



St Joseph's Catholic Primary School

Whole School Approach to Teaching PSHE



Our approach to teaching PSHE is:

- establish clear ground rules and expectations
- hook, questions & discussion
- respond to age appropriate and relevant issues
- new learning, addressing of any misconceptions, active contribution and reflection



Further Explanation Behind the Approach

At the start of any PSHE lesson, **clear ground rules and expectations** are set and explained to all learners to ensure that a safe and calm learning environment is created so that all children are respectful and respected when actively contributing during PSHE lessons. All lessons then begin with a **hook** to introduce the topic/issue of the lesson with appropriate time for **questions and discussion** to promote independent learners and a better understanding of the world around them including how to stay safe.

Personalised lessons are delivered using the You, Me and PSHE scheme for guidance. This sets out clearly the units for each year group and we have ensured links to science, Relationships and Sex Education (RSE) and PE are in place across school.

Teachers **respond to age appropriate and relevant issues** that may arise within their year group. This may include cohort specific issues e.g. building resilience at playtimes. They could also be issues that have arisen locally across school, locally in the community or globally.

PSHE lessons follow a clear sequence that allows for **new learning, addressing of any misconceptions, active contribution and reflection**. Some of the activities used within PSHE lessons are drama, circle time and hot-seating.

All learning will be differentiated to suit the individual needs of children. This includes specific differentiation linked to the specific PSHE task as well as considering the need to differentiate within PSHE lessons linked to other areas of need: e.g. coloured overlays when reading instructions if a child has visual stress. This provision will be clear in work samples.

