
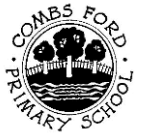


PSHE Expectations

1. There are six units (puzzles) to be taught each year. All puzzle pieces are taught at the same time throughout the school in the following order:
 - Being Me in my World
 - Celebrating Difference
 - Dreams and Goals
 - Healthy Me
 - Relationships
 - Changing Me
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2. At the start of each academic year, each class create their own class rules (or charter). This is displayed in every classroom and referred to at the start of every PSHE lesson, even if only pointed to, to ensure that children feel safe to discuss potentially sensitive content.
 3. Floor books for each class used in KS1 and books used for KS2.
 4. Unit dividers are used to demarcate a new puzzle piece in both floor books and work books.
 5. Most lessons contain six main parts:
 - Connect Us
 - Calm Me
 - Open My Mind
 - Tell Me or Show Me
 - Let Me Learn
 - Help Me Reflect
 6. Due to timetable constraints, if teacher feels that there is limited time in one particular lesson, then teacher judgement may be used to miss out a section. However, this should be as infrequently as possible.
 7. Teachers use PSHE tracking grids to assess children in both their substantive and disciplinary knowledge.
 8. Specific vocabulary is explicitly taught at the start of each puzzle piece. Teachers to place more emphasis on transferable vocabulary and new vocabulary to be dual-coded.
 9. All pages in floor books and/or individual work books to display LO. The LO should clearly state both the disciplinary and substantive knowledge and be printed in colour (green and purple) to highlight these.
 10. PowerPoints which have been downloaded directly from Jigsaw are to be edited (or new flipcharts made) so that key vocabulary and the learning intentions are displayed at the start of the lesson. Recap questions should also be included. This is a minimum, many PowerPoints and flipcharts require further slides to be added.
 11. Not every lesson needs evidence in books!
 12. Planning and teaching should be delivered in a way which caters for SEND, PP and EAL children.



13. Every lesson should be linked to at least one UNCRC article and at the end of the lesson, the children should be asked how they were linked.
14. Every lesson should end by asking how the lesson links to real life learning.