

Supporting teaching, learning and differentiation

PSHE at Middleton Primary School.

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education:

<u>PSHE Association</u>	<u>What does this mean at Middleton?</u>
Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.	Before starting a unit, staff baseline the children's current knowledge. This may be done as a class or individually. <ul style="list-style-type: none">- Mind maps- Illustrations displaying their current knowledge.- Quizzes- Discussion- Questionnaires with children/ family.
Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people	Consider progressive long term plans, vocabulary plans and unit plans. <ul style="list-style-type: none">- What vocabulary do the children already know?- What do they need to learn next?- Do they need to revisit anything?
Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.	Consider how the content is delivered to ensure children reflect personally but consider others too <ul style="list-style-type: none">- Use of stories- Real life scenarios not linked to them- Teachers do not need to discuss their own personal experiences.
Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.	Consider how the objective can be best met <ul style="list-style-type: none">- Discussion- Group tasks- Drama- Worksheet- Circle/story time- Slides/PowerPoint- Visits / Visitors
Provide information which is realistic and relevant and which reinforces positive social norms.	Consider current affairs/news and how you can use this to support the children learning. Consider the social norms of the school and our core values (Head, Heart, Hands) when teaching and adapt lessons to instill these.
Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in	Consider end of unit reflections and ask children to discuss or demonstrate how they could use these skills in real life instances. Praise when lessons learnt are

<p>the wider community.</p>	<p>demonstrated in the children's everyday lives e.g reporting bullies, being kind to one another, using mature language. Use the school's reward system to celebrate achievements.</p>
<p>Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.</p>	<p>Consider links to other subjects and plan for this in long term plans.</p> <p>Encourage school councilors to support PSHE learning and events across school.</p> <p>PSHE newsletter for parents/carers and update them regularly on the school website (1/2 termly). Survey with the Welfare team to address family need.</p>
<p>Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.</p>	<p>Ensure adults around school treat children with the dignity and respect which we teach within PSHE lessons and model correct behaviours.</p> <p>Alongside the welfare team, identify children who may need more support and seek ways to provide this extra to PSHE learning.</p>
<p>Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.</p>	<p>Provide activities and opportunities where children access teaching of the Fundamental British Values. Praise children when they demonstrate responsibility and respect.</p>
<p>Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.</p>	<p>Provide children with a safe space to speak freely – PSHE lessons, worry trees and school council. Discuss every life and how each object contributes and encourage children to reflect on their own experiences.</p>