



PSHE

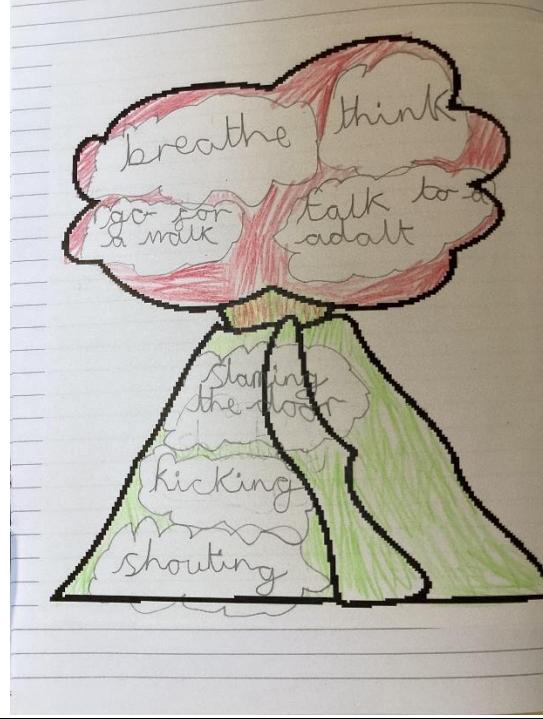
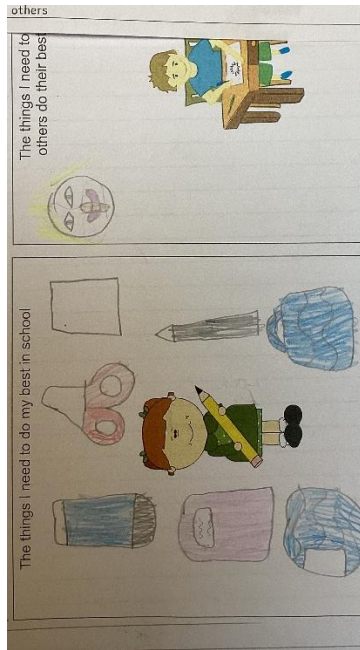


Teaching and Learning Expectations

<u>Expectation</u>	<u>Example</u>																																																		
<p>Marking Ladders</p> <p>Universal marking ladder for pupils to reflect on school values.</p> <p>Outcomes should come directly from SCARF.</p> <p>LO is replaced by title of lesson from SCARF.</p>	<div data-bbox="672 527 1261 751" data-label="Table"> <table border="1"> <tr> <td colspan="5"> </td> </tr> <tr> <td colspan="5">Date: Tuesday 12th of April</td> </tr> <tr> <td colspan="5">Different Skills</td> </tr> <tr> <td colspan="5">SCARF: Safety, Caring, Achievement, Resilience, Friendship</td> </tr> <tr> <td>I think...</td> <td>I worked on my own.</td> <td>I had some help from a teacher.</td> <td>I worked in a teacher's group.</td> <td>My teacher thinks...</td> </tr> <tr> <td colspan="5">School Values</td> </tr> <tr> <td colspan="5">Kind Respectful Resilient Responsible</td> </tr> <tr> <td colspan="5">Positive Thoughtful Hard-working</td> </tr> <tr> <td colspan="3">I can identify my own strengths and talents.</td> <td colspan="2"></td> </tr> <tr> <td colspan="3">I can identify skills I need to improve and set targets.</td> <td colspan="2"></td> </tr> </table> </div> <div data-bbox="477 827 695 863" data-label="Section-Header"><h3>Different skills</h3></div> <div data-bbox="477 869 526 888" data-label="Text"><p>Year: Y5</p></div> <div data-bbox="477 907 711 940" data-label="Section-Header"><h3>Subjects and Issues</h3></div> <div data-bbox="477 942 1029 982" data-label="Text"> <p> Achievement Aspirations Being yourself Self-esteem Diversity Growth mindset Resilience Talents </p> </div> <div data-bbox="1154 806 1365 835" data-label="Section-Header"><h3>Learning Outcomes</h3></div> <div data-bbox="1154 840 1299 858" data-label="Text"><p>Children will be able to:</p></div> <div data-bbox="1154 869 1435 947" data-label="List-Group"> <ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. </div>						Date: Tuesday 12th of April					Different Skills					SCARF: Safety, Caring, Achievement, Resilience, Friendship					I think...	I worked on my own.	I had some help from a teacher.	I worked in a teacher's group.	My teacher thinks...	School Values					Kind Respectful Resilient Responsible					Positive Thoughtful Hard-working					I can identify my own strengths and talents.					I can identify skills I need to improve and set targets.				
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<p>Weekly Lessons</p> <p>Students should access one lesson of PSHE per week.</p> <p>Staff should follow the SCARF guidance for their year group.</p>	<div data-bbox="518 1068 1417 1570" data-label="Complex-Block"> <p>Use a structured plan for Nursery Go to plans for N</p> <p>Use a structured plan for Reception Go to plans for R</p> <p>Use a structured plan for Y1 Go to plans for Y1</p> <p>Use a structured plan for Y2 Go to plans for Y2</p> <p>Use a structured plan for Y3 Go to plans for Y3</p> <p>Use a structured plan for Y4 Go to plans for Y4</p> <p>Use a structured plan for Y5 Go to plans for Y5</p> <p>Use a structured plan for Y6 Go to plans for Y6</p> </div>																																																		

Student Reflection

Students should show consistent reflection throughout their work. This should be personal to them.



Picture News

Picture News is to be completed weekly across the key stages.

In Key Stage 2, students should begin to take responsibility for recording their discussions.

Let's look at this week's story
 Motorists in Britain could be completing journeys using driverless cars by 2026 the transport secretary, Mark Harper, has predicted. He believes that fully autonomous vehicles, in which people become passengers in their own cars, will arrive in the UK that year and follow a gradual rollout. The government introduced a bill in a speech by King Charles III that paved the way for autonomous cars, without a safety driver, after pressure from industry, MPs, and Sir Patrick Vallance in his recent review of technology regulation.

British Values
Rule of Law
 There are rules and laws that people must follow when driving vehicles. These help keep everyone safe. As we move into the future, the rules and laws will change. Who is responsible for vehicles in the future may change too!

Picture News
 Week beginning 12th February, 2024
 Should we learn sign language at school?

REFLECTION
 Learning how to communicate with others ensures inclusivity, helps to break down barriers and increases understanding between different communities. I understand that I can make choices in how I read and they might be different to other people.

Learning about the many different ways people communicate can help us celebrate our differences and respect one another.

"They are doing Sign Language" ES
 "They sign so they can talk to People who can't hear or speak" JJ

"The children are learning to sign at school. I would like to sign"

"Some people can't hear so we need to be able to speak to them" AE

"We use sign in the Good morning song" LSJ

"Everyone should sign" DJ
 We could help each other learn sign language" EP

"It would help us talk to Afre-ah"

Let's look at this week's story
 People's England will have the power to take a UK driver to court for breaking the law on autonomous vehicles. People who use the system will have to be licensed and will have to be able to take control of the vehicle at any time. The system will be used to help people who are unable to drive.