



Teaching PSHE at KJA

The teaching of PSHE at Kensington Junior Academy encourages our pupils to understand a range of factors that may affect them in their own lives including life skills, values, resilience and how to look after their own emotional, physical and financial wellbeing and prepare them socially for their life in KS3 and beyond.

The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Develop understanding of their personal health and wellbeing through recognising attitudes, behaviours and influences of others.
- Develop an awareness of relationships; how to control emotions and changes that occur as they grow.
- Understand people's contribution to the modern world through discussion on workplaces, laws and citizenship.
- Gain a knowledge of how to keep safe and be valued members of our community.

PSHE is taught discretely and then applied throughout the rest of the curriculum where appropriate, linking where possible. Staff following a process model to ensure pupils become adept at '**Thinking like a Responsible Citizen**'.

A Process Model for PSHE

#1 Question & Discussion

- Introduce the unit
- Discuss own experiences & knowledge
- Understand the unit

Think like a
**Responsible
Citizen**

#2 Response

- Activities to help develop understanding.
- Address questions and explore explanations.

#3 Reflection

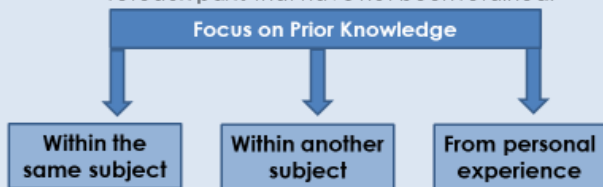
- Discuss and share conclusions.
- Understand how this may help in the future.

In order to **'Think like a Responsible Citizen'** pupils will work through four distinct areas:

Link It

Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
 - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
 - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
 - Ensure you have **rehearsed any new concepts** and checked understanding.
 - **Use talk for learning** to comprehend new concepts and vocabulary.
 - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.
Identify individuals who need additional challenge.

Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

Outcomes of Learning

