# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand Religious Education - Postgraduate Programmes**

**Curriculum Vision:**

Our intent is to impart the following into every Edge Hill University graduate teacher:

* To develop a passion and understanding for PSHE education and recognise the impact for children and young people on their lives both now and in the future.
* An understanding that PSHE education develops knowledge and provides opportunities to develop and practise fundamental life skills. It also promotes positive behaviours, attitudes and values.
* A secure knowledge of the DfE (2019) RSHE Statutory Guidance and the wider PSHE curriculum so that they can teach across the primary phase with confidence.
* An understanding of adaptive planning and teaching which meets the needs of all pupils.
* A secure understanding of high quality PSHE pedagogy and the importance of safe and effective practice.
* A desire to be a curious, reflective, lifelong learners who believe in the principles of social justice.

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | PSHE has its own rationale, identity, key values and underpinning principles **LT3.2, LT3.3, LT3.5, LT 7.5 LH3.1** | | to use effective pedagogy in their planning and teaching of PSHE to enhance pupils’ disciplinary knowledge **LH3.1** | | Intent |
| There are statutory requirements for Relationships and Health education for all Primary schools and this is placed within the wider PSHE curriculum (this can vary for independent schools)  **LT3.1** | | to consider the principles behind planning a learning experience in PSHE that harnesses pupils’ skills and knowledge and fosters an understanding of the situation of others.  **LH3.1** | |  |
| Individual starting points and misconceptions can be identified and addressed through the use of baseline assessment and formative assessment will address any gaps within knowledge LT6.4, LT6.5 | | to identify and address the perpetuation of stereotypes about other people and places **LH2.5, LH2.6, LH3.7, LH6.4** | |  |
| Planning and teaching is adapted to meet the needs of all learners, including those with SEND and vulnerabilities **LT5.1, LT5.3, LT5.7** | | to plan for progression in PSHE skills from EYFS, across the primary curriculum in readiness for KS3. With support from PSHE Association programme builders documentation **LH2.3** | |  |
| Planning through a spiral curriculum for progression in knowledge, skills, attitudes and attributes is vital **LT3.3** | | to evaluate a high-quality PSHE learning experience that breaks down the statutory requirements into component knowledge **LH4.1** | |  |
| short-term plans are necessary to identify the sequence of learning which takes into account pupils’ component and composite knowledge (small manageable chunks so as not to overload the working memory) as well as approaches to adaptive teaching **LT4.2** | | to adapt teaching for learners with differing needs e.g., SEND or those learning EAL, ensuring that learning is ‘chunked’ into small, manageable steps so as not to overload the working memory and to recognise that some information needs to be accessible for children and young people who might be open to exploitation.  **LH2.3, LH5.1, LH5.5** | |  |
| secure age and developmentally appropriate subject knowledge is vital for teaching Relationship, Health Education **LT1.3, LT3.2, LT3.3, LT3.5** | | to research in preparation for teaching other areas of PSHE ensuring that correct subject-specific vocabulary is taught and that opportunities for effective questioning are planned for  **LH3.3, LH3.20, LH4.15, LH4.16, LH6.6** | |  |
| There are strategies to support learning of subject specific vocabulary and that these strategies can help to embed this learning in children’s long-term memory including pre-learning and over-learning **LH3.20**, **LT2.2, LT2.7, LT2.8** | | to critically assess the effectiveness and appropriateness of teaching resources  **LH3.1, LH3.3** | |  |
| children should be given opportunities to engage with meaningful, high-quality, progressive learning in PSHE.  **LT1.6, LT2.1** | | To establish safe and effective practice principles within the PSHE classroom **LH7.2, LH7.3** | |  |
|  | Effective learning takes place through engaging/ participatory activities **LT2.2** | | PSHE supports children in developing the knowledge and skills they need to manage their lives now and in the future **LT1.6, LT3.5** | |  |
|  | there are subject specific strategies to create a safe learning environment **LT1.1, LT7.1** | | Identify pupils starting points and misconceptions by delivering baseline assessments.**LT6.1** | |  |
|  | Although the DfE (2019) recommends sex education at primary level, it is not compulsory, and parents have the right to withdraw. | | Ensure inclusivity throughout PSHE curriculum and resources | |  |
|  | Mental health and wellbeing impact a child’s academic achievement and there are effective classroom strategies to address this. **LT1.1, LT7.4** | | Promote respectful behaviour through collectively establishing ground rules **LH7.4, LH7.5, LH7.7** | |  |
| **Assessment** | **Assessment** | | | |  |
| Formative strategies used in sessions via tutor and other trainees, including hinge questions, quizzes and feedback responding to misconceptions in group discussions. | | | | 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:*** |
| The fundamental principles of high quality PSHE education.  **LH3.20** | That thoughtful sequencing of component and composite knowledge is key for children’s progress in learning **LH2.3** | | Use best practice principles to create an emotionally safe environment **LH7.2** |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | |
| BANDURA, A. 1986 *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.  DAVIES, E.L. and MATLEY, F. 2020 Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education *Pastoral Care in Education* 38 (1) 4–22 <https://www.tandfonline.com/doi/full/10.1080/02643944.2020.1713868>  JONES, J. 2020 How Two English Primary Schools Promote Wellbeing. *Pedagogika*, 70(4), 463–482  EDUCATION ENDOWMENT FOUNDATION 2021 Improving Social and Emotional Learning In Primary Schools. Accessible from: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1671703516>  LOINAZ, E. S. , 2019 Teachers’ perceptions and practice of social and emotional education in Greece, Spain, Sweden and the United Kingdom *International Journal of Emotional Education. 11.(1)* pp31-48  PICKETT, K.E. et al 2022 Vulnerabilities in child well-being among primary school children: a cross sectional study in Bradford, UK BMJ Open 12(6) <https://www-proquest-com.edgehill.idm.oclc.org/docview/2724922691?OpenUrlRefId=info:xri/sid:wcdiscovery&accountid=10671>  PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: <https://doi.org/10.1787/22260919>  SOMERVILLE, M.P. and WHITEBREAD, D. 2019 Emotion regulation and well-being in primary classrooms situated in low-socioeconomic communities. *British Journal of Educational Psychology*, 89, 565–584 <https://bpspsychub-onlinelibrary-wiley-com.edgehill.idm.oclc.org/doi/pdf/10.1111/bjep.12222>  TAYLOR, R. OBERLE, E., DURLAK, J.A. and WEISSBERG, R. P. 2017 ‘Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-up Effects’, *Child Development*, 88 (4), pp. 1156–1171. <https://srcd-onlinelibrary-wiley-com.edgehill.idm.oclc.org/doi/pdfdirect/10.1111/cdev.12864>  THURMAN, B. and BOUGHELAF, J 2015 “We don’t get taught enough”: an assessment of drug education provision in schools in England Drugs and Alcohol Today 15 (3) pp. 127-140  WILDER, R. 2018 ‘Knowledge’ in English primary schools’ decision-making about sex and relationships education. *Health Education Journal* Vol. 77(1) 30–42  ZACHARIOU, A. and WHITEBREAD, D. Developmental differences in young children's self-regulation. *Journal of Applied Developmental Psychology.* 62 pp282-293 | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
|  | a school’s PSHE curriculum is tailored to meet the needs of pupils and address the statutory RSHE requirements and the wider PSHE curriculum.  **LT3.1** | adapt school’s existing planning to deliver a PSHE lesson that focuses on prior knowledge and chunks content so as not to overload working memory **OR** observe a PSHE lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload **LH4.1** | | secure subject knowledge is essential for teaching the RSHE statutory framework **LT1.3, LT3.2, LT3.3,**  **LT3.5** | | to adapt teaching for learners with differing needs e.g. SEND, ensuring that learning is ‘chunked’ into small, manageable steps so as not to overload the working memory **LH2.3, LH5.1, LH5.5** | |  |
|  | retrieval practice is vital to ensure that children know more and remember more, and this can be supported through a spiral, sequential curriculum.  **LT2.7, LT2.8, LT2.9, LT2.11** | to embed opportunities for children to practice the skills and knowledge learned in PSHE lessons across wider school life. **LH3.20** | | high-quality visual resources can help to develop children’s knowledge and understanding of key concepts in the PSHE curriculum **LT4.1** | | to research in preparation for teaching other areas of PSHE ensuring that correct subject-specific vocabulary is taught and that opportunities for effective questioning are planned for **LH3.3, LH3.20, LH4.15, LH4.16, LH6.6** | |  |
|  | Behaviours, attitudes, and values should be modelled by adults to promote high expectations **LT4.3, LT4.4** | to establish a safe environment where children can confidently discuss sensitive issues. | |  | | to use a range of distancing techniques to address wider aspects of the PSHE curriculum **LH4.2, LH4.10** | |  |
|  |  |  | |  | | Use national and local data to develop their understanding of how the school’s curriculum has been developed. | |  |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| Trainees’ substantive knowledge  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to create a safe environment  Whether trainees have had an opportunity to teach PSHE | | | Online multiple-choice assessment  In-session retrieval activities and questioning  Assessed via subject-specific feedback from mentors and/or link tutor on professional practice  Questionnaire on placement – outcome will inform priorities for consolidation phase | | | |  |
| **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:*** | | |
| PSHE permeates throughout a school’s wider curriculum **LT1.3** | | how to make cross curricular links so that children see the relevance of their learning **LH3.4** | | confidently plan and deliver a PSHE lesson that considers pupils’ prior learning, component and composite knowledge and delivers learning in small, manageable chunks **LH2.3**, **LH2.4, LH2.5** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | | | | |
| BANDURA, A. 1986 *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.  DAVIES, E.L. and MATLEY, F. 2020 Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education *Pastoral Care in Education* 38 (1) 4–22 <https://www.tandfonline.com/doi/full/10.1080/02643944.2020.1713868>  JONES, J. 2020 How Two English Primary Schools Promote Wellbeing. *Pedagogika*, 70(4), 463–482  EDUCATION ENDOWMENT FOUNDATION 2021 Improving Social and Emotional Learning In Primary Schools. Accessible from: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1671703516>  LOINAZ, E. S. , 2019 Teachers’ perceptions and practice of social and emotional education in Greece, Spain, Sweden and the United Kingdom *International Journal of Emotional Education. 11.(1)* pp31-48  PICKETT, K.E. et al 2022 Vulnerabilities in child well-being among primary school children: a cross sectional study in Bradford, UK BMJ Open 12(6) <https://www-proquest-com.edgehill.idm.oclc.org/docview/2724922691?OpenUrlRefId=info:xri/sid:wcdiscovery&accountid=10671>  PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: <https://doi.org/10.1787/22260919>  SOMERVILLE, M.P. and WHITEBREAD, D. 2019 Emotion regulation and well-being in primary classrooms situated in low-socioeconomic communities. *British Journal of Educational Psychology*, 89, 565–584 <https://bpspsychub-onlinelibrary-wiley-com.edgehill.idm.oclc.org/doi/pdf/10.1111/bjep.12222>  TAYLOR, R. OBERLE, E., DURLAK, J.A. and WEISSBERG, R. P. 2017 ‘Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-up Effects’, *Child Development*, 88 (4), pp. 1156–1171. <https://srcd-onlinelibrary-wiley-com.edgehill.idm.oclc.org/doi/pdfdirect/10.1111/cdev.12864>  THURMAN, B. and BOUGHELAF, J 2015 “We don’t get taught enough”: an assessment of drug education provision in schools in England Drugs and Alcohol Today 15 (3) pp. 127-140  WILDER, R. 2018 ‘Knowledge’ in English primary schools’ decision-making about sex and relationships education. *Health Education Journal* Vol. 77(1) 30–42  ZACHARIOU, A. and WHITEBREAD, D. Developmental differences in young children's self-regulation. *Journal of Applied Developmental Psychology.* 62 pp282-293 | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | ongoing formative assessment of pupils understanding is necessary to understand their learning needs **LT6.1** | | to use school’s medium-term plans to support the planning of a sequence of lessons as well as to gain an understanding of what pupil’s prior learning is **LT3.3** | | Intent |
| schools use varied approaches to assessing children in PSHE and that pupils’ progression can be assessed using the PSHE Association’s ‘I can’ statements **LT6.2** | | to identify key substantive and disciplinary knowledge using school’s medium-term plans **LH3.1, LH3.2** | |
| The RSHE statutory framework sits within the school’s long-term plan; the curriculum is progressive and over time should enable children to achieve the statutory outcomes **LT3.1, LH2.8** | | to use school’s medium-term plans to devise a series of PSHE lessons that target the four dimensions of the subject **LH4.1**  **OR** use the school’s medium-term plans to identify the sequence of learning used and how this builds upon prior learning **LH4.1** | |
| **Assessment** | **Assessment** | | | | Impact |
| Assessed throughout Professional Practice through lesson observations, weekly development summaries and weekly tasks. Feedback provided by mentor, class teacher, link tutor and other qualified staff.  Trainees are encouraged to set targets for their ECT years regarding their professional and subject knowledge. | | | |
| **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 PSHE association framework can be used to assess children’s progress in PSHE **LT6.2** | that PSHE should be taught consistently and progressively in order for children to make progress **LT3.1, LH2.8** | | plan and deliver a PSHE lesson or series of PSHE lessons that include opportunities to assess children’s progress **LT6.6, LH6.3, LH6.12** |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in primary languages** | | | | |
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