

St Laurence in Thanet CE Junior Academy

Personal, Social, and Health Education, and Relationship and Sex Education (PSHE and RSE)



Believe, Achieve, Aspire!

'Through God all things are possible' (Matthew 19:26)



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At St Laurence-in-Thamet CE Junior Academy we regard PSHE as an important, integral component of the whole curriculum and we strongly promote our values through our day- to- day dealings with children and adults. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, mentally, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Our Personal, Social, Health and Economic (PSHE) education programme runs alongside our Relationships and Sex Education (RSE) Policy. It promotes children's personal, social and economic development as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.



Spiritual, Moral, Social and Cultural Aspects of the PSHE Curriculum

Through Personal, Social and Health Education children will be able to develop the following: —

Spiritual:

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our pupils.

We are sensitive to pupils' individual needs, backgrounds and experience.

We promote a sense of awe and wonder as we consider the world through others' eyes and the beauty within it.

Offer opportunities for personal reflection and spiritual development.

We help our pupils to express their feelings, thoughts and help them to make choices and decisions.

Moral:

Within the classroom, we encourage respect and reward good behaviour. We value listening to others views and opinions on different topics.

We promote discussion about other views and beliefs, challenge assumptions, and encourage them to consider aspects of right and wrong in different situations.

We use "big questions" and world events to enable pupils to become more aware of ethical and moral issues within the community and society as a whole.

Through studying others' responses, we consider consequences of behavior and actions.

Social:

In classrooms, we look for opportunities for pupils to use whiteboards to promote self-esteem and build self-confidence.

We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.

We encourage pupils to develop a sense of belonging and identity, acknowledging their rights to individual liberty and developing their understanding of consequences from personal choice.

We seek out events for increased pupil involvement.

Having a better understanding of others and their beliefs allows enables pupils to flourish within their communities as well as individually as citizens in a multicultural, society.

Cultural:

We enhance pupil's awareness and understanding of beliefs, teachings, and practices, forms of expression, family life, communities and cultures.



We encourage pupils to respectfully accept the views, values and traditions of others to consider how as a world community we are all the same and to celebrate our differences.

We incorporate PSHE into the school wide Theme Weeks and celebrate the diversity of cultures within our school.

We look to include visitors and visits to enrich our PSHE curriculum and allow the pupils to explore it through the eyes of others.

We look at laws within the country related to our own laws/ rules that we follow.

To be most effective, SMSC will be made explicit by staff when delivering the teaching sequence

Pedagogical Approach

Metacognition

Adapted from: EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report [EEF Metacognition and self-regulated learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1046/EEF-Metacognition-and-self-regulated-learning.pdf)

Teaching Process

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we don't give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the way's learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive



strategy for creating is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.

Pedagogical Approach

Cognitive Load Theory

Adapted from: Cognitive Load Theory: Research that teachers really need to understand

Cognitive Load Theory — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort.

Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long-term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

PSHE - Subject Leader Action Plan

Improvement Required	How will this be achieved?	By Whom?	When?	Success Criteria	Financial Implication	Monitoring -Who? When?
Ensure consistent PSHE delivery across mixed Year 3/4 classes	Map Kapow units clearly across Year 3/4 to avoid content gaps and repetition Provide planning support and half-termly check-ins for Y3/4 staff	Subject Lead	Ongoing	Clear coverage across both years; teachers confident in delivery Staff feel supported and equipped	Subscription to Kapow –approx. £200	Subject Lead Monitoring Term 2, 4 and 6
Embed mental health provision consistently through One Goal	Schedule One Goal sessions across all year groups with clear timetabling Train new staff in using One Goal effectively	Subject Lead Deputy Head	Term 2 and Term 4	All year groups access One Goal sessions Improved confidence in delivery	One goal subscription- Approx. £250	Subject lead/ deputy head Timetables, lesson records
Increase pupil engagement and voice in PSHE	Introduce regular pupil voice activities (surveys, class feedback) after each unit	Subject Lead	Term 2, 4 & 6	Pupils reflect on PSHE learning and feel heard		Subject Lead Monitoring Term 2, 4 and 6
Improve tracking and assessment of PSHE progress	Review and analyse data termly/ every two terms to inform planning	Subject Lead	Ongoing	Staff use consistent approach to assess progress		Subject lead- Assessment records
Support staff confidence in teaching sensitive topics (e.g. RSE, mental health)	Deliver CPD focused on RSE delivery using Kapow materials	Subject Lead	Term 3	Teacher's feel confident to teach/know where to look for support when teaching these sensitive topics	Staff meeting time	Subject Lead Terms 2/4/6
Strengthen use of class 'big book' to show the learning journey.	Provide examples of big book style recording	Subject Lead & all teaching staff	Ongoing	Clear progression in the big book.	Staff meeting time for sharing good practice	Subject Lead Monitoring Term 2, 4 and 6
Strengthening resilience and mental health support in light of pupil backgrounds	Use mentoring / "buddying" system across years (e.g Year 6 mentors for Years 3/4) to support younger pupils with transitions, social worries	Subject Lead & all teaching staff	Ongoing	Noticeable improvement in resilience and conversations around mental health.	No additional cost	Subject Lead Conversations with Class Teachers
Subject leader to develop familiarity with Kapow PSHE and One Goal	Complete Kapow subject leader training modules; attend any available webinars	Subject Lead & all	Subject release time in Term 2	Confident in curriculum structure, assessment tools, and adapting	No additional cost	Subject Lead

		teaching staff		content for mixed classes		
Use Nautilus for effective subject monitoring and reporting	Use Nautilus to record reflections from learning walks, pupil voice, and staff feedback	Subject Lead	Ongoing	Clear, organised evidence trail for monitoring and review. SLT and governors have clear overview of subject progress	Nautilus software	Subject Lead termly monitoring

Whole School Cultural Capital / Enrichment Opportunities

Whole School Cultural Capital / Enrichment Opportunities (minimum of 3 a year)		
Term	Event	PSHE link
1	Whole School wear yellow for World Mental Health Day Rock-Kidz Workshop	Mental Health and mindfulness activities and videos.
2	Children in Need Day World Kindness Day World Diabetes day. Anti Bullying week – Odd Socks Day and anti bullying workshops	Children appreciate the difficulties that some children face every day due to disability, mental health issues and family situations. To show that being kind can help others and ourselves. Raise awareness of Diabetes and how people manage the condition – understanding of others. Take part in workshops to strengthen self-esteem, self-confidence and celebrate uniqueness. Take part in activities and workshops to raise awareness of bullying – what it is and how to deal with it.
3	Random Acts of Kindness Day Lent reflections 'Easter Cracked' with ACTs and the church Francis – gangs and grooming Y6 visit	To encourage the children to think about others and do something kind for them. To unpack the themes of Easter To educate older pupils on grooming/gangs and county lines

4	International Women's Day Forest school terms 4-5	Children to learn about inspirational women and how they have helped to make life better in the world today and appreciate their many sacrifices and bravery. Forest school develops 'soft skills' and character
5	Mock Election	To encourage children to take part in the electoral system by showing that it is important to be an active and valued member of a community and the country and understand about democracy and need to respect the views of others.
6	Visit Parliament	Children in Y6 visit Houses of Parliament

PSHE does not have a National Curriculum so we follow the Kapow scheme of work. This is strengthened through the Kent Scheme of Work in RE and our Life Skills curriculum. Additional opportunities are planned into the curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3/4	Introductory lesson Families and Relationships	Families and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body	Citizenship	Citizenship Economic Wellbeing Transition lesson
Year 5	Introductory lesson Families and Relationships	Families and Relationships Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson – Roles and Responsibilities
Year 6	Introductory lesson	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity Transition lesson – Dealing with change
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PSHE and RSE PROGRESSION MAP

Year 3 Year 4		Year 5	Year 6
Pupils discover more about themselves and how they fit in different groups/scenarios	Pupils use greater sense of self belief to build confidence	Pupils build on their growing self - awareness to assess how they can prepare to meet the increasing expectations on them	Pupils have a clear idea of what they are aiming for
Pupils extend their boundaries with more independence including online	Pupils develop strategies to help them meet the higher expectations that others will have of them	Pupils start to become aware of changes in themselves and how that might affect their sense of self	Pupils have a good idea of where to get help when they need it
Pupils can identify organisational techniques that work for them and how they contribute to success	Pupils begin to appreciate that it helps to get along with those around them	Pupils start demonstrating their developing maturity through independence and initiative	Pupils are aware of their feelings and how they might be affected by them
Pupils extend their boundaries with more independence	Pupils begin to develop safer and more cooperative ways to interact with others	Pupils consider others in their communication style	Pupils develop the resilience to carry them through
Pupils are able to present their feelings and views with sensitivity to the feelings and views of others	Pupils begin to develop ways of interacting that can help both themselves and those around them	Pupils can identify characteristics that will help them achieve their goals next year	Pupils will reflect on how far they have come and how far they can now go
Pupils reflect on what they have learnt about themselves	Pupils develop greater understanding of how to make their interactions more effective	Pupils can identify aspects of their character that would be useful to improve next year	Pupils will identify and develop the skills and attitudes needed to succeed in the next stage of their education

Pupils learn how to keep themselves safe and value differences	Pupils learn about changes which happen as they grow up, including puberty. They also learn what makes a healthy relationship.	Pupils talk about what puberty is, how the reproductive system works and how to ask for help and support.	Pupils will learn about and discuss puberty, reproduction and different types of relationships
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How is the PSHE Scheme of work organised?

The core concepts, fit into a spiral curriculum where concepts are re-visited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.

Inclusion in PSHE

At St Laurence CE Junior Academy, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability.

In **PSHE** this will look like:

Inclusion in PSHE	PSHE has the potential to greatly enhance the learning experience of children with special educational needs. It enables them to grasp and comprehend complex life-related concepts that may not always be effectively expressed in their written work. The PSHE Agreed Syllabus promotes inclusive education. PSHE is a core subject taught to all pupils with a significant positive impact on the mentioned concerns. Teachers of PSHE acknowledge that all pupils have unique needs based on their experiences, and effective teaching addresses these individual needs.
Positive role of PSHE	There is strong evidence that PSHE can positively contribute to the academic achievement of pupils nationally and locally. PSHE addresses issues that promote the well-being of all pupils and boosts the self-esteem of specific groups. It emphasises equality of opportunity, the intrinsic value of all pupils, and their rights and responsibilities. PSHE cultivates the values and attitudes necessary for thriving in a diverse society that recognises and values both similarities and differences for the collective benefit.
Building on pupil's interests and experiences	Some children with special educational needs have a heightened awareness of people's feelings and a curiosity about their actions. This can lead to an interest in the impact of all kinds of beliefs on individuals and how they put these into practice. For example, instead of testing comprehension on health, a teacher could encourage students to draw their own picture of a what can keep them healthy, allowing them to express their personal vision and understanding.
Removing barriers	To ensure inclusivity in PSHE lessons, teachers should proactively anticipate potential barriers that may hinder the participation and learning of students with specific SEN and/or disabilities. Consequently, during the planning stage, it is crucial to consider

strategies that minimise or eliminate these barriers, enabling all students to fully engage and learn. In certain activities, students with SEN and/or disabilities can actively participate alongside their peers without any modifications. However, in other instances, scaffolding may be necessary to ensure the inclusion of all students. Some activities may require the provision of parallel tasks for students with SEN and/or disabilities, allowing them to pursue the same lesson objectives as their peers but through a different approach.

Teacher responsibilities as laid out in the SEND Code of Practice:

“6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards

Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)

Subject specific Support for this aspect of SEND

Minimal language load involved in achieving a successful outcome
 A multisensory approach – environmental modifications.
 AAC systems – visual aids, communication boards, technology-based tools.
 Social skills support – maintains conversations, non-verbal cues, understanding social norms.

Strategies to overcome potential barriers arising from this subject

“Now (you are doing this) and Next (you are going to be doing that)” boards and sequence strips
 Use the learner’s name to gain their attention before giving instructions
 Keep instructions simple
 Awareness of own tone of voice (calm and not too loud)
 Pre-teach topic vocabulary
 Encourage ‘thinking time’.
 Sensory considerations
 Family involvement
 Encourage peer support.
 Foster an inclusive and accepting environment.
 Alternative communication methods – sign language, Widgit, Communicate in Print, AAC devices.
 Patience and wait time.

Cognition & Learning (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)



Subject specific Support for this aspect of SEND

Minimal requirement for Reading / Writing

Reduced memory load

Multi sensory, explicit, differentiated instructions – accommodate diverse learning styles.

Scaffolding – break down complex tasks, information into smaller sections, visual organisers, checklists.

Metacognitive strategies – self-monitoring/regulation, reflective thinking.

Strategies to overcome potential barriers arising from this subject

Use simple language and provide visual supports.

Break information down into smaller, manageable chunks to reduce cognitive overload.

Assistive technology – Software that can support reading, writing, memory and organisational skills.

Accommodations and modifications – extra time for tasks, allowing use of assistive devices or tools, alternative fonts, accessible Bibles.

Using visual cues, checklists.

Provide clearly labelled resources.

Consistent routines to reduce confusion and enhance focus.

Regular reviews and reinforcement of previous learning – strategies such as quizzes, games, interactive activities.

Metacognitive strategies – encourage reflective learning, provide guidance in self monitoring, evaluation, identify effective strategies.

Social Emotional and Mental Health (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)

Subject specific Support for this aspect of SEND

Scaffolded instruction – accommodate diverse learning needs and preferences.

Provide different options for expressing understanding - written responses, verbal presentations, artistic creations, group discussions.

Positive and inclusive environment.

Sensory considerations

Promote a calm learning environment – mindfulness and relaxation techniques.

Positive reinforcement and motivation.

Personal connections – able students to connect their religious teachings to their own lives and experiences.

Strategies to overcome potential barriers arising from this subject

Use clear concise language.

Provide visual supports such as diagrams, visual aids, word mats.

Create a safe and supportive learning environment.

Create a flexible learning environment that accommodates the diverse needs and preferences of students with SEMH – movement breaks, alternative seating options, sensory tools.

Teach and practise skills such as active listening, empathy and respectful communication.

Incorporate brief mindfulness exercises or reflective moments.

Physical and Sensory (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)



Subject specific Support for this aspect of SEND

Accessible learning materials – large print, braille, audio format or assistive technology.

Multi sensory approach.

Adaptive physical activities.

Visual supports

Communication and language support

Strategies to overcome potential barriers arising from this subject

Provide accessible learning materials – braille, audio formats, assistive technology.

Incorporate multi sensory approach – visual aids, tactile materials auditory cues and kinaesthetic activities.

Modify physical activities to accommodate motor skills and coordination challenges.

Appropriate communication methods – sign language, captioned visuals, visual descriptions.

Encourage collaborative learning

Necessary environmental adaptations for accessibility – appropriate lighting, acoustics.

Sensory breaks.

Assessment: Children are not assessed in PSHE formally as it is a subjective subject in which their voice and opinion is their own. However, the children get a chance to discuss topics at length within their lessons which shows their ability to share their thoughts and feelings as well as accept those of others.

PSHE and RSE Progression Map - Pupils discover more about themselves and how they fit in different groups/scenarios. Pupils use greater sense of self belief to build confidence. Pupils build on their growing self-awareness to assess how they can prepare to meet the increasing expectations on them. Pupils have a clear idea of what they are aiming for. Pupils extend their boundaries with more independence including online. Pupils develop strategies to help them meet the higher expectations that others will have of them. Pupils start to become aware of changes in themselves and how that might affect their sense of self. Pupils have a good idea of where to get help when they need it. Pupils can identify organisational techniques that work for them and how they contribute to success. Pupils begin to appreciate that it helps to get along with those around them. Pupils start demonstrating their developing maturity through independence and initiative. Pupils are aware of their feelings and how they might be affected by them. Pupils extend their boundaries with more independence. Pupils begin to develop safer and more cooperative ways to interact with others. Pupils consider others in their communication style. Pupils develop the resilience to carry them through. Pupils are able to present their feelings and views with sensitivity to the feelings and views of others. Pupils begin to develop ways of interacting that can help both themselves and those around them. Pupils can identify characteristics that will help them achieve their goals next year. Pupils will reflect on how far they have come and how far they can now go. Pupils reflect on what they have learnt about themselves. Pupils develop greater understanding of how to make their interactions more effective. Pupils can identify aspects of their character that would be useful to improve next year. Pupils will identify and develop the skills and attitudes needed to succeed in the next stage of their education. Pupils learn how to keep themselves safe and value differences. Pupils learn about changes which happen as they grow up, including puberty. They also learn what makes a healthy relationship. Pupils talk about what puberty is, how the reproductive system works and how to ask for help and support. Pupils will learn about and discuss puberty, reproduction and different types of relationships.

Displays

Each class has a big book in which the work completed is displayed. There are also opportunities for classes to display other work such as posters and poems that the children have created to be displayed on the walls.

