, motivated and aspirational learners who understand the value of work, community and service.

By the end of KS1, pupils:

- Recognise that people have different jobs and roles within the community.
- Understand that all work has value and helps others.
- Begin to identify their own strengths, likes and interests.
- Show curiosity about the wider world and how learning connects to real life.
- Demonstrate early skills in teamwork, respect and responsibility.

By the end of LKS2, pupils:

- Can describe a range of roles and responsibilities within society.
- Understand how education, effort and resilience link to achieving goals.
- Recognise transferable skills such as cooperation, communication and problem-solving.
- Show growing independence and resilience when working towards personal targets.
- Appreciate that money is earned, managed and used responsibly.

By the end of UKS2, pupils:

- Recognise their individual gifts, talents and interests, and how these relate to possible future careers or vocations.
- Understand that career pathways are diverse and open to all, regardless of background or gender.
- Appreciate that work contributes to the common good and can be a form of service to others.
- Demonstrate awareness of financial wellbeing, ethical spending and responsible choices.
- Transition to secondary school with confidence, ambition and a sense of purpose.

Theological and Ethical Underpinning

In line with our Catholic ethos, careers education is rooted in the belief that every child has a unique vocation. We teach that careers are not merely about earning a living, but about living with purpose, contributing to the common good, and recognising God's call in one's gifts and service to others. Our approach ensures that pupils leave St Joseph's not only with aspirations for success, but also with a sense of responsibility, compassion, and moral integrity in whatever path they pursue.

Careers within PSHE



At St Joseph's, we explicitly teach careers that connect to specific subjects, content, and topics across the curriculum. We use a wide range of resources, including BBC Bitesize, North East Ambition, and My Path, alongside engaging real-life experiences with visitors such as the fire service, mental health nurses, and dentists.

Citizenship

Lifeguard: [How to become a lifeguard: Lucia's story - BBC Bitesize](#)

Coast Guard: [Working for His Majesty's Coastguard | How to become a maritime operations officer - BBC Bitesize](#)

Solicitor: [JOB OF THE WEEK - EPISODE #027 – BARRISTER](#)

Community

Firefighter: [How to become a firefighter: Izzy's story - BBC Bitesize](#)

Politician: [How to become a politician: Jason's story - BBC Bitesize](#)

K9 Police Handler: [JOB OF THE WEEK - EPISODE #125 - K-9 POLICE HANDLER](#)

Detective: [JOB OF THE WEEK - EPISODE #75 – DETECTIVE](#)

Staying Safe

999 Call Taker: [How to become a 999 call taker: Laura's story - BBC Bitesize](#)

Paramedic: [JOB OF THE WEEK - EPISODE #16 – PARAMEDIC](#)

Security Guard: [JOB OF THE WEEK - EPISODE #233 - SECURITY GUARD](#)

Cyber Security Apprentice: [Life as a cyber security apprentice: Ellie's story - BBC Bitesize](#)

Relationships & Growing Up

Counsellor: [How to become a counsellor: Shiza's story - BBC Bitesize](#)

Teacher: [How to become a primary school teacher: Toby's story - BBC Bitesize](#)

Social Worker: [How to become a social worker: Omar's story - BBC Bitesize](#)

Carer: [How to become a carer: Bethany's story - BBC Bitesize](#)

RSE

Midwife: [How to become a community midwife: Dilan's story - BBC Bitesize](#)

Air Ambulance Doctor: [How to become an air ambulance doctor: Matt's story - BBC Bitesize](#)

Healthy Lifestyles and Wellbeing

Dietician/Nutritionist: [How to become a dietitian: Siân's story - BBC Bitesize](#)

Sports Coach: [JOB OF THE WEEK - EPISODE #18 - SPORTS COACH](#)

Personal Trainer: [JOB OF THE WEEK - EPISODE #176 - PERSONAL TRAINER](#)

Dental Therapist: [How to become a dental therapist: Toyin's story - BBC Bitesize](#)



SEND

Our PSHE curriculum is designed for all children, including those with SEND. Every pupil is entitled to access the same key knowledge, skills and values as their peers. Teachers adapt learning tasks to ensure accessibility, while maintaining high expectations and enabling all pupils to achieve the same learning objectives. Adaptations may include scaffolding (such as writing frames, vocabulary banks, sentence starters or visual prompts), explicit instruction, use of technology, and flexible grouping. These strategies provide the temporary support pupils need to succeed, which can be gradually reduced as independence grows. We recognise that children with SEND may need more time to process and respond to sensitive issues. Staff use careful assessment to identify individual needs, and lessons are adapted proactively and reactively to ensure inclusivity. Through this approach, pupils with SEND are supported to flourish and to participate fully in discussions, reflections and activities. Our aim is that all children recognise their dignity as children of God, and that each child leaves our school with the confidence, knowledge and skills to live a safe, healthy and fulfilling life.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

- 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.
- Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

- Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.
- Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

- Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning
- Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.
- Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

- Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met
- Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

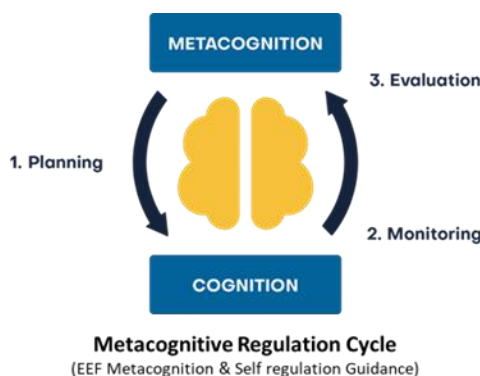
Use of Technology

- Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.
- Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

