

# PSHCE

## Possible indicators may include

Significantly behind peers  
Requires constant overlearning  
Difficulty retaining Information

- EHCP
- 1-1 TA Support
- Scribing ideas for child
- CAMHS Referral  EHA
- 1:1 support with SEMH
  
- SEND Support
- One Page Profile,
- Pre and post teaching  Jigsaw Referral
- Targeted questioning in lessons
- Use of scaffolds, to aid their recording of the learning they have attained each lesson
- Emphasise their discussions and understanding of the concepts through verbal feedback Support from  Pastoral Lead
- Advice sought from Social, Emotional and Mental Health Specialist Teacher
  
- Quality 1<sup>st</sup> Teaching  Can do approach for all children  interactive lessons to engage learners
- Verbal praise, feedback recognises praise and effort  collaborative learning
- Working walls, add the new vocabulary throughout the unit  talk partners
- All children complete the same learning objective  Flipcharts on non-white background, clear fonts
- diagrams  talk partners  Circle Time and group discussions
- PSHCE units are clear sequences of work planned using the school scheme and the planning overviews
- guided support  independent practise  scaffold stems to support explanations  visual representations
- Ongoing formative assessment throughout lesson  In lesson feedback and discussion on knowledge and skills
- Use of lollipop sticks  targeted open questions  positive relationships  TA Support where appropriate
- Opportunities for learning in a practical way to embed the taught knowledge  video clips to support understanding
- Use of outside visitors to enrich PSHCE learning  DEAL strategies to embed the learning and understanding
- Being aware of children with Motor Skills issues having the correct types of scissors etc.  No Outsiders schemes of work to promote inclusion and equality
- Scaffolded sentence stems to encourage the use of the subject specific phrases and the vocabulary for that lesson
- Agreed lesson structure throughout school: 'Can you still...' at the start of lesson to recall previous knowledge/ address prior misconceptions from learning/sticky knowledge, 'Can you remember?' recap at the end of the lesson to embed learning  Growth Mindset

Individualised

Targeted

Universal

Respect  
For All



**Ambitious**  
In Aspirations

**Bold**  
In Actions

"...with God all things are possible" Matthew (19:26)