

PSHE at Lawn

Intent Statement



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Implementation: Scheme
At Lawn, we currently use the
Cambridgeshire Scheme to plan and teach
PSHE weekly in school.



We also use “No outsiders” each half term
which promotes community cohesion to
prepare young people and adults for life as
global citizens. [No-outsiders](#)

Implementation: Planning

We use the Cambridgeshire Scheme to plan
and deliver PSHE lessons. This
comprehensive scheme allows teachers to
deliver high quality lessons across the
school. Topics are taught on a 2 year rolling
cycle.

Regarding additional planning resources,
teachers also have access to a range of texts
to compliment our learning. Staff are also
encouraged to consult Subject Leaders
should they require any further support with
planning.

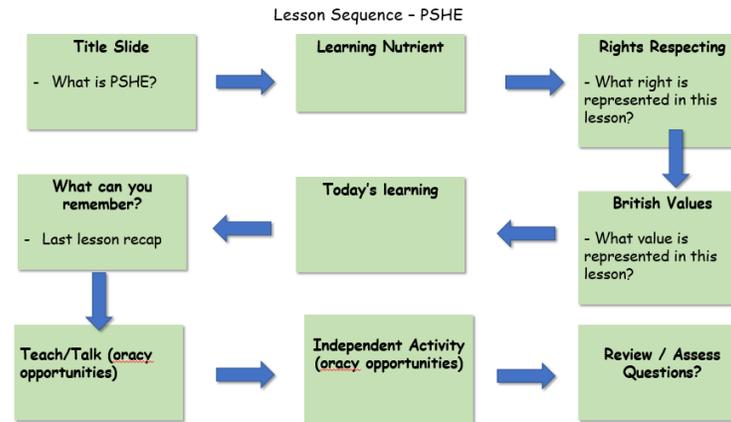
Implementation: Curriculum links

As well as the explicit teaching of
PSHE through the Cambridgeshire
scheme, many objectives are also
covered as part of our Global
Citizenship curriculum, through
themed weeks such as Anti-Bullying,
Children’s mental health & Internet
Safety weeks. This approach allows
our pupils to become well-rounded
individuals who are well-equipped for
the wider world.

Implementation: Resources

The Cambridgeshire Scheme provides resources
required for each lesson. In addition to this, our
school libraries and classroom reading corners offer
a wealth of diverse and inclusive texts to support
PSHE lessons and encourage wider reading on the
topics taught. In addition, to teaching resources, we
have a variety of pastoral resources for all teachers
and TAs to access including: worry boxes, a learning
mentor, KS2 buddies who are trained for KS1
playground duties, My Concern is also used to record
behaviour and safeguarding issues.

Implementation: Lesson Sequence



Implementation: T & L / Pedagogies

The topics which make up our PSHE curriculum
cover important themes such as:
emotions, relationships, finances, personal health,
social issues and drug awareness. The topics are
taught on a two-year cycle, with knowledge and
vocabulary built upon each year and deepening in
complexity from EYFS to year 6. We use a variety of
strategies such as collaborative discussion, talk
partners, spaced retrieval tasks, role-play, written
outcomes and DISCO (deeper thinking) questions to
support children in engaging with and remembering
their learning.

PSHE at Lawn

Implementation: Environment

PSHE is woven through the fabric of our curriculum from FS2 to year 6. It is evident from displays around school that PSHE is core to our school ethos of Dream, Believe, Achieve. Children are encouraged to care for our school grounds and can often be seen gardening.

Reading corners are calm spaces for children to move to. KS1 and KS2 school libraries are open daily and children are empowered to use them independently. Class displays are working walls for scaffolding or celebration walls to show excellence in learning and make links to home.

Implementation: Feedback

Verbal and written feedback is given to pupils during lessons using our live marking policy.

Regarding wider issues in school, School Parliament and class council enable children's voices to be heard and acted upon.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

At the end of the year, all teachers are given time to pass information onto the next class teacher about their class to support Transition. It is during this time that the end of unit assessment grids can be shared and any additional support/learning needs are discussed.

For those children who speak English as an additional language, pre-teaching of lesson objectives/content is given when necessary. In lessons, SEND pupils are also supported in this way as well as being able to use digital adaptations, such as iPads, e.g. using dictation and accessibility settings on iPads to support and increase engagement.

Impact: Evidencing

AFL is used during all lessons and feedback can be given live during the lesson both by peers and adults in line with our marking policy.

iPads are used to support the increased use of digital outcomes in PSHE. Children have access to a range of apps including Keynote, Padlet and Clips to complete their activities. SEND children will have digital adaptations such as dictating their ideas and voice notes.

DISCO (deeper thinking questions) questions are used for monitoring, evidence and assessment. There will be a DISCO question mid and then end of unit. The Showbie app is used by teachers and children evidence their outcomes.

Impact: Assessment

Summative assessment for PSHE is used to assess each topic. Year groups are provided with assessment grids for class teachers to complete at the end of each unit. This feedback is given to the following year's class teacher to inform planning.

With the increased use of technology, weekly written and verbal assessment/feedback can be immediate allowing pupils to address misconceptions in a timely manner.

Impact: Monitoring

To successfully evaluate the delivery of PSHE & RSE, monitoring is carried out by subject leaders through questionnaires, professional conversations, planning/book scrutiny and learning walks. Learning Mentor and Mental Health lead will also monitor and update PSHE lead. Pupil voice is heard via face to face feedback and the app Padlet.

CPD opportunities are provided regularly for staff.