



Our Approach to Teaching PSHE

At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

What is the big picture for PSHE?

PSHE is all about teaching life skills and giving the children a deeper understanding of the world around them. PSHE education also allows them to be more confident in addressing the challenges they may face and how to make an active contribution to society. It is also a subject in which we can revisit, recognise and celebrate our school values; bravery, respect, integrity, determination, generosity and excellence.

What is magical about it?

Learning in PSHE is magical because it covers such a range of topics and gives the children the opportunity to gain a better understanding about themselves, as individuals, and also the world around them.

Why is PSHE an important subject to learn?

If children were not taught PSHE, they would miss out on learning vital life skills and lack the knowledge on how to cope with changes and experiences in the wider world around them. PSHE is so important because it also equips children with strategies to understand and cope with their feelings and also allows them to develop a deeper understanding of themselves, as individuals, and the changes that they will encounter in their lives. In addition to this, it also teaches them how to keep safe in the world, whether it be virtually or in person.

'Nothing in life is to be feared, it is only to be understood. Now is the time to understand, so that we may fear less.' Marie Curie.

What do we love about PSHE?

Many PSHE lessons are discussion-based and the children are given the opportunity to voice their opinions and express themselves. Children have commented that they enjoy listening to other peoples' opinions and that often it encourages them to think about other perspectives. PSHE lessons provide opportunities for children to think critically and respond respectfully to differing opinions, which is a life skill that will serve them well as they grow.

Teaching PSHE is valued by many, as it equips them with information we know will be relevant and applicable in their life, no matter what career path they choose. Children also recognise the relevance and links to their everyday life that their PSHE lessons provide.

How do we want our pupils to talk about PSHE?

To demonstrate an awareness of how they can apply their knowledge gained in PSHE to their everyday life. We want our pupils to be able to recall the rich discussions that took place during their lessons; the moments when they were challenged to change their thinking or see an idea from a different perspective, respectfully.

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Lesson 1	Whole school/year group assembly to take place to introduce theme for the term.
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Back in class, content of the assembly should be revisited.

**Note: at the beginning and end of the year, the children should complete the Pupil Self-assessment sheet located in the planning folder. At the end of the year the same sheet should be completed but done so in a different colour. This should be stuck into their PSHE books to be passed onto the next class teacher. There will also be a Google Form about mental health for the children to complete once a term.*

Each classroom should have an Ask-it Basket which can be used for all PSHE lessons and not just when teaching RHSE, as this provides a good opportunity to also address any misconceptions.

Every PSHE lesson should start with the same four slides:

What does PSHE stand for? What does each of the letters mean?

What are British Values? What does each value mean? Why are they important?

What does PANTS stand for? Why is it important to know the PANTS rule?

Explain to the class that we will be using ROCK rules in our PSHE lessons (respect, openness, confidential and kind).

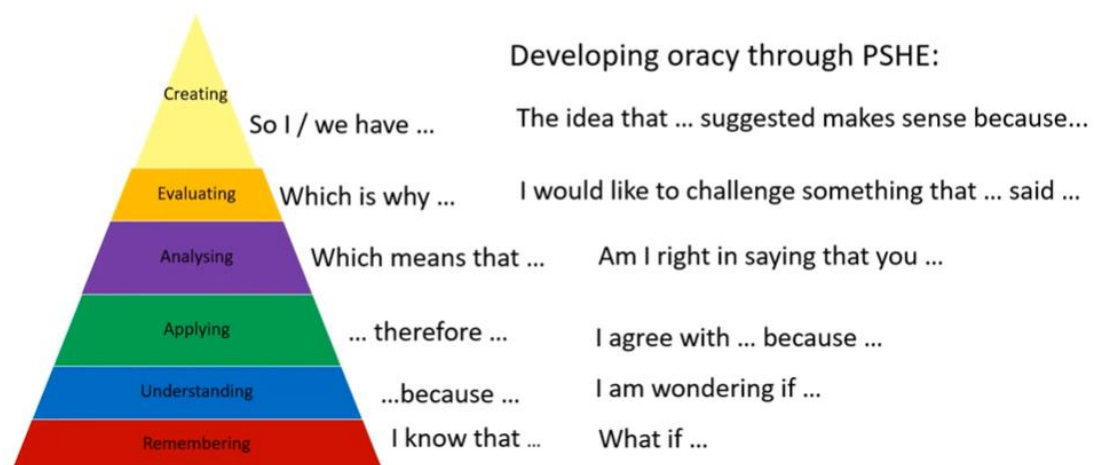
Pre-learning assessment task: Draw a picture of... What advice would you give about...? Keep a record of this task in their books to refer back to at the end of the unit of study.

Ensure class discussion about what they already know about the topic e.g. how to be a good friend.

Introduce key vocabulary for that unit (found on the front page of lesson plans). Do not share the vocabulary list for the whole term, as many topics are covered in one half term - only those relevant for that specific area of study e.g. bystander, manipulated, trust, victim for the topic of 'Bullying'.

As some lessons can mainly take the form of a whole class discussion or group work, for example, a sorting activity, pictures should be taken as evidence for children to stick into their books.

During discussions we encourage children to use a variety of sentence starters to navigate the conversations.



At the end of each lesson, ensure AFL is completed in purple pen, allowing the children to reflect on their learning for that lesson.

Lesson 2	<p>As each topic within PSHE can vary in length from a one-off lesson to a series of lessons, we need to make sure that you revisit the pre-learning task from lesson 1. How would they answer that question now or draw that picture based on what they have learnt?</p> <p>If the topic was covered over a series of lesson, this should be done under a heading 'End of unit assessment'. However, if it is a one-off lesson, this can be done on the same pre-learning task but added to in purple pen.</p>
Lesson 3	<p>As there are a number of topics covered in one half-term, a short quiz to recap learning should be created. These are not pre-made as part of our PSHE scheme.</p>
Lesson Z	<p>At the end of each term there should be another whole school/year group end of unit assembly (which is also saved in the planning file) as a way to conclude the theme for that term and an opportunity to further reflect on their learning.</p>