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

# **PSHE: Undergraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**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** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **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** | | | 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** | | 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** | | | 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** | |
| 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** | | | Behaviours, attitudes and values should be modelled by adults in order to promote high expectations **LT4.3, LT4.4** | | to establish a safe environment where children can confidently discuss sensitive issues. | |
| 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** | | | | **Assessment** | | | |  |
| *What is being assessed?*  Trainees’ substantive knowledge.  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan a lesson, breaking national curriculum end points into component knowledge.  Trainees’ ability to plan and teach a lesson, breaking RSHE end points into component knowledge  Trainees’ developing subject and pedagogical knowledge and their engagement with literature | | | | *How is it being assessed?*  Online multiple-choice assessment.  In-session retrieval activities/questioning.  In-session directed task: small group planning activity and a discussion board contribution. Assessed via subject-specific feedback from mentors on professional practice.  Assessed via subject-specific feedback from mentors on professional practice.  PED1024 reflective journal and trainees’ reflections in portfolio from professional practice. | | | | 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** | | |
| **search** | **KEY RESEARCH****That trainees will know that informs teaching and learning in PSHE** | | | | | | | | |
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