

## Personal Development and PSHE Best Practice Grid

<p><b>What should we see in PD lessons as best practice?</b></p> <p><b>INTRODUCTION:</b> retrieval activity on the board as soon as students arrive (DO NOW) 3-5 mins Introduce the topic, highlight the importance and relevance of the topic and how young people may relate to it, linking it to prior learning through a retrieval activity and what's to come.</p> <p><b>LEARNING OUTCOMES:</b> Set <b>clear learning outcomes</b> or a 'big question' and explain to them briefly and in simple easy to understand language and how it links to the curriculum/previous learning</p> <p><b>GROUND RULES:</b> Create or refresh your learning agreement to ensure a safe space for the topic – there must be a learning climate that clarifies boundaries and maintains respect which enables students to discuss information and issues safely and effectively. A relaxed and friendly atmosphere. Respectful discussions Teachers challenging prejudice and /or misinformation and enabling learners to reflect on their own and other people's views and their learning</p> <p><b>FOLLOW UP:</b> Students <b>must</b> be made aware of where to access additional support. Students will be signposted to the support services during the lesson.</p>	<p><b>What does effective questioning and scaffolding look like in PD?</b></p> <p>In PD we will use cold calling when assessing knowledge – EG: HOW MIGHT SCHOOLS HELP REDUCE PREJUDICE? However, there are often times when we cannot cold call due to the sensitive and personal nature of the topic. If this is the case, we may ask for volunteers who want to share their ideas/experiences but we will not enforce 'no opt-out'. Expect all students to answer in an articulate way.</p> <p>Teacher encourages discussions among students and different points of view; verbal feedback given or praise after students' participation; students are encouraged to give their own views as long as they respect the protected characteristics. Teacher's language is adapted to students' literacy level and needs.</p> <p>Cold-calling will be used when checking for knowledge/key term understanding e.g. 'What are drugs'. Cold call is not the default method. Students are then encouraged to TPS or turn and talk. Hands up are then offered to take feedback.</p> <p><b>We also use case-studies or scenarios rather than asking students to give a personal response or ask students what advice they would give to a friend who...</b></p> <p><b>Scaffolding will be seen through the discussions led by the teacher and through sentence starters for written tasks as well as oracy support sentence starters.</b></p>
<p><b>What does great modelling and exposition look like in PD?</b></p> <p>Any independent tasks will first be modelled by the class teacher on the board (if it is a written task). Teachers will also model how to verbalise their ideas and use the correct vocabulary. We will also model oracy skills and how to discuss in a respectful way.</p> <p>Exposition will make it clear how the topics/issues being taught relate to students – examples may be given. Where possible/appropriate, 'I do, We do, You do' is used.</p>	<p><b>What does retrieval practice look like in PD?</b></p> <p>Students will be given quizzes and knowledge check at particular points through the term. Students will be questioned verbally on previous topics to enable them to make connections with current topics. At all schools, retrieval practice is embedded in the lessons – usually at the start – do now activity. Throughout the lessons, teachers will ask students to make links between current learning and previous learning so that the links are explicit.</p>

<p><b>What will you see in pupils' workbooks?</b></p> <p>This will vary depending on the class and the teacher. PD teachers respond to the needs of the class at that particular time. Therefore, a task may be planned but one class may need more discussion time than another. Because lessons are discussion based for much of the time, written work is not consistent.</p> <p>You will see:  Topic title and date.  Definitions of key terms/concepts  Reflection activities  Labelled diagrams</p>	<p><b>What formative assessment and feedback will you see in PD</b></p> <p>Learning goals will be shared with students so they understand what we want to achieve.</p> <p>Each lesson or in some cases, topic, will include a baseline assessment of what students already know/how confident they are. This will then be revisited at the end of the lesson/unit. Examples may include mind mapping of knowledge at the start then in another colour adding to the mind map what they have learnt or misconceptions that have been addressed; completing a numerical confidence checker using 3 key statements; reflection task – where they apply their learning to a situation or scenario. Feedback will usually be verbal.  Do Now/retrieval practice activities are used.</p>
<p><b>What questions are useful to ask the children about their learning to elicit understanding?</b></p> <p><b>Effective question stems include:</b></p> <ul style="list-style-type: none"> <li>• how can we be sure of that...?</li> <li>• how would you explain...?</li> <li>• what does that tell us about...?</li> <li>• is it always/ever true that...?</li> <li>• what is different about...? <ul style="list-style-type: none"> <li>• What is the definition of _____?</li> </ul> </li> </ul> <p><b>The following questions may be used to encourage self-assessment/reflection:</b></p> <ul style="list-style-type: none"> <li>• what have you learnt today?</li> <li>• what new skills have you developed?</li> <li>• how do you think you will use them?</li> <li>• what have you considered today?</li> <li>• do you think differently about anything now?</li> <li>• will you do anything differently now?</li> <li>• what else do you need to know or think about?</li> <li>• what did you find most difficult or challenging?</li> </ul> <p><b>One key question that is important in every single topic is:  WHERE COULD YOU GO FOR FURTHER SUPPORT OR HELP?</b></p> <p><b>IF YOUR FRIEND NEEDED HELP, WHAT WOULD YOU ADVISE THEM TO DO?</b></p>	<p><b>How do teachers in <i>PD</i> engage with the subject community?</b></p> <ul style="list-style-type: none"> <li>- Keep up to date with current affairs that may have an effect on students/that students can relate to</li> <li>- Complete all training offered to staff</li> <li>- Meet half termly for department meetings.</li> <li>- Regular meetings with line managers</li> <li>- Meetings with DSL</li> <li>- Become members of specific groups on social media</li> <li>- Keep up to date with guidance/studies/PSHE Association articles.</li> </ul>

## How is literacy taught in PSHE?

### Reading

- Students will regularly read scenarios based on the topics they are learning about.
- Newspaper articles are used when introducing topics, particularly from The Guardian, so that students are exposed to rich vocabulary and varied punctuation types
- Reports and charts are used when analysing data.

### Oracy

- Opportunities to enhance reading skills
- Opportunities to develop active listening strategies to create responses
- Giving students the chance to practice the correct tone and volume for speaking to a group
- Opportunities to reflect with peers and form group understandings
- Using different roles and responsibilities to further communication skills
- Using cognitive oracy skills to create a structured response to present as a group
- To practise turn taking and use discussion starters to initiate talk

## Meeting the needs of all learners

At RMA access to the PSHE curriculum is ensured through inclusive planning, clear and explicit teaching, varied delivery methods, and a psychologically safe learning environment and includes:

- Clear learning intention shared in pupil-friendly language
- Key vocabulary identified and explained in advance
- Content checked for accessibility (clear, concrete, age-appropriate)
- Sensitive topics flagged and planned for carefully
- Instructions given clearly and in manageable steps
- Information presented using a range of methods (visual, verbal, written)
- Key messages repeated and summarised
- Realistic scenarios used with guided questions
- Time given for processing and reflection
- Ground rules established to create a safe learning environment
- Multiple ways to take part (spoken, written, paired, anonymous)
- Sentence starters or discussion prompts provided
- Pupils not put on the spot for personal disclosure
- Support available for pupils who feel overwhelmed
- Regular pauses to recap key points
- Misconceptions addressed immediately
- Simple assessment (exit question, reflection, quiz)
- Opportunities for questions built in