

PSHE Feedback Prompts

Substantive Knowledge

Substantive knowledge is the specific content delivered as part of the curriculum. In PSHE this would include:

- Personal identity, individual qualities, keeping safe
- Embed fundamental British Values – promoting tolerance and respect, encouraging children to think freely whilst taking responsibility for their own actions.
- Importance of physical wellbeing and healthy lifestyle – the impact of nutrition and sleep on the wellbeing of an individual
- Drugs, alcohol and tobacco – making healthy choices
- Mental health – importance of self-care, strategies to support changes in feelings.
- RSE – understanding what is a healthy relationship/ friendship, importance of consent and being safe online.

If their subject knowledge is weak, they should be directed to address this through further reading and research.

Disciplinary Knowledge

Disciplinary knowledge refers to the methods and behaviours that individuals demonstrate to deliver PSHE effectively.

Students should be able to demonstrate appropriate disciplinary knowledge in order to:

- Demonstrate empathy, respect and compassion when individuals share personal experiences, values and beliefs.
- Challenge stereotyping and discrimination.
- Communicate effectively when discussing sensitive issues.
- Reflect and listen to the views of others.
- Be creative in their delivery – provide interactive/ engaging activities.
- Be aware of pupils' social context in order to provide relevant learning.

Effective approaches

Has the lesson been linked to specific objectives taken from the DfE Relationships, Sex and Health Education guidance (2019) or from the PSHE Association 'Living in the Wider World' objectives?

Has consideration been given to individual needs in relation to the topic? For example, if discussing bereavement, is there a child in the class who recently experienced this?

Has the trainee created a safe learning environment? Are pupils reminded of ground rules and the need to follow these throughout the lesson? Do pupils refer to these?

Has the trainee carried out a baseline assessment if starting a new topic? Are they aware of any gaps in knowledge or misconceptions, if so, how do they plan to address these? Has an effective starting point been established?

Are there opportunities for pupils to learn new skills or develop existing skills?

How do they plan to progress this knowledge, or the skills developed in future lessons?

Are there opportunities for pupils to engage in participatory activities where they can share their views and knowledge?

Have appropriate distancing techniques been incorporated when discussing sensitive topics? Distancing techniques can include stories, video clips, role play activities, question boxes and scenario cards.

Is there evidence of adaptive teaching? Are all pupils' needs being met?

Are resources inclusive and take into consideration diversity in relationships, body image, gender identity, race and culture?

How does the trainee assess the progress of the pupils within the lesson?

Does the trainee know how to respond effectively to a disclosure that might be made within a PSHE lesson?

Opportunities for further development

Are trainees aware of local/ national data? Have they identified how this may have impacted curriculum design?

Have trainees spoken with the PSHE lead and familiarised themselves with the PSHE, RSE policy?

Has the trainee engaged in CPD opportunities? For example, observed other year groups to see how a spiral curriculum builds upon and revisits learning in a meaningful and age appropriate context.