Primary Initial Teacher Education: Curriculum Plan

PSHE Education / RSHE - Undergraduate Programmes

(Links to Pedagogical/ Disciplinary/ Professional)

# 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. In 2019/20 we had our first year of primary PSHE specialists at Level 4 who will meet us again at Level 6 in 2021/22. We 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…** |
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| **Phase 1** | **Trainees will know:** | **Trainees will be able to:** |
| * 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, LT3.5** | * Reflect on current research linked to the subject **LH8.3, LH3.6** |
| * The subject’s current position within a broad and balanced curriculum and the vales and principle which underpin in **LH3.1** | * Evaluate and identify what constitutes an effective plan for PSHE Lessons **LH6.10** |
| * 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** * Strategies for creating an emotionally safe learning environment for RSHE lessons, including building supportive relationship and respecting the opinion and views of others **LT1.5, LT7.1** * Pedagogical knowledge of active learning and teaching strategies for PSHE lessons, including distancing techniques **LT4.5** * The importance of ground and school rules and how these mirror society’s expectations. | * Participate in and develop a range of inclusive strategies in their classrooms to ensure an emotionally safe learning environment **LH7.2** * Use a variety of distancing techniques in their lessons to ensure emotional safety, inclusion and engagement **LH2.2** * Encourage children to take accountability for their own choices |
| **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  Inclusive active learning and teaching strategies for PSHE lessons  *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 engaging PSHE lessons, 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 |
| * Where to access support for planning an effective PSHE education lesson **LH4.6, LH4.1** |
| * The need for children to develop understanding, knowledge *and* skills in PSHE education lessons – promoting the importance of mutual respect **LT4.1** * The benefits of creating an emotionally safe learning environment **LT7.4** * How to embed the fundamental British Values through encouraging the acceptance of the views and beliefs of others, encourage children to take responsibility for their actions and promote the importance of protecting the wellbeing of others. |
|  | **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 & Realtionships 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT%20_briefing_layoutvFINALvii.pdf)  DfE (2014) Promoting fundamental British Values https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc | **Assessment pertaining to Level 4**  Trainees will complete a subject audit in week 4.  Tasks in sessions will require trainees to suggest/ devise appropriate distancing techniques that create an emotionally safe environment. This will also be reflected in the lesson plan that is completed. Lesson plans will be assessed against a check list by the tutor in session.  Observations of PSHE and discussion with PSHE lead whilst on PP. |
| **Phase 2**  **These students have previously not had any teaching on the good principles of PSHE education and therefore this content will be the same as phase 1 to ensure all students have the same baseline** | **Trainees will know:** | **Trainees will be able to:** |
| * Subject specific terminology and sensitivities linked to PSHE **LT3.2** | * Participate in and develop a range of inclusive strategies in their classrooms to ensure an emotionally safe learning environment **LH7.2** |
| * Pedagogical knowledge of active learning and teaching strategies for PSHE lessons, including distancing techniques and the ability to adapt these where necessary **LT4.2, LT4.3, LT5.2** | * Use a variety of distancing techniques in their lessons to ensure emotional safety, inclusion and engagement **LH2.2** |
| * Teaching strategies needed to create an emotionally safe learning environment for RSHE lessons **LT7.2, LH7.1** | * Identify strategies used to manage feelings such as mindfulness |
| * Children can experience mental health challenges such as anxiety, self-harm and stress | * Plan a lesson enabling all children to access PSHE (supporting SEND children will be a focus). **LT5.2, LH5.1** |
| * Why and how schools can and should support children’s understanding of mental health and wellbeing |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Inclusive and active learning strategies for PSHE lessons  *By the end of this phase trainees will* ***understand:***  Importance of supporting and developing children’s understanding of positive wellbeing and mental health  *By the end of this phase trainees will be* ***able to:***  Identify strategies used to manage emotions in the classroom and plan engaging PSHE lessons, making use of best practice inclusive principles |
| * The benefits of creating an emotionally safe environment **LT7.4** |
| * Procedures around safeguarding in PSHE/RSE lessons and the professional responsibilities of the teacher **LH8.14** |
| * How sleep, diet and exercise can impact on the physical and mental wellbeing of children **LT3.2** * How learning needs to be adapted to suit all children **LT5.1** |
|  | **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.  GRENVILLE-CLEAVE, B. 2012. *Positive Psychology: A Practical Guide.* London: Icon Books.  SELIGMAN, M. 2007. *Authentic Happiness.* London: Nicholas Brealey.  SELIGMAN, M. 2015. *Flourish.* London: Nicholas Brealey. | **Assessment pertaining to Level 5**  Activity in sessions require trainees to identify and devise activities which promote positive wellbeing. Individuals will be asked to submit their ideas within the group tasks.  Contributions to tasks in sessions. |
| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * The various approaches in assessing children in PSHE/ RSE education, including using the ‘I can’ statements designed by the PSHE association **LH6.1, LH6.2** | * 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 **LH6.2** | * Access recommended and quality assured resources for teaching about mental health and wellbeing **LH8.7** |
| * The importance of formative assessment in PSHE and its role in identifying further learning needs **LT6.1** | * Identify ways schools to promote/ develop skills linked to emotional intelligence **LH7.11** |
| * The role of emotional literacy/ emotional intelligence in a child’s development **LT7.3** |
| * The impact bereavement can have on a child’s development (MH Conference) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  A range of formative assessment strategies used in PSHE/RSE education  *By the end of this phase trainees will* ***understand:***  *The role of emotional intelligence and its link to wellbeing and mental health*  *By the end of this phase trainees will be* ***able to:***  Devise activities to promote emotional wellbeing |
| * Emotional development in humans |
| * Emotional intelligence and literacy and the links to mental health |
| * The various approaches adopted to formatively assess PSHE **LH6.1** |
| * Formative assessment is key to understanding children’s learning needs **LT6.1, LT6.4** |
|  | **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**](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 pertaining to Level 6**  Trainees will be asked to reflect on the importance of emotional wellbeing and devise activities which can be used in school during the session. These will be assessed by the tutor through discussion in the session. |

| **Minor Specialism**  **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
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| * how to lead PSHE as a subject leader across the primary phase | * select active teaching methods most suitable for securing understanding in PSHE education **LH4.2** |
| * how to devise a sequenced PSHE curriculum for a specific year group **LH 4.3** | * share appropriate subject and pedagogical knowledge to develop their practice **LH4.5** |
| * how to evaluate and select high quality resources for PSHE **LH3.6** | * plan well resourced and interesting lessons in personal finance education that build on prior knowledge **LT4.2** |
| * how to ensure progression in sequences of PSHE lessons across the primary curriculum **LH4.3** | * work together to design a whole school policy with a particular focus on new RSE statutory guidance |
| **Trainees will understand:** |  |
| * the important difference between methods most suitable for PSHE education and those more suited for academic subjects |
| * the rationale for involving children in their own PSHE learning **LT4.6** |
| * the key principles for formative assessment **LT4.1,** |
| * the importance of agreeing a whole school policy for PSHE |
| * the relevance of personal finance education for primary school children |
| **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know: how to approach the role of subject lead in PSHE in the primary school***  *By the end of this phase trainees will* ***understand: the importance of using appropriate pedagogical approaches to securing understanding in PSHE across the primary curriculum***  *By the end of this phase trainees will be* ***able to: research, plan and assess lively, engaging and coherent sequences of PSHE learning in primary schools.***  ***Assessment***  Feedback from mentor, link tutor and class teacher will assess the understanding and knowledge of trainees.  Trainees are also undertaking the PSHE accreditation course. Trainees will demonstrate their skills, knowledge and understanding by providing evidence to meet each requirement. | |