**Primary Initial Teacher Education: Curriculum Plan**

**PSHE: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

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| **Curriculum Intent:**  Provision for the teaching of PSHE and RSHE to trainee primary teachers has been rapidly growing in the CEC department over the past 2 years, to reflect the recognition of the importance of the subject and the changes to statutory status for RSHE.  We currently deliver sessions for UG primary generalists at Levels 4, 5 and 6 and also deliver generalist PSHE sessions to all primary PG trainee teachers.  Trainees arrive to our programmes with a variety of experiences and attitudes linked to the subject of PSHE education. With this in mind, our intention is to instill the following into every Edge Hill University graduate teacher:   * To understand the importance of the subject 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 all primary age phases. * To have secure understanding of primary 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.   This is achieved through a committed and knowledgeable team, teaching engaging sessions that focus on developing trainee’s knowledge, understanding and skills of the subject. The team strive to teach as role models for the subject, demonstrating the skills and strategies that are required to teach the sensitive topics within RSHE. | | |
| **Phase** | **Learn that…** | **Learn how to…** |
| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * What the subjects of PSHE and RSE aim to achieve and address **LT3.1** | * Reflect upon their own education in this subject and differences they would hope to see in the current curriculum **LH4.9** |
| * The importance of the subject in supporting children in developing the knowledge and skills they need to manage their lives now and in the future **LT1.6, LT3.3, LT3.5** | * Reflect on current research linked to the subject and pedagogy linked to the subject **LH8.3** |
| * The subject’s current position within a broad and balanced curriculum **LH3.1** | * Develop the skill of effective planning for PSHE lessons including adapting content **LH4.1, LH4.2, LH4.3** |
| * The change to statutory status for the ‘Health’ and ‘Relationships’ topics. | * How to make use of relevant local and national data to ensure PSHE curriculum meets the needs of their learners **LH8.13** |
| * Subject specific terminology and sensitivities linked to this **LT3.2** | * Participate in and develop a range of inclusive strategies in their classrooms to ensure an emotionally safe learning environment **LH7.2** |
| * Strategies for creating an emotionally safe learning environment for RSHE lessons **LT1.5, LT7.1** | * Use a variety of distancing techniques in their lessons to ensure emotional safety and inclusion **LH2.2** |
| * Pedagogical knowledge of active learning and teaching strategies for PSHE lessons, including distancing techniques **LT4.2, LT4.3** | * Begin to make use of a variety of active assessment strategies in their PSHE/RSHE education lessons **LH6.4** |
| * Various active assessment strategies for PSHE/RSHE education **LT6.1, 6.5** |  |
| * Importance of short term planning in identifying the sequence of learning that takes into consideration children’s component and composite knowledge **LT 4.2, LT4.3** |
| **Trainees will understand:** | Composite knowledge/understanding/skills  *By the end of this phase trainees will know:*  The importance of PSHE education to children’s holistic development  *By the end of this phase trainees will understand:*  The new DfE 2019 statutory requirements for health and relationships  The benefits and methods of creating an emotionally safe environment  *By the end of this phase trainees will be able to:*  Plan PSHE activities, making use of best practice inclusive principles |
| * How PSHE education contributes to children’s holistic development **LT4.1** |
| * The new DfE (2019) statutory requirements for health and relationships and the professional responsibility of the teacher in this |
| * Where to access support for planning an effective PSHE and how to adapt when necessary   **LH4.6** |
| * The need for children to develop understanding, knowledge *and* skills in PSHE education lessons **LT4.1** |
| * The benefits of creating an emotionally safe learning environment **LT7.4** |
| * The purpose of assessment in PSHE education **LT6.4, LT6.6** |
|  | **Research Links**  CLARK, A.E., FLECHE, S., LAYARD, R., POWDTHAVEN, N. and WARD, G. (2018), 'The Origins of Happiness: The Science of Well-being over the Life Course.'  DURLAK, J.A., WEISSBERG, R.P., DYMNICKIi, A.B., TAYLOR R.D. and SCHELLINGER, K.B., (2011), 'The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions.  GUTMAN, L.M. and VORHAUS J. (2012) 'The impact of pupil behaviour and wellbeing on educational outcomes', DfE Research report DFE-RR253  NHS Choices (2015), 'Benefits of exercise', [www.nhs.uk/Livewell/fitness/Pages/whybeactive.aspx](http://www.nhs.uk/Livewell/fitness/Pages/whybeactive.aspx)  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>  OECD (2017), PISA 2015 Results (Volume III): 'Students' Well-Being. Paris: PISA, OECD Publishing, [www.oecd.org/pisa/PISA-2015-Results-Students-Well-being-Volume-III-Overview.pdf](http://www.oecd.org/pisa/PISA-2015-Results-Students-Well-being-Volume-III-Overview.pdf)  Cochrane Research Network (2015) <https://www.cochrane.org/>  BLAKE, S. and MUTTOCK, S. (2004) Assessment, Evaluation and Sex & Relationships Education: A practical toolkit for education, health and community settings. National Children’s Bureau.  GODDARD, G., SMITH, V., BOYCOTT, C. (2013) PSHE in the Primary School: Principles and Practice. Routledge Public Health England. (2014). The link between pupil health and wellbeing and attainment. https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/370686/HT \_briefing\_layoutvFINALvii.pdf | **Assessment**  Trainees will complete a quiz at the end of session 4 to gauge their level of understanding of content covered.  Trainee will take part in in session retrieval activities. This task asks students to outline the importance of distancing techniques and suggest ways to promote an environment where children feel safe to discuss sensitive topics.  Planning will be assessed via a directed task. |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How PSHE is delivered across both key stages, including how knowledge, skills and understanding progress **LT3.1** | * Identify opportunities of incorporating PSHE activities within a specific year group using schools long and medium term plans |
| * That new learning should involve building on prior knowledge by using components which lead to composite knowledge **LT2.2** | * Using the PSHE curriculum plan identify learning requirements for a specific topic with a view to understanding the sequencing of learning **LH2.4** |
| * Reflect upon and analyse PSHE teaching they may have observed and discussed **LH8.1** |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *Identifying prior knowledge as a starting point for planning and assessment*  *By the end of this phase trainees will* ***understand:***  *Children’s component and composite knowledge must be sequenced appropriately when planning activities*  *By the end of this phase trainees will be* ***able to:***  *Plan, teach and reflect on a PSHE lesson or identify ways in which a PSHE activity can be incorporated into the curriculum* |
| * How to adapt schools medium term plans to identify opportunities of providing high quality learning experiences across the PSHE curriculum **LH2.1** |
| * Medium term planning is key to identifying component and composite knowledge |
|  |  | **Assessment**  Discussion with mentor/ class teacher reflecting on and using medium terms plans to identify learning opportunities.  Professional practice. If it is not possible for trainees to teach PSHE, trainees will be advised to observe the PSHE lead teach and reflect on this together later. |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * The learning requirements for specific topics, such as, ‘Drugs, alcohol and tobacco’ in greater detail | * Plan and create sequence of activities for health and relationships with links to the statutory requirements |
| * Why and how schools can and should support children’s understanding of mental health and wellbeing **LT7.4** | * Identify cross – curricular links for PSHE with other primary subjects to reflect how some schools plan for this subject |
| * The importance of medium term planning in identifying knowledge and sequence of learning for a unit of learning **LT4.2** | * Assess children using a range of formative assessment strategies including framework designed by the PSHE association **LH6.3** |
| * The progression framework devised by the PSHE association can be used to aid assessment of children’s learning **LT6.1** | * Access recommended and quality assured resources for teaching about mental health and wellbeing **LH8.7** |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *The professional role of the teacher in supporting children’s understanding of mental health and wellbeing*  *By the end of this phase trainees will* ***understand:***  *How PSHE progresses across the key stages*  *By the end of this phase trainees will be* ***able to:***  Provide a skeleton plan of a medium term plan. |
| * How they can develop their own knowledge of teaching and learning of PSHE education when on professional practice **LH8.3** |
| * How PSHE education supports schools in meeting statutory duties e.g. The Equality Act, Keeping Children Safe in Education |
| * How to research and plan for a sequence of lessons with reference to programme builders devised by the PSHE association |
|  | **Research Links**  BETHUNE, A., 2018. Wellbeing in the Primary Classroom. London: Bloomsbury.  FRANKL, V. 2004. Man’s Search for Meaning. Reading: Cox and Wyman.  FREDERICKSON, B. 2018. Positivity. London: One World. | **Assessment**  Contribution to tasks outlined in session 3 and 6.  Trainees will complete short multiple choice assessment to identify areas where additional support is needed.  Engagement with conferences, wider reading and contribution to session tasks.  Assessed by subject specific feedback from mentors on PP. |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * Through discussion with class teacher and mentor, how to use school’s medium term plans to support the planning of a sequence of PSHE activities **LH4.1** | * Use schools medium term plans to devise a sequence of PSHE lessons/activities for a particular core theme i.e Health and wellbeing, relationships and living and the wider world **LH3.3** |
| * The importance of formative assessment in PSHE and its role in identifying further learning needs **LT6.1** | * Identify how each lesson builds on prior learning **LT2.2, LH7** |
| * The various approaches used in assessing children in PSHE **LT6.7** | * Explore how RSE is taught across key stages |
| * Through discussion with PSHE lead explore the importance of a whole school approach and the impact this has on the school culture **LH8.13** |
| * Through discussion with mentor and PSHE lead engage with school policy for RSE confidently |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Formative assessment is crucial to aiding progress across a sequence of lessons  *By the end of this phase trainees will* ***understand:***  Planning needs to identify opportunities for progression  *By the end of this phase trainees will be* ***able to:***  Plan, teach and evaluate upon a sequence of PSHE lessons |
| * The various approaches adopted to formatively assess PSHE |
| * Formative assessment is key to understanding children’s learning needs and identifying misconceptions **LH6.3** |
| * Medium term plans should be adapted to reflect the learning needs of the children **LT5.1** |
|  | **Research Links**  BLACK and WILLIAM (2018) Classroom assessment and pedagogy, https://doi.org/10.1080/0969594X.2018.1441807  BODDINGTON, N, KING, A & MCWHIRTER, J (2014) Understanding Personal, Social, Health and Economic Education in Primary Schools. London, Sage PSHE Association (2021) <https://www.pshe-association.org.uk/content/resources-and-curriculum>  ROWLAND, S. 2018. Making PSHE Matter, London: Jessica Kingsley GOLEMAN, D (1995) Emotional Intelligence and why it can matter more than IQ | **Assessment**  Discussions with class teacher, link tutor and mentor. Evidence in short term planning – outlining next steps.  Evaluate lessons in discussion with class teacher, mentor and PSHE Lead |
| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to devise a sequenced PSHE curriculum for a specific year group | * Develop a PSHE curriculum for a particular year group |
| * The PSHE association offers a range of CPD opportunities during their ECT year | * Identify opportunities for CPD **LH8.7** |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *Lessons need to be progressive and build on prior knowledge*  *By the end of this phase trainees will* ***understand:***  *CPD is central to being an effective practitioner.*  *By the end of this phase trainees will be* ***able to:***  *Devise a PSHE curriculum for a specific year group* |
| * Importance of engaging in CPD opportunities **LH8.1** |
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