**Primary (3-7 phase) Initial Teacher Education: Curriculum Plan**

**Subject PSED/PSHE and RE Undergraduate Programmes**

**Links to**

**Pedagogical/ Disciplinary/ Professional**

**Curriculum Aims:** Trainees arrive to our programmes with a variety of experiences and attitudes linked to the subjects of Personal, Social and Emotional Development (PSED), Personal, Social, Health and Economic Education (PSHE) and Relationships Education (RE). Through our Initial Teacher Education Curriculum, it is our aim that all our trainees will:

* To understand the importance of the subjects for children and young people to their lives both now and in the future.
* To develop a passion for teaching PSHE education.
* To have secure subject knowledge of the topics within the new DfE Health and Relationships statutory requirements, so that they can teach them confidently across the primary 3 – 7 age phase.
* To have secure understanding of PSED and PSHE education pedagogy and how to teach within an emotionally safe classroom.
* To strive to ensure their knowledge is current, research-informed and reflects any changes within society.

| Phase 1 | | | | | | | | | | |
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| University Based Learning | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | * There are many pedagogical strategies for creating an emotionally safe learning environment focused on the development of relationships with peers and practitioners **LT1.5, LT4.5 LT7.1** * It is important to know specific terminology linked to PSED in the Early Years **LT3.2** * PSED has a position within the EYFS curriculum as a prime area and as part of a broad and balanced curriculum **LT3.1** | * Supporting PSED contributes to children’s holistic development **LT4.1** * To use key documents and research to support planning for learning considering PSED needs **LH4.6, LH4.1, LH8.7** * Reflect on current research linked to PSED **LH8.3, LH3.6** | | | * Consider the links between the CoEL and PSED and begin to identify examples of this in the classroom **LH3.1** * It is essential to support children’s PSED to help them develop the skills they need to manage their lives now and, in the future **LT1.6, LT3.5** | | * Enable the environment to adapt practice in their classrooms to ensure provision of an emotionally safe learning environment **LH5.1, LH5.5, LH5.7** * Develop the skill of effective planning considering PSED **LH4.1, LH4.2, LH4.3, LH4.4, LH4.5** | | Intent |
| **Assessment** | Assessment | | | | Assessment | | | |  |
| Reflections included in the Learning Journey will be used as evidence to evaluate how trainees reflect on practice whilst observing Personal, Social and Emotional Development through a holistic lens. | | | | Formative tasks and feedback during sessions.  School-based assessment by mentor during placement.  Through lesson observation and feedback. Mentors will feedback in relation to CCF content observed in lessons and trainees’ understanding of PSED/PSHE. Trainees will be deemed ready to progress in this area. | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * How to consider and plan for children’s personal, social and emotional needs. **LT1.5, LT4.5 LT7.1** | | | * How to interpret the ELGs for PSED and plan accordingly as stated in the Department for Education. 2021. Statutory Framework for the Early years Foundation Stage. London: Department for Education (DfE). **LT3.1** * The importance of PSED for children’s holistic development **LH8.3, LH3.6 LH8.3, LH3.6** | | * Plan PSED activities, making use of best practice inclusive principles **LT1.6, LT3.5** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in PSED/PSHE** | | | | | | | | |
| **Research links**  BLANCO-BAYO, A., 2020. ‘It doesn’t matter because I love you”. A case study examining the interpretation of Behaviour Classification Tables and Positive Behaviour Support models. Emotional and Behavioral Difficulties. 25 (2), pp. 155–168.  ELFER, P., GOLDSCHMIED, E. & SELLECKe, D.Y. 2012; 2011, *Key persons in the early years: building relationships for quality provision in early years settings and primary schools,*2nd edn, Routledge, London.  GARVEY, D. and ZEEDYK, M.S., 2018. Nurturing personal, social and emotional development in early childhood: a practical guide to understanding brain development and young children’s behaviour. London: Jessica Kingsley Publishers.  MORTIMER, H., 2017. Understanding Behaviour in Early Years Settings: Supporting Personal, Social and Emotional Development [online]. 1st ed. London: Routledge.  RUCINSKI, C.L., BROWN, J.L., and DOWNER, J.T., 2018. Teacher–child relationships, classroom climate, and children’s social-emotional and academic development. Journal of Educational Psychology. 110 (7), pp. 992–1004.  SKUSE, D., BRUCE, H., and DOWDNEY, L., eds., 2017. Child psychology and psychiatry: frameworks for clinical training and practice. Third edition. Hoboken, NJ: John Wiley & Sons, Inc. THEODOTOU, E., 2019. Supporting personal and social development through child-led art projects in the early years settings. Early Child Development and Care. 189 (11), pp. 1889–1900. | | | | | | | | |

| **Phase 2** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | * What PSHE stands for and its key principles in Primary education such as supporting children in developing the skills they need to manage their lives now and, in the future **LT3.1** * Adaptive learning and teaching strategies for PSHE and RE that focus on meeting the needs of children with a range of needs, in particular SEN/D pupils, in particular children with developmental delays LT1.3, LT5.1, LT5.2, LT5.3, **LT5.5**LT5.7, LH5.2 * That there are DfE (2019) statutory requirements for Health Education and Relationships Education **LT3.1** | * To use subject specific terminology and sensitivities linked to PSHE and RE topics **LT3.2** * To use teaching strategies needed to create an emotionally safe learning environment and manage difficult questions   **LT4.3,** **LT4.4, LT4.6, LT4.7,** **LT4.9, LT7.1, LH7.2**   * To apply pedagogical knowledge of active learning and teaching strategies for PSHE and RE lessons, including distancing techniques   **LT4.2, LT4.3**   * Reflect upon their own education in this subject and differences they would hope to see in the current curriculum   **LH4.9** | | | * They need to plan for pupils to have opportunities to learn and develop personal, social and emotional skills by including a variety of teaching and learning approaches. LT2.7, LH2.8, LT3.5, LH3.3, LH4.1 * How PSHE education supports schools in meeting statutory duties e.g. The Equality Act, Keeping Children Safe in Education * Assessing PSED/PSHE through questioning, observation and interactions.LH2.8, LT3.5, LT4.6, LH4.14, LH4.15, LH5.12, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3, LH6.6 * Reflect on current research linked to the subject and pedagogy linked to the subject whilst on PP **LH8.3** | | * Create a classroom environment that is emotionally safe and inclusive **LH7.2** * To adapt the teaching to meet the needs of SEN/D pupils, in particular children with socio-emotional delays. LT1.3, LT5.1, LT5.2, LT5.3, LT5.7, LH5.2 * To plan, teach and assess PSED/PSHE through a holistic lens that considers the overall social and emotional development of children. LT2.7, LH2.3, LH2.9, LH3.3, LH3.4, LH3.7, LH4.1, LH5.6, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3 * To plan for pupils to have opportunities to learn and develop personal, social and emotional skills by including a variety of teaching and learning approaches.- conditional knowledge..LT2.7, LH2.8, LT3.5, LH3.3, LH4.1 * To assess PSHE skills through questioning, observation and meaningful interactions. LH2.8, LT3.5, LT4.6, LH4.14, LH4.15, LH5.12, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3, LH6.6 | | Intent |
| **Assessment** |  | | | |  | | | | Impact |
| Trainees’ knowledge and understanding of PSED/PSHE will be assessed through the regular monitoring of reflective evidence provided in Learning Journey – individual online document | | | | Formative tasks and feedback during sessions  School-based assessment by mentor during placement.  Through lesson observation and feedback. Mentors will feedback in relation to CCF content observed in lessons and trainees’ understanding of PSED/PSHE. Trainees will be deemed ready to progress in this area. | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * The importance of PSHE and RE education to children’s holistic development **LT1.5, LT4.5 LT7.1** * Inclusive active learning and teaching strategies for PSHE lessons **LH7.2 LH1.3, LH2.8, LH2.9, LT3.4, LH3.3, LH4.1, LH6.4** | | | * The new DfE 2019 statutory requirements for Health and Relationships Education **LT3.1** * The benefits and methods of creating an emotionally safe environment **LH7.2** | | * Plan engaging lessons for PSHE and RE and where PSHE can be threaded through all subjects making use of principles on adaptive practices and the emotional development of children. **LH1.3, LH2.8, LH2.9, LT3.4, LH3.3, LH4.1, LH6.4** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in PSED/PSHE** | | | | | | | | |
| BETHUNE, A., 2018. Wellbeing in the Primary Classroom. London: Bloomsbury.  BURTON, S. and REID, J., 2018. Safeguarding and protecting children in the early years [online]. 2nd ed. London: Routledge.  DfE, 2019. Relationships Education, Relationships and Sex Education (RSE) and Health Education. London: Department for Education (DfE).  Available from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__>  Relationships\_and\_Sex\_\_ Education\_\_RSE\_\_and\_Health\_Education.pdf  DfE, 2021. Keeping children safe in education - GOV.UK [online]. [online]. Available from:  <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.  NHS Digital (2020) Mental Health of Children and Young People in England, 2020, https://files.digital.nhs.uk/AF/AECD6B/mhcyp\_2020\_rep\_v2.pdf  OFSTED (2010) *Personal, social, health and economic education in schools* [www.ofsted.gov.uk](http://www.ofsted.gov.uk/)  OFSTED (2013) *Not yet good enough: Personal, social, health and economic education in schools*  PUBLIC HEALTH ENGLAND. 2014 *The link between pupil health and wellbeing and attainment.* [www.gov.uk](http://www.gov.uk/)  PALMER, J. (2015) *The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections*  ROWLAND (2018) *Making pshe matter: a practical guide to planning and teaching creative pshe in primary school*. London: Jessica Kingsley.  [www.pshe-association.org.uk](http://www.education.gov.uk/)  [www.circle-time.co.uk](http://www.circle-time.co.uk/)  <https://www.young-enterprise.org.uk/wp-content/uploads/2019/01/FINANCIAL-EDUCATION-PLANNING-FRAMEWORK-3-11-ONLINE-2020.pdf> | | | | | | | | |
| **Phase 3** | | | | | | | | | | |
| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | * The role of the key person is important in order for children to develop secure attachments in the classroom environment **LT7.3** * PSED/PSHE can be taught in creative ways and across all curriculum areas/subjects. | * The range of assessment approaches that might be adopted and adapted to formatively assess PSED through a holistic lens **LH6.1** | | | * Including a variety of teaching and learning approaches supports pupils to have opportunities to learn and develop personally, socially and emotionally LT3.5, LH4.1 | | * To identify ways schools to promote/ develop skills linked to PSED using examples of researched informed practices **LH7.11** * Access recommended and quality assured resources for teaching about mental health and wellbeing **LH8.7** | | Intent |
| * Formative assessment is key to understanding children’s social and emotional learning needs holistically **LT6.1, LT6.4** | • To support parents and how to support their children socially and emotionally. LH1.4, LT8.4  • To incorporate a range of opportunities to promote overall emotional well-being.   * To plan and assess a range of social and emotional skills in learning environments beyond the classroom. | | | * PSED/PSHE are at the centre of practice and need to be considered when planning and assessing all areas and subjects. LT2.8, LH2.3, LH2.8, LH2.9, LT3.3, LH3.3, LH3.4, LH3.7, LH4.1, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3, LH8.3   • It is essential to identify the developmental social and emotional needs as educators and independently support children with these. | | • To plan, teach and assess creative and engaging lessons where PSED/PSHE are considered through a holistic lens. LH3.3, LH4.1, LH6.1, LH6.3   * To engage parents and how to support their children socially and emotionally. LH1.4, LT8.4   •To develop the skill of effective planning for PSED/PSHE lessons.  Assess children using a range of formative assessment strategies including framework designed by the PSHE association  **LH6.3**  • To promote resilience and perseverance when problem solving, whist considering the role of long term memory, working memory and CLT- conditional knowledge.. LT1.1, LT1.2, LT7.4 | |
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| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| At the end of the module an academic poster will assess students’ understanding of the impact of LOTC as a creative approach to the teaching and learning of PSED, drawing on their understanding of planning and assessment learned throughout the course and on their Professional Practice | | | | Through lesson observation and feedback.  Target Setting Handbook – individual online document  Formative tasks and feedback during sessions  School-based assessment by mentor during placement | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| A range of formative assessment strategies used to assess PSED whilst assessing other areas of learning and development | | | How the role of the key person is linked to the development of Personal, Social and Emotional skills. **LT1.1, LT1.2, LT3.2** | | Plan a range of activities that support PSED whilst also offering opportunities to develop other skills. **LT3.5, LH3.3, LH4.1, LT6.1, LT6.3, LT6.4** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in PSED/PSHE** | | | | | | | | |
| ALEXANDER, R.J., 2020. A dialogic teaching companion. Abingdon, Oxon: Routledge, Taylor & Francis Group.  DUNLOSKY, J., RAWSON, K.A., MARSH, E.J., NATHAN, M.J., and WILLINGHAM, D.T., 2013a. Improving Students’ Learning with Effective Learning Techniques. Psychological Science in the Public Interest [online]. 14 (1), pp. 4–58.  EDUCATION ENDOWMENT FOUNDATION, 2018g. Teaching and Learning Toolkit [online]. [online]. Available from: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolki t.  LAZOWSKI, R.A. and HULLEMAN, C.S., 2016a. Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research [online]. 86 (2), pp. 602–640.  MITCHELL, D.R. and SUTHERLAND, D., 2020. What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies. 3rd ed. London: Routledge.  MUIJS, D. and REYNOLDS, D., 2018. Effective Teaching: Evidence and Practice [online]. 4th ed. London: SAGE.  OECD, 2015d. Do Teacher-Student Relations Affect Students’ Well-Being at School? [online]. Available from: https://www.oecd-ilibrary.org/education/do-teacher-student-relations-affect-students-well-b eing-at-school\_5js391zxjjf1-en.  OECD, 2015. PISA 2015 Results: Volume II: Policies and Practices for Successful Schools. [online]. Available from: https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-ii\_9789264267510-en. ALEXANDER, R.J., 2020. A dialogic teaching companion. Abingdon, Oxon: Routledge, Taylor & Francis Group.  DUNLOSKY, J., RAWSON, K.A., MARSH, E.J., NATHAN, M.J., and WILLINGHAM, D.T., 2013a. Improving Students’ Learning with Effective Learning Techniques. Psychological Science in the Public Interest [online]. 14 (1), pp. 4–58.  EDUCATION ENDOWMENT FOUNDATION, 2018g. Teaching and Learning Toolkit [online]. [online]. Available from: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolki t.  LAZOWSKI, R.A. and HULLEMAN, C.S., 2016a. Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research [online]. 86 (2), pp. 602–640.  MITCHELL, D.R. and SUTHERLAND, D., 2020. What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies. 3rd ed. London: Routledge.  MUIJS, D. and REYNOLDS, D., 2018. Effective Teaching: Evidence and Practice [online]. 4th ed. London: SAGE.  OECD, 2015d. Do Teacher-Student Relations Affect Students’ Well-Being at School? [online]. Available from: https://www.oecd-ilibrary.org/education/do-teacher-student-relations-affect-students-well-b eing-at-school\_5js391zxjjf1-en.  OECD, 2015. PISA 2015 Results: Volume II: Policies and Practices for Successful Schools. [online]. Available from: <https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-ii_9789264267510-en>.  **Policy documents referred to**  **Non-statutory guidance:**  Department for Education. 2021. Development Matters. Non-statutory guidance for the early years foundation stage. London: Department for Education (DfE).  Early Education. 2021. Birth to 5 Matters: Non-statutory guidance for the Early Years  Foundation Stage. London: Early Education.   **Statutory guidance:**  Department for Education. 2021. Statutory framework for the early years foundation  stage. London: Department for Education (DfE).  Department for Education. 2019. Relationships Education, Relationships and Sex Education (RSE) and Health Education. London: Department for Education (DfE). | | | | | | | | |