

Subject:
Personal development
Early Years:
What does teaching and learning look like:
At Pennine Way we teach PSHE through 1decision. In early years the pupils are taught through the 'dilemma drops'. These do not follow a set structure which means that staff can teach units that meet their classes needs at that time. The child-centred approach means that learning is relevant to pupils. Each session is based around a character and involves an animated social story. There are then tasks and quizzes to follow on from this.
How do we share what we are learning and what success looks like with children:
Visuals during sessions – books, animations, stories. As sessions are taught through social stories these are referred back to in class. Classes have physical copies of all social stories so that these can be referred back to and children have access to them.
How do we record our learning:
Learning is discussion based. Staff keep a record of the learning that has took place so they can identify gaps. Children may complete physical tasks after some sessions but the primary focus is discussion based.
How do we assess our learning:
Learning takes place through discussions; therefore, assessment is ongoing and in the moment. Impact will be shown through children's ongoing PSED assessments and observations.
How do we enhance our learning:
Children have access to the books linking to the social stories. Key messages are reinforced in lessons and provision times. Identified children also take place in the 1decision nurture group.
Key Stage 1:
What does teaching and learning look like:
At Pennine Way we teach PSHE through 1decision. In key stage 1 pupils are taught through the 5-8 resources. Staff follow a curriculum map outlined by subject leader. Sessions are discussion based and include a video where pupils have to make a decision. Teaching and learning is engaging, inclusive, and purposeful, with clear learning intentions and success criteria's. Pupils are active participants through questioning, discussions, and reflections. Teachers adapt teaching in response to children's needs. Learning takes place through a variety of approaches, such as, collaborative work, practical tasks, and retrieval practice.
How do we share what we are learning and what success looks like with children:
Learning objectives and success criteria are shared at the start of lessons in child-friendly language and revisited throughout. Visual aids, examples and modelling help children understand expectations. Teachers use questioning, discussion, and feedback to continually reinforce what success looks like, ensuring pupils can articulate their learning and next steps.
How do we record our learning:
Learning is discussion based. If work is recorded this is done in a variety of ways e.g. written work, diagrams, photographs, posters or practical outcomes. Recording only takes place if it is meaningful and supports the learning process rather than being an end in itself.
How do we assess our learning:
Assessment is ongoing and responsive, using a mix of formative and summative approaches. In year 1 pupils complete 'baseline assessments' at the beginning on each unit. This is usually discussion based to assess what they know already. Teachers use questioning, observation, and feedback during lessons to identify misconceptions and adapt teaching.
How do we enhance our learning:

Learning is enhanced through ongoing discussions. Identified pupils also attend the 1decision nurture group. 1 decision/ Pol-Ed assemblies also take place to enhance learning. Staff have access to a range of PSHE fiction texts as well to support learning.
Key Stage 2:
What does teaching and learning look like:
At Pennine Way we teach PSHE through 1decision. In year 3 pupils are taught using the 5-8 resources and years 4-6 pupils are taught through the 8-11 resources. Staff follow a curriculum map outlined by subject leader. Sessions are discussion based and include a video where pupils have to make a decision. Teaching and learning is engaging, inclusive, and purposeful, with clear learning intentions and success criteria's. Pupils are active participants through questioning, discussions, and reflections. Teachers adapt teaching in response to children's needs. Learning takes place through a variety of approaches, such as, collaborative work, practical tasks, and retrieval practice.
How do we share what we are learning and what success looks like with children:
Learning objectives and success criteria are shared at the start of lessons in child-friendly language and revisited throughout. Visual aids, examples and modelling help children understand expectations. Teachers use questioning, discussion, and feedback to continually reinforce what success looks like, ensuring pupils can articulate their learning and next steps.
How do we record our learning:
Learning is discussion based. If work is recorded this is done in a variety of ways e.g. written work, diagrams, photographs, poster, this is sometimes recorded on Showbie. Recording only takes place if it is meaningful and supports the learning process rather than being an end in itself.
How do we assess our learning:
Assessment is ongoing and responsive, using a mix of formative and summative approaches. In year 4 pupils complete 'baseline assessments' at the beginning on each unit. This is usually discussion based to assess what they know already. In year 3 and 6 pupils complete a 'baseline assessment' at the end of each unit to assess what they have learnt. Teachers use questioning, observation, and feedback during lessons to identify misconceptions and adapt teaching.
How do we enhance our learning:
Learning is enhanced through ongoing discussions. Identified pupils also attend the 1decision nurture group. 1 decision/ Pol-Ed assemblies also take place to enhance learning. Staff have access to a range of PSHE fiction texts as well to support learning.
How do we support teacher subject knowledge, skills and professional development:
<ul style="list-style-type: none"> - Staff questionnaires - Training - Email updates of latest guidance