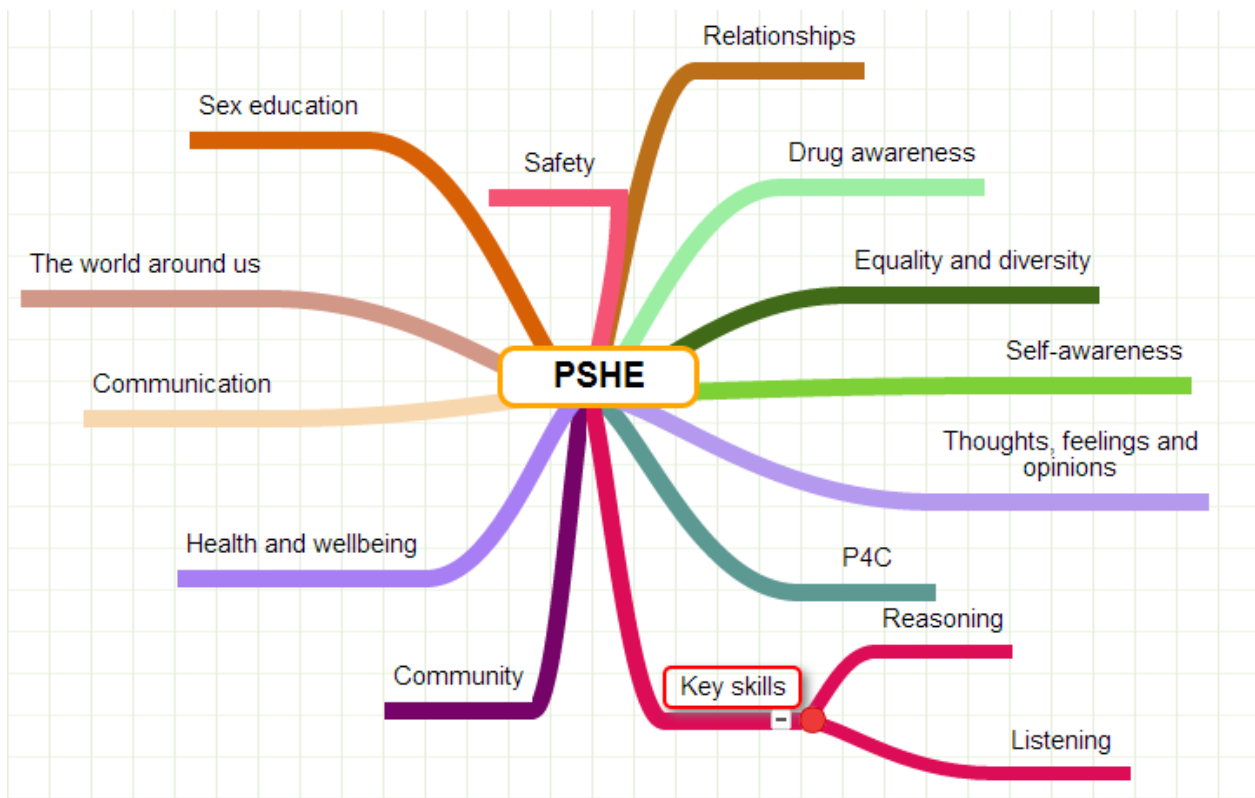# PSHE SL Resource Pack

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PSHE SL Resource File

This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science. The structure of each resource file follows the same format:

To support the work of a subject leader, there is a subject specific work-book for you to keep a record of all of the actions you have taken as well as the impact / outcome of those actions.

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PSHE Subject Leaders Work-Book

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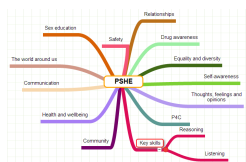
Part A: Resources & NC Requirements

Links
- Professional Association for Personal, Social and Health Education
https://www.pshe-association.org.uk/

(Membership for schools: £125 / annum - Individuals £50 / annum)

Resources
- Making PSHE Matter: A Practical Guide to Planning and Teaching Creative PSHE in Primary School (Jessica Kingsley Publishers)

- Games, Ideas and Activities for Primary PSHE (Longman)

- Inspirational Ideas: PSHE and Citizenship ages 7-9 (A & C Black)
- Inspirational Ideas: PSHE and Citizenship ages 9-11 (A & C Black)

(See also the extensive range of resources provided by the Professional Association for Personal, Social and Health Education (https://www.pshe-association.org.uk/)

Through PSHE education pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

PSHE helps pupils to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and later in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme tackles barriers to learning, raises aspirations, and improves the life chances of the most vulnerable and disadvantaged pupils. (PSHE Association)

PSHE programmes of study (Updated 25th June 2019 by the Department for Education.)

Updated statutory guidance will come into effect from September 2020.
The revised curriculum subjects will be:
- *relationships education (primary)*
- *relationships and sex education (RSE) (secondary)*
- *health education (primary and secondary)*

In summary, from 1 September 2020, Relationships Education, Health Education, and Relationships and Sex Education will still be compulsory. However:

From 1 September 2020 to the end of the spring term 2021	Following an assessment of preparedness, schools should commence teaching as soon as practically possible or use the time to prepare to deliver the new curriculum. This includes engaging parents on their policy as well as planning their curriculum provision.
By the start of the summer term 2021	All schools should have begun teaching the subjects.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

*We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. **Schools are free to use the organisations and resources they choose** and we encourage organisations to develop guidance for schools in the areas of their expertise.*
We have asked the PSHE Association to provide teachers with a range of case studies to inform their teaching. We recommend that schools use reputable professional organisations that will facilitate a broad and balanced approach.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education
Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.
When any school provides SRE they must have regard to the Secretary of State's guidance ; this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do.

Part B: Subject leaders audit: PSHE

Task	Notes	Completed	Date
Am I clear about the N.C. Aims for PSHE?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers / assistants			
Have I completed an audit of my own K, S & U against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a statement of Intent for PSHE?			
In writing the statement of Intent, did I refer to paragraph 179 of D-D Resource 1?			
Re: Para: 179, do I have a written response for each of the 5 bullet points?			
Has this statement been approved by HT / SLT / all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for PSHE?			
Have I clarified with my line manager what good / better T, L & A in PSHE 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for PSHE, and what support			

(CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the PSHE curriculum?			
What am I trying to achieve through the PSHE curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? *(Remember that **progress is knowing more, remembering more and being able to do more**.)*			
How do you ensure that pupils retain their subject knowledge?			
How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			
What would you expect an inspector to see when they visit PSHE lessons and speak to the pupils?			
How do teachers clarify any misconceptions by pupils?			
What links are made between PSHE and other subjects does – can you give an example of where this works particularly well?			
Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils' learning?			

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Part C: Initial subject self-evaluation proforma   Date:

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

Summary self-evaluation

Summary:
The key strengths in:
Teaching, learning & assessment in PSHE are:
The PSHE Curriculum are:
The main areas we need to develop in:
Teaching, learning & assessment in PSHE are:
The PSHE Curriculum are:

Part D: Progression in PSHE

EYFS
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Remember rules without needing an adult to remind them.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Understand gradually how others might be feeling.
Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.
See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Think about the perspectives of others.
Manage their own needs. • Personal hygiene
Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity   • healthy eating   • toothbrushing   • sensible amounts of 'screen time'   • having a good sleep routine
• being a safe pedestrian Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Part E: Best practice as identified by Ofsted

The last time Ofsted reported specifically on PSHE was in 2013. This report evaluates the strengths and weaknesses of personal, social, health and economic (PSHE) education in primary and secondary schools in England. It is based on evidence from inspections of PSHE education carried out between January 2012 and July 2012 in 50 maintained schools and on evidence from an online survey of 178 young people conducted on behalf of Ofsted between October and November 2012.

They stated that:

Schools should:
- ensure that staff teaching PSHE education receive subject-specific training and regular updates, including in the teaching of sensitive issues
- ensure that the school delivers age-appropriate sex and relationships education that meets pupils' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation
- ensure timely and appropriate learning about the physical and social effects of alcohol misuse
- implement systems to effectively track pupils' progress in PSHE education and monitor pupils' engagement in extra-curricular activities that develop their personal and social skills
- raise teachers' expectations of the quality of pupils' work in PSHE education to ensure it is commensurate with expectations of pupils' work in other subjects
- improve the quality of leadership and management in PSHE education by ensuring that subject leaders receive appropriate leadership training; designated time to meet with the PSHE team; and time to monitor and evaluate the quality of teaching and learning in PSHE education.

This section of the report describes the typical characteristics of PSHE education that lead to outstanding learning.mConsideration of these characteristics should be used by subject leaders and their teams to evaluate the quality of PSHE education in their own school.

Key characteristics of outstanding PSHE

Twenty-four per cent (12 out of 50) of the schools inspected had outstanding PSHE. These schools had the following characteristics in common.

Pupils demonstrate excellent personal and social skills
They form open, harmonious and trusting relationships that enable them to express their feelings and opinions. Typically, pupils would listen well to each other in PSHE education lessons, ask thoughtful questions of their teacher and each other and use sound evidence to justify their own views.

All pupils share a sense of pride in the contribution they make in school
For example, as school and eco-council representatives and playground leaders. Older pupils may plan and deliver PSHE education lessons for younger pupils, become involved in the local youth parliament and help with environmental planning around the school. Through effective monitoring, schools ensure that all pupils are encouraged and have an opportunity to make a genuine, valued and recognised contribution to school life.

Pupils can describe what they have learnt in PSHE with maturity and enthusiasm
They are keen to express their own views, are analytical and reflective and ask challenging questions. They have the confidence to discuss and debate sensitive and controversial issues in PSHE education lessons, socially around the school, and with visitors. They have the self-assurance to disagree, while respecting the differing views of others.

Pupils are independent learners and take responsibility
PSHE education lessons and extra-curricular activities enable pupils to work without supervision and use their initiative to set up related projects, surveys and other activities. This includes, for example, setting up a website to raise awareness and gather opinions about social and environmental issues affecting young people in the local area; researching and delivering assemblies during LGBT or Black History month; and setting up pupil focus groups to inform school leaders and governors on curriculum and wider school matters.

Teachers have excellent subject knowledge and skills
They use a range of well-chosen and imaginative resources to support learning, such as case studies, scenarios, visual images and video clips with thought provoking messages. For example, the use of photographs depicting young people in potentially risky situations as a stimulus to discussion about ways to maintain personal safety. Teachers draw on current regional and national research and statistical data to illustrate and exemplify lesson content. They communicate to pupils their high expectations, and excellent, trusting relationships ensure that pupils enjoy a challenging learning environment.

Teaching activities meet the needs of different groups and individuals
Extension tasks are assigned to challenge the more able, and appropriate support is put in place for those with literacy needs. An example from an outstanding primary school was a Year 3 class working in different ability

groups with various levels of teaching support to explore how they could ensure that a new child joining the school could make friends. Some focused on how they might themselves feel, using emotion cards and pictures; others explored a range of scenarios, including how they could befriend a non-English speaker, or a deaf or disabled child.

Teachers are skilful in teaching sensitive and controversial topics
They command the respect and trust of pupils by their ability to promote emotionally safe and secure learning environments that enable pupils to discuss sensitive issues comfortably. The classroom ethos is understood, valued and applied to all class members including the teacher. Simple rules such as not asking personal questions or deliberately causing offence protect both pupils and teacher and facilitate wide-ranging and open-ended discussion.

Teachers use questioning effectively
They use questioning to challenge pupils' views, deepen thinking and support pupils of different abilities. Teachers encourage pupils to hone their thinking and strengthen or reconsider their responses; for example, by posing controversial debating motions such as: 'Teenage pregnancy is natural', or 'If alcohol is legal why ban drugs?' Effective questioning provides good opportunities for pupils and teachers to reflect on what the class has learnt and how to build on their knowledge and understanding.

Teachers assess learning rigorously
Assessment tasks are built into schemes of work and pupils have a clear idea of their progress. Work is marked regularly and includes helpful comments about how to improve. This monitoring of progress is appropriate to the activity and used to identify pupils who may benefit from additional support or intervention. An example of outstanding practice in assessment is a secondary school that uses a wide range of methods, including project work; tests; written assignments; accredited courses; students' pre- and post-unit self-evaluations; and reflective logbooks to record progress in students' community activities.

The curriculum is innovative and creative
The PSHE education programme is imaginative and provides pupils with an abundance of enriching opportunities. The programme builds on previous learning and meets the needs of all groups of pupils. It is well balanced between discrete lessons, cross-curricular themes, assemblies, themed days and special events. External speakers make an effective contribution. They bring a wider range of expertise and life experiences and support pupils in raising their aspirations.

The curriculum is regularly reviewed and revised
The health and social contexts of the local community and of individuals in the school are well analysed to ensure that the programme meets pupils' needs.

Regular and informed pupil, teacher, and parent and carer evaluations are used to review and improve provision.

The curriculum is designed to meet the specific needs of disabled pupils and those with special educational needs, and those in challenging circumstances
Pupils with special educational needs can access, with their parents and carers, bespoke support for sex and relationships education, and pupils in challenging circumstances are offered tailored programmes on issues such as anger management, drug and alcohol education, sexual exploitation and teenage pregnancy.

High-quality enrichment activities make an outstanding contribution to the development of PSHE education skills
The enrichment programme is broad, varied and accessible to all pupils who may wish to engage with the activities. Schools monitor and analyse the take up of extra-curricular options to ensure that they impact positively on pupils' personal and social skills, so that no groups or individuals are missing out and pupils' needs, interests and aspirations are met. School leaders champion PSHE education

The subject has high status and is central to the vision and ethos of the school.
Leaders and managers believe that pupils' success in PSHE education is central to their overall success. As a result, the subject is high profile, well-resourced and supported by a governing body that understand the aims and aspirations of PSHE education. Subject leaders are trained in leadership and the high expectations of teachers and support staff are supported by regular, high quality subject-specific training and the provision of good-quality resources.

Leaders and managers rigorously monitor the quality of teaching
Accurate self-evaluation is supported by regular checks on pupils' progress; observations and evaluation of teaching, including by external contributors; work scrutiny; and surveys of staff, pupils, parents and carers. This is used to inform plans for improvement and training needs.

Part F: PSHE - Good (in 'old' money[1])
Ofsted produced this guidance to support their subject specific reviews (D above)

Achievement
- Pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others.
- They are able to evaluate, discern and challenge their own and others' views, using appropriate evidence from a range of sources.
- Pupils understand well the factors associated with health and well-being.
- Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders.
- Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.
- All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language.
- Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability; they understand the links with work on personal finance in National Curriculum citizenship lessons.

Teaching
- Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.
- Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching.
- Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.

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[1] Dec 2013, Ofsted

- Teachers are able to develop pupils' resilience, their ability to resist peer pressure, and their confidence; and strengthen their attitudes to learning across the school curriculum.
- Teachers communicate high expectations and enthusiasm for PSHE education. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised.

Curriculum
- The PSHE education curriculum is well designed to match the range of pupils' needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages.
- The programme is comprehensive and coherent, and statutory elements of SRE are fully met.
- The aspects of the programme relating to business, enterprise and money management link with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being enables pupils to lead safe and healthy lives.
- The curriculum provides a strong platform for pupils' future economic well-being.
- Local data is taken into account when planning and the school and wider community provide a range of opportunities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used, they complement the PSHE education programme well because they are informed by clear and appropriate learning objectives and evaluation of the learning informs future curriculum planning.
- Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills.

Leadership & Management
- Leadership is well informed about the characteristics of best practice in PSHE education.
- The subject is well-resourced in terms of curriculum time, staff training, management time and the use of external services and materials.
- There is a good track record of innovation.
- Statutory requirements in SRE are fully met.
- Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning.
- Subject leadership inspires confidence from pupils and staff.
- There are effective strategies to share good practice and secure appropriate professional development.
- PSHE has a high profile in the life of the school.
- Discrimination, including prejudiced-based bullying is tackled well.
- Good links exist with partner schools, parents, carers and external agencies to reinforce the high standard of PSHE education.

Part G: PSHE: Quality of Education (good)

This template includes the current criteria for the Quality of Education judgment of 'Good' along with columns for the SL / SLT to insert where they perceive is a best-fit with the 'old' subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the 'old' subject specific criteria and then 'new' criteria and secondly to benchmark / evaluate the school's provision against this.

INTENT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [*If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]		
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*		
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. *[If this*		

is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		

IMPLEMENTATION		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned		

NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		.

IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is		

reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.		.
Pupils' work across the curriculum is of good quality.		
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		

Part H: PSHE: Quality of Education (exemplar) *This is the authors initial interpretation of a best-fit between the old and the new.*

INTENT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupil and including pupils with SEND the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [*If this is not yet fully the case, it is clear from leaders actions that they are in the process of bringing this about.*]		Leadership is well informed about the characteristics of best practice in PSHE education. The PSHE education curriculum is well designed to match the range of pupils' needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages. There is a good track record of innovation. Statutory requirements in SRE are fully met. Subject leadership inspires confidence from pupils and staff.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*		The programme is comprehensive and coherent, and statutory elements of SRE are fully met. The subject is well-resourced in terms of curriculum time, staff training, management time and the use of external services and materials. Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills.

		The aspects of the programme relating to business, enterprise and money management link with the personal finance aspects of the National Curriculum citizenship programme. The programme for personal well-being enables pupils to lead safe and healthy lives.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*		The curriculum provides a strong platform for pupils' future economic well-being. Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum. There are effective strategies to share good practice and secure appropriate professional development.

IMPLEMENTATION		
NEW HANDBOOK	<mark>**EVIDENCE**</mark>	**OLD SUBJECT CRITERIA**
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning.
Over the course of study, teaching is designed to help pupils to remember long term the content they have been		

taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		Teachers communicate high expectations and enthusiasm for PSHE education. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised. Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it. Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching. .

Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		

IMPACT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		Pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others. They are able to evaluate, discern and challenge their own and others' views, using appropriate evidence from a range of sources.

		Pupils understand well the factors associated with health and well-being. Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.		All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language. Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability; they understand the links with work on personal finance in National Curriculum citizenship lessons. They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders. Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.
Pupils' work across the curriculum is of good quality.		Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able are met through effective teaching. .
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and		

procedures appropriately for their age.		

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Part I: Preparing for a subject specific deep-dive: PSHE

Resources (to have at hand)
PSHE self-evaluation report o PSHE development (action) plan
Long / medium term planning, including your progression map (skills; knowledge)
Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

Suggested questions
(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)

- What is the rationale behind the school's aims and values/ mission statement? And how does the PSHE curriculum support this?
- How is the PSHE curriculum adapted to reflect the school's context and community?
- How has the PSHE curriculum been developed in recent years and what hare / have been the benefits of this?
- What is profile of PSHE's profile within the school? What would you say are the strengths / areas for development?
- When you talk of 'high expectations' what does that mean in terms of pupil's learning in PSHE? (e.g. How do teachers ensure that pupils are challenged and supported?)
- How did you decide the long-term plan (sequence of units) for the topics / units taught at the school? (e.g. are they related to the needs of the pupils / is this based on pupil need and relevance to school context?)
- How much time is allocated to does the teaching of PSHE? (is this enough?)
- How is pupil's learning from EYFS built on as they progress through the school?
- What is the school's approach to any particularly sensitive issues in the PSHE curriculum? (and what CPD are staff given to support them?)
- Do you set age related expectations and what do these look like in PSHE? o How does the school know that pupils are meeting the end of key stage expectations set out in their own curriculum model?
- How do teachers ensure that key content is remembered long term?

- How do lessons across different year groups demonstrate progression in the acquisition of PSHE knowledge and understanding? How are pupils building on prior learning? (e.g. how do you know that pupils know and remember more?)
- Does the school have links with any external agencies to support the PSHE curriculum and if so what is the benefit / impact of these?
- How do you as SL ensure consistency in teaching and learning across the school?
- Have you delivered any CPD related to PSHE and what has been the impact of this on pupil's learning / teacher's knowledge?
- How are teachers and leaders using assessment information and how does this impact on progress that pupils are making in PSHE?

Pupil's books
- Is there clear evidence of pupils developing their PSHE knowledge and understanding of content, as set out in the school's plans?
- Can you show me an example (or two) that demonstrates that pupils are building on their prior knowledge and understanding? And also examples of where pupils are being challenged in PSHE?
- Likewise, is there evidence of pupils using and applying PSHE specific vocabulary accurately?
- Do pupils have opportunities in PSHE for extended writing? How does this compare with the same pupils' writing in English?
- Do learning objectives (or similar) clearly match the task and are they subject appropriate and precise? o How do pupils develop / use their reading skills to carry out research in PSHE lessons?

Following lesson observations
- How does the observed lesson fit into a sequence? What will come next and how does it build on pupils' prior knowledge?
- How do teachers know what the pupils have already learned in previous years as well as previous lessons this year, and how do they use this information?
- What is the rationale for the activities and resources chosen in PSHE lessons?
- How do teachers ensure progression for all pupils?
- How do teachers address any sensitive issues in PSHE?
- What methods are teachers using to ensure the pupils' long-term retention of key PSHE knowledge (including key vocabulary)?
- What do age related expectations look like for the age group taught?
- What has been the impact of CPD on the teaching of PSHE?
- How is assessment information used to inform planning?

Discussion with pupils
- What topics / themes of PSHE have you enjoyed learning about and why? Can you give me some examples?

- What did you learn about last year in PSHE that has helped you this year? o How do your teachers help you learn in PSHE?
- What does (e.g. give some examples of specific PSHE vocabulary) and tell me what they mean?
- What does it mean to have a 'healthy lifestyle' and how would you explain this to younger pupils? What have you been learning about regarding: 'relationships' as well as 'staying safe'?
- How do you know you have done well in a PSHE lesson?
- Do you have opportunities to read in PSHE and have you had any opportunities do undertake your own research?

Annex 1: PSHE – Outstanding (in 'old' money[2])
Ofsted produced this guidance to support their subject specific reviews (D above)

Achievement
- Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others.
- They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.
- Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.
- Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.
- They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.
- Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders
- Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.
- All pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.
- Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability; they understand well the links with work on personal finance in National Curriculum citizenship lessons.

Teaching
- Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.
- Teachers understand how to apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities.
- Pupils' interest and active participation are secured through teachers using a wide range of imaginative resources and strategies. This leads to rapid and sustained progress.
- The needs of all pupils, including the most able, are met through highly effective and responsive teaching.
- Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate,

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[2] Dec 2013, Ofsted

express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments.

- Teachers are able to develop pupils' resilience and ability to resist peer pressure very effectively; they help develop pupils' confidence well and strengthen their attitudes to learning across the school curriculum.
- Teachers communicate very high expectations, enthusiasm and passion for PSHE education. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further.
- Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education.

Curriculum
- The imaginative and stimulating PSHE education curriculum is skilfully designed, taking into account local December 2013 health and social data and the full range of pupils' needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across all key stages.
- The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met.
- The aspects of the programme relating to business, enterprise and money management link very well with the personal finance aspects of the National Curriculum citizenship programme.
- The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives.
- The curriculum provides a very strong platform for pupils' future economic well-being.
- The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills.
- Where suspended timetable days are used they complement the PSHE education programme extremely well because they are based on accurate understanding of pupils' needs, informed by clear and appropriate learning objectives and are well-evaluated to inform curriculum planning.
- Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum.
- The subject makes an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforces well a range of personal and thinking skills

Leadership & Management
- Leadership is informed by a high level of PSHE education expertise and vision.
- The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials.
- There is an excellent track record of innovation.
- Statutory requirements in SRE are fully met.
- The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice.
- Subject leadership inspires confidence and a wholehearted commitment from pupils and staff. There are highly effective strategies to share good practice and secure high-quality professional development.

- PSHE has a very high profile in the life of the school and is at the forefront of whole-school initiatives.
- Highly effective strategies to promote inclusion ensure that all pupils engage fully in activities to promote their personal and social development.
- Discrimination, including prejudiced-based bullying and discriminatory language, is tackled with vigour.
- Very strong links exist with partner schools, parents, carers and external agencies to reinforce the very high standard of PSHE education.

Annex 2: Meeting the needs of pupils with SEND

Notes taken from
Teacher Handbook SEND – Embedding inclusive practice (January 2024)
(https://nasen.org.uk/resources/teacher-handbook-send)

Planning inclusive lessons

- In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
- Connection making can reduce a learner's fear of the unknown and can make them more ready to engage in the learning.
- Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
- As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:

- Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
- Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
- Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History:** do pupils need a clear understanding of the difference between primary & secondary sources?

Task:

- *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
- *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*

- Explicit instruction needs to be carefully planned for learners with SEND.
- New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.
- All new material should be presented both verbally and visually (dual-coded) wherever possible.
- High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

Task:

- *Have you identified for each topic 'high-interest, engaging materials' that will be accessible to all pupils?*
-
- Less confident learners will benefit from having access to content of a time period priorto reading as this can motivate and support them when working through what may for them be challenging texts.

Task:

- *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

Modelling and scaffolding are key components of an inclusive lesson.

- Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform 'live' research and live writing.
- A teacher / assistant 'thinking aloud' whilst modelling writing tasks can support learners when they progress to independent practice.
- Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
- Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
- For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

Task:

- *Have you identified what 'may be' the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in **Geography** it's not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In **Science**, it is frequently: permeable; porous; pervious & absorbant.)*

Teaching strategies that can support learners in answering whole-class questions in lessons are:

- Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts
- Co-constructing answers with peers, e.g. Think - Pair - Share
- Pre-teaching content ahead of the lesson
- Mixed-ability groupings
- Communication aids
- Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

Strategies to Scaffold Learning

How to support learners who struggle to access lessons because of literacy difficulties?

- Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
- Provide sentence starters and key word banks, ideally as a generic 'literacy mat' which can be used alongside knowledge organisers to embed common styles of geographical writing.
- As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
- Remember that **Historical; Geographical & Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
- Provide visual aids to enable learners to identify, for e.g. in **Art & Design:** artists and their work, as well as to identify equipment and media**; Design & Technology –** the tools and techniques they will be expected to use / perform**; Geography –** rivers around the world; different building styles and materials / rural and urban environments; **History** – images of where in the world specific events took place and of the people involved**.**
- Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.

- Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

Figure 1: Highly Intentional Process - Guided reading in Geography Lessons

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle

HIP stage	Activity	Rationale/ notes	Sample Language
	shared with the EAL/SEN/Literacy coordinators and TAs where relevant	deeper understanding of the text as it is read	the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)	Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic.	Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity.	This word is …. Say it back to me (my turn your turn) It means ……… It might be used like this (example 1) Or like this (example 2)
2: Preview the article (1-3 mins max - be careful not to spend too long)	Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions)	Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts	We are going to learn from an article about…. Some of the things it will help us to understand are… Look out for the section about…. Basically, this means that …..
3: Teacher reads (approx 15 mins but will vary)	Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try 'jump in' reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer.	Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms	Now's your chance to check that you understand, and ask any questions you may have.

Figure 2: Highly Intentional Process - Guided reading in xxxxxx Lessons

(This is a task for you to complete)

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary	In the week before the reading is used, set a homework assignment where the vulnerable students (or	This reduces the cognitive load for the students when the	This homework is important so that we can make the most of

(1 week before the reading)	all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	reading happens in class, and enables them to have a deeper understanding of the text as it is read	the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)			
2: Preview the article (1-3 mins max - be careful not to spend too long)			
3: Teacher reads (approx 15 mins but will vary)			

How can I support learners who struggle to retain vocabulary?

- Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
- Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
- Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

Task:

How can I support learners who struggle to access lessons because of numeracy difficulties?

- Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
- Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
- Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

Task:

- Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

How can I support learners who need additional time to develop conceptual understanding?

- What will hold learners back if they don't understand it? Identify what the 'threshold concepts' in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
- Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is 'relevant' to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
- Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
- Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
- Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners, support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

Task:

- Have you identified in advance of a topic the key questions which you will want to ask of pupils – questions that address not only: who; what; where; when; why and how as well

How can I support learners who struggle with attention?

- Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
- Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
- Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
- Plan in active breaks and opportunities for learners to move during lessons.
- Use behaviour-specific praise to reinforce effort and focus.

Task:

- Re: a visual of the outcome expected of pupils – do you have / are you starting to build up examples from 'past' pupils as to what a 'good' example would be to share with pupils?

How can I support learners who struggle with change and transition?

- Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
- Build trust through positive interactions and praise.

How can I support learners who struggle with fine motor skills?

- Consider using frames or adhesives (**e.g. in Art & Design and Design & Technology),** masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for e.g. in **Art & Design** - when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

Task:

- Do you have / are you building up a bank of examples of 'finished' work to share with pupils, so that they can visualise the learning process / journey?

How can I support learners who struggle with attention?

- Starting off each lesson with a 'hook' - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
- A 'chunked' approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
- Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

Task:

Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?