



Ensuring students understand the context and the learning expected.

In PD pupils experience learning across 3 core areas: Health and Well-being, Relationships and Living in the Wider World. In each year teachers and students follow a set SOL with each core theme being visited twice during the academic year. The sequencing of lessons from Yr7-Yr11 are carefully planned against the **backdrop of the RSE statutory requirements**, whilst still meeting the **needs of our school community**. The PD curriculum to a certain degree is a responsive curriculum, flexible to meet the needs of the children in the context of the wider world as they arise. Engaging content that is **positive, relevant and age appropriate** is used to motivate enthusiasm for the subject. Lesson content is regularly reviewed to keep it current; real-time statistics, people, situations are incorporated into lessons where possible. Content is planned and delivered so that it is challenging and thought provoking, though care is taken to avoid shock tactics.



Focus

Half termly topics are structured around a set of **key questions**, introduced at the start of a unit through a **baseline task**. These questions are used to engage and spark interest for the upcoming topic. The learning journey is shared with pupils, to provide 'bigger picture context' and to flag upcoming sensitive topics. A **broad range of knowledge** is covered in each unit and opportunities for developing **personal values** are constantly presented (through reading, prompt questions to think about, paired work and open discussions). All classes experience the same core lessons but variations in the depth, duration and discussion will differ guided by the pupil responses to baseline activities. In each lesson **learning outcomes** are shared; this may be orally or displayed as part of the lesson presentations. These support pupils in knowing what success looks like each lesson.

All lessons are planned using the **Accelerated Learning Cycle**. Contained within this structure, a wide range of teaching and learning strategies are employed. Collaborative learning, discussion, opinion lines, presentations are all activities that have high frequency. Wider skills of **critical thinking and reflection** are valued and have common place in PD lessons. Pupils are supported and encouraged to critically question materials they are presented with and time for reflection is incorporated with regularity.

Meeting the needs of all learners in order to build confidence, provide challenge and ensure success.



Challenge

Teaching structure - Students are supported in PD to make as much progress in the acquisition of knowledge and development of personal values as they can. This is done primarily through Quality First Teaching which ensures pupils are motivated and engaged. PD teachers are skilled at delivering sensitive subjects, channelling curiosity and questioning pupils to delve deeper or encourage personal reflection. The move to being RSE ready has increased the importance of staff training. At KS 3 lessons are taught in tutor groups to help secure a comfortable climate for the exploration of sometimes sensitive issues. At KS4, pupils are mixed into new groups to widen the discussions from KS3. Pathway 3 pupils receive their PD content in smaller groups following a similar curriculum. In all classes teaching is reinforced with the effective use of data to create annotated seating plans/desk planners which enables teachers to plan and deliver lessons that meet the needs of each learner. Teachers know their students and work hard to create an environment to cater for all learners.

Differentiation - Life experiences have an impact on prior knowledge and students' attitudes and values. PD has an important role to play in ensuring clarity of understanding of subject content and challenging misconceptions. Baselines play an important starting role here, determining where to pitch a lesson or series of lessons. Teachers are encouraged to regularly gauge a range of opinion from the class for this reason also. This is often done through open and targeted questioning, starter activities, opinion lines, mini baselines. Learning is centred around **Big Questions** with learning differentiated by outcome. Teachers encourage students to personalise their own learning by asking them to be reflective and for some, evaluate their own views and values in relation to the topic being explored.

A range of strategies and differentiation is used to make lessons inclusive. Resources are differentiated to support foundation learners and the needs of individuals; questioning is used as an effective tool to both support and stretch. Challenge tasks are regularly visually displayed during lessons. Additionally, at KS4 PD is delivered by SEND teachers to a small cohort of students on an alternative pathway.

All students know how to improve, progress is reviewed regularly, and feedback supports improvement.



Assessment

The PD faculty has an established and effective feedback loop. It is central to the PD marking policy and displayed in pupil books for reference.

Baselines and baseline reflection are important both for pupil self-assessment and teacher feedback. Baseline tasks, commonly **SMWYK** (show me what you know) activities, set out a pathway for learning within a topic, these are then revisited towards the end of a unit and reflected upon by the students using green pen. With the expectation that every half term written feedback is given, teachers positively review this and set a question to encourage further thinking at next steps. Baseline tasks are evident in pupils' books. They also play an important role in informing the timings and degree of focus within a sequence of lessons, this can be quite specific to each class.

In addition to this low stake quizzes, the use of **green pen reflection** in day-to-day tasks, peer feedback and verbal feedback are all assessment practices shared across the faculty.

All pupils receive **stickers** for each unit to build up a directory with websites/contact numbers to signpost where to find more information and support on the topics covered in a unit of work. Websites such as Childline, Kooth, Samaritans regularly appear on these directory stickers. These are interspersed with stickers of motivational and positive comments to create a supportive PD book.

Creating a positive climate of learning, behaviour and engagement.



Climate

Students enjoy their learning in PD and teachers enjoy teaching them.

High importance is given to establishing and maintaining classrooms as **safe spaces for discussion**. An environment where students can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience and express views and opinions. The content of PD lessons can be sensitive exploring topics such as relationships, racism, sex, mental health, puberty, therefore a safe and respectful space for learning is crucial. From the outset, boundaries and **ground rules** are collaboratively discussed and then periodically revisited when appropriate. In terms of maintaining this safe space, all teachers have high and clear expectations for behaviour and regular routines are established. Students are greeted at the door and **connect activities** are ready to set the tone for each lesson. Praise is highly used and rewarded, with each unit of work having a specific **Fernwood Award Point** focus and additional achievements and accolades are also awarded. Where necessary sanctions are applied, in line with the school behaviour policy and restorative conversations are facilitated where appropriate.

Developing the language fluency and learning skills students need to access learning and make progress.



Fluency

Correct terminology is an important facet of PD lessons; young people may use slang words, which can be offensive, or be reluctant to say something because they do not know the correct terms, so we try to agree terminology with the class before we start a series of lessons and encourage these to be used.

A key principle of our PD programme is to develop and encourage empathetic responses from the students. Discussions play a significant role in all PD lessons. In supporting our learners to develop their personal values and attitudes in response to subject matter pupils are regularly asked to consider (silently, orally, written): What do I think? What does someone else think? Does this change or influence what I think? The framework of Fernwood Talk is often used explicitly and implicitly in lessons to further support discussion and encourage all pupils to become confident as speakers and reflective in their responses.

In supporting the whole school approach to Growing Readers, reading material has become more common place in the PD classroom with teachers making children more accountable for reading and providing more reading aloud activities. The PD curriculum provides many opportunities to develop pupil's abilities to **critically analyse material** from their own and other people's perspectives. This includes considering **bias**, the role of media and challenging perceived social norms and misconceptions.

Our Faculty intent:

We seek to **nurture, develop** and **enable** students' inquiring minds and **inspire** them as **active, critical readers** who **know how language can be used**. We will **enable** students to **use that knowledge** to **express themselves clearly and accurately** in a range of **different forms** and for **different purposes**.



The PD Faculty



Our Faculty Intent:

We seek to nurture, develop, and enable students in their **acquisition of knowledge** and **personal values** that will prepare them for the challenges, opportunities, and responsibilities of life. Encouraging **critical thinking**, a **reflective mind-set** and **empathy**.

Focus

- A spiraled curriculum structured around three core areas, **Health and Well-being, Relationships and Living in the Wider World**.
- Engaging content that is **positive, relevant and age appropriate**.
- Regularly reviewed to keep it current.
- Content is planned and delivered so that it is challenging and thought provoking, though care is taken to avoid shock tactics.
- SoL are developed collaboratively, planned against the backdrop of the RSE statutory requirements, whilst still meeting the needs of our school community.



Challenge

- PD has an important role to play in **challenging misconceptions**
- **Seating plans** and **baselines** used to track progress and inform teaching
- Inclusive lessons with **differentiation in place** to support and stretch all students on their learning journey



Assessment

- PD lessons contain a variety of **different methods of formative assessment**
- Knowledge progress is assessed through baselines/baseline reflection once per topic, **teacher feedback** is provided as is the opportunity to develop.
- **Green pen reflection** is a common component of lessons
- **Stickers** are shared for each topic to signpost further information and support



Climate

- Clear routines for encouraging good behaviour.
- **Safer spaces for discussion** are established and regularly revisited, ground rules are displayed in PD books
- Use of the Fernwood Award to motivate and reward pupil's efforts
- Use of **anonymous question boxes** for more sensitive topics



Fluency

- **Correct terminology** is an important facet of PD lessons; try to agree terminology with the class before we start a series of lessons and encourage these to be used.
- Key common misconceptions identified in schemes of learning and teaching solutions offered, **misconceptions and perceived social norms challenged**.
- Frequently asked 'tricky' questions are identified in schemes of learning and teaching solutions offered.
- Critical thinking, reflection and empathy opportunities are actively encouraged

