






RSHE Lesson Structure

The Federation of St Mary's Catholic Schools Lesson structure	
	<p style="text-align: center;">Lesson part 1: Recap</p> <p>This part of the lesson allows for retrieval practice of previous learnt knowledge, concepts or processes. Depending on the outcome of teacher assessment from the previous lesson, this could also include revisiting a misconception at a whole class level. The task should allow for consolidation of prior learning and promote the application of this to other topics where appropriate.</p>
 	<p style="text-align: center;">Lesson Part 2: New learning</p> <p>Vocabulary is introduced or in some cases revisited at the start of the hook. Explicit teaching of new vocabulary is taught here including the teaching of the vocabulary in a context where applicable. Retrieval practice of key vocabulary is also completed. The key learning should be shared with the pupils at the start of this section. Effective teaching modelling is evident during this part of the lesson with teachers clearly modelling their own thinking.</p>
	<p style="text-align: center;">Lesson Part 3: Independent Task</p> <p>The independent task allows for children to practise or apply their learning. Present the new learning small steps. This is a vital opportunity for assessment and all adults in the class provide immediate feedback through live marking.</p>
	<p style="text-align: center;">Lesson Part 4: Plenary</p> <p>The plenary is an essential opportunity to consolidate learning, gauge levels of understanding and develop pupils' skills in explaining, reasoning, and justifying where appropriate. This part of the lesson provides teachers with immediate, formative assessment of the children's understanding from the lesson and any misconceptions which may need to be addressed either within this part of a lesson or at the start of the next lesson.</p>