**Primary Curriculum Map (PSHE)**

***Year 1 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **2 hours** | To understand that PSHE  has its own rationale, identity, key values and underpinning principles.  To recognise the impact PSHE has on developing a child holistically by developing knowledge and skills they need to manage their lives now and in the future.  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) | 1.6, 2.1  3.1, 3.2, 3.3, 7.5 | 3e, 4a | ROWLAND,S. 2018 Making PSHE Matter. London: Jessica Kingsley  PUGH, V. and HUGHES, D. 2021 Teaching PSHE and R(S)HE in Primary School. London: Bloomsbury  BODDINGTON. N, KING. A, MCWHIRTER, J (2014) Understanding Personal, Social, Health and Economic Education  EDUCATION ENDOWMENT FOUNDATION 2021 Improving Social and Emotional Learning In Primary Schools.  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  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  GOV.UK (2019) Relationships and Sex education (RSE) and Health Education.  OFSTED (2021) Review of sexual abuse in schools and colleges  WILDER, R. 2018 ‘Knowledge’ in English primary schools’ decision - making about sex and relationships education. *Health Education Journal* Vol. 77(1) 30–42 | Trainee reflection and analysis/evaluation  Personal tutoring processes  Within taught university sessions through activities and interactions.  Quiz at the end of the module. |
| **Session 2**  **2 hours** | To know that there are subject specific strategies to create a safe learning environment, such as including establishing ground rules, using effective distancing techniques and how to effectively manage disclosures.  Effective learning takes place through engaging/ participatory activities.  To critically assess the effectiveness and appropriateness of teaching resources  Promote respectful behaviour through effective modelling. | 1.1, 2.2, 2.7, 2.8, 7.1 | 3a, 3b, 3c  7b, 7c, 7d, 7e, 7g |
| **Session 3**  **2 hours** | To understand how national policies and priorities inform PSHE practice in primary school.  To explore the Health curriculum in KS1 & KS2 – with a specific focus on ‘Drugs, alcohol and tobacco’ evaluating a range of pedagogical approaches outlined in PSHE Association scheme of work.  Understand the importance of establishing prior knowledge, recognising how this will help to address the perpetuation of stereotypes and ensure progression of knowledge, skills, values and attitudes.  Explore how individual starting points and misconceptions can be identified and addressed through the use of baseline assessment.  To identify key elements of a plan which takes into account pupils’ component and composite knowledge. | 3.3, 4.2, 6.1, 6.4, 6.5 | 2e, 2f, 3a, 3g, 6d |
| **Session 4**  **2 hours** | To explore what RSE is and understand the concepts relating to respect, consent and harassment in terms of relationship education.  To become familiar with the statutory requirements for ‘Relationships’ education including subject-specific vocabulary and to know parents have the right to withdraw children.  To use the PSHE association scheme of work to plan an activity centred around relationships. | 1.3, 3.2, 3.3, 3.5 | 3c, 3t,4o, 4p, 6a, 6f |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues use distancing techniques in at least one lesson throughout school.  **Planning:**  Observe how expert colleagues break tasks down into constituent components and assess the progress made through using baseline assessments for at least one lesson.  **Teaching:**  Rehearse and refine particular approaches in delivering group/whole class teaching in PSHE.  **Assessment:**  Check prior knowledge and understanding during lessons.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To understand how the school’s PSHE curriculum is tailored to meet the needs of pupils by liaising with the subject lead. | 3,1, 8.1, 8.7 | 2a, 2d, 3c, 3e, 3f, 4l, 5e, 5i | As Above | Weekly mentor meetings |
| To know how to create a safe and inclusive environment where respectful behaviours are modelled, and children can confidently discuss sensitive issues. | 1.2, 1.4, 1.5, 7.2, 7.5, 7.6, | 1c, 1e, 1f, 7b, 7h, 7k, 7l, |  | Lesson Observations |
| To assess pupil’s attitudes and beliefs through baseline assessments. | 6.4, 6.5 | 6a, 6e, 6f, 6g |  | Lesson Observations |
| To be able to 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 | 3.3, 3.5, 3.7 | 3a, 3b, 3c, 3d, 3e, 3f, |  | Weekly development summary |
| To know how the PSHE policy, including the RSE policy, fits within the wider context of school life, by familiarising themselves with the policies and liaising with the subject lead and class teacher. | 8.1, 8.3, 8.6, | 8h, 8I, 8m, |  | Weekly development summary/ Mentor and Link Tutor meetings |
| EYFS – to understand how the PSHE curriculum builds on the PSED area of learning. |  | 1c, 2d, 4a |  | Weekly Development summary |

***Year 2 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **\* hours** | To know that financial (economic) education and aspirations are a vital aspect of primary PSHE and can provide opportunities to enhance pupil’s cultural capital.  Economic and careers education can help pupils to develop a healthy attitude to money, become critical consumers and help to manage risks and emotions associated with money.  To plan a learning opportunity which is meaningful and age appropriate, taking into consideration prior learning, EAL and SEND.  To identify natural curriculum links with other subjects which can enhance children’s understanding and help them to build a comprehensive schema. | 1.2, 1.6,  3.1, 3.5, 3.7  7.4, 7.6 | 8c, 8g, | WHITEBREAD,D. AND BINGHAM.S (2013) Habit formation and learning in young children.  GOV.UK (2020) Online Harms White Paper: Full government response to the consultation.  WEBSTER, M and MISRA, S (2015) Teaching the Primary Foundation subjects. | Tasks within sessions.  Trainees' reflections  End of module quiz |
| **Session 2**  **\* hours** | To become familiar with the requirements of the statutory framework in relation to online safety.  To plan a lesson which takes into consideration the end points of the statutory framework and National curriculum (Computing), identifying appropriate assessment opportunities to effectively gauge individual starting points and progress in knowledge, skills and attitudes.  Promote positive behaviours and values when exploring online safety, thus increasing motivation and self-esteem in pupils. | 1.1, 1.2, 1.6, 3.1,3.3, 3.5, 3.7, 4.2, 6.4, 6.5, 7.1, 7.2 7.4, 7.5, 7.6, | 2c, 2c, 2e, 2I, 3a, 3c, 3e 3f, 6f, 8c, 8g |
| **Session 3**  **\* hours** | To plan a well sequenced series of PSHE lessons that take into consideration component and composite knowledge.  To understand that a sequence of learning must allow pupils to build on prior knowledge and understanding.  To identify natural curriculum links between PSHE, Computing, PE, DT and Science.  Ensure curriculum goals retain specificity when planning thematically. | 2.2, 3.1, 3.5, 3.7, 4.2, | 2a, 2d, 3a, 3c, |
| **School Based Curriculum – Year 2** | | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in PSHE, in at least 4 lessons throughout school.  **Planning:** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in PSHE.  Plan, as appropriate, how PSHE is interwoven through other subject/curriculum areas.  **Teaching:** Rehearse and refine approaches in PSHE lessons.  **Assessment:** Draw conclusions about what pupils have learnt by integrating a range of assessments with support and scaffolding from expert colleagues  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues | | | | | |
| **Subject Specific Components/s (know, understand, can do)** | | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To be able to devise a series of PSHE lessons that address one aspect of the subject OR use the school’s medium-term plans to identify the sequence of learning used and how these build upon prior learning across the primary phases. | | 3.3, | 4a | As above | Meeting with Mentor/ Link Tutor |
| To understand Inclusion (Diversity, SEND/EAL) and identify adaptive teaching strategies to ensure learners’ needs are met. | | 5.1, 5.3, 5.7, | 5e, 5f |  | Weekly Development Summaries |
| To know that formative assessment is necessary to identify learning needs. | | 6.1 | 5c, 6e, |  | Lesson Observations |

***Year 3 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **2 hours** | Critically examine existing schemes used in schools for PSHE:  Identify how the schemes plan for assessment  Identify how the schemes support a child’s social and emotional development  Assess where the gaps are in the schemes and identify solutions/strategies to improve them  Know the key features of an effective scheme of work | 1.2, 1.3, 1.4, 1.5, 1.6  21, 2.2  3.1, 3.2, 3.3 | 1b  2d, 2h  3a, 3b, 3c, 3j  5c, 50 | PSHE Association  Guidelines and  Build your own programme  <https://pshe-association.org.uk/guidance/ks1-5/planning/build-your-programme>  Kapow Primary  <https://www.kapowprimary.com/subjects/rse-pshe/>  National Children’s Bureau – What works in promoting social and emotional well-being and responding to mental health problems in schools?  <https://www.ncb.org.uk/sites/default/files/uploads/files/ncb_framework_for_promoting_well-being_and_responding_to_mental_health_in_schools_0.pdf>  OFSTED and Personal Development:  <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>  ASMUNDSON, G. J. G. and T. O. AFIFI, 2020  Adverse Childhood Experiences: Using Evidence to advance research, practice, policy and preventions.  BROOKS, R., 2019  The Trauma and Attachment Aware Classroom | Retrieval activities at the beginning of each session.  Tasks within sessions to demonstrate understanding and progress of learning.  Quiz at the end of the module. |
| **Session 2**  **2 hours** | Identify how PSHE schemes support children in dealing with trauma.  Know what Ofsted says about mental health and wellbeing under the key judgement area of personal development.  Understand the term ‘trauma’ and be able to identify situations that are considered to be traumatic.  Know the 6 key principles of ‘trauma-informed practice’.  Know how to create supportive environments for all children but especially those children going through trauma. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  2.1, 2.2  3.1,  4.1, | 1b, 1c, 1i |
| **Session 3**  **2 hours** | Understand how Adverse Childhood Experiences (ACEs) can impact the lives of children and their families.  Identify the possible impacts of ACEs  Know how to support children who experience ACEs  Identify schemes which support children with ACEs  In a chosen year group, create a long-term plan which supports children who may have an adverse childhood experience. | 1.1, 1.2, 1.3, 1.5, 1.6  5.7  7.2, 7.3, 7.4, 7.5, 7.6, 7.7  8.4, 8.6, | 4a, 4b, 4e  5a, 5c, 5d |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Year 3** | | | | |
| **Observing:**  Observe how expert colleagues use and deconstruct approaches, in PSHE, in a sequence of lessons throughout school.  **Planning:**  Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in PSHE.  Plan, as appropriate, how PSHE/school supports children who have encountered adverse childhood experiences.  **Teaching:**  Rehearse and refine pedagogical approaches in PSHE lessons.  **Assessment:**  Discuss with expert colleagues the impact that formative assessment has on both pupils’ learning and their social and emotional development.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know how the school’s scheme supports children who encounter an adverse childhood experience.  Understand the impact that the support has on the child’s learning and their social and emotional development.  Be able to access the appropriate support and activities to enable a child to manage the adverse childhood experience.  Know how to create supportive environments for all children but especially those children going through trauma. | 1.1, 1.2, 1.3, 1.5, 1.6  3.1  4.1  5.7  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7  8.4, 8.6, | 4a, 4b, 4e  5a, 5c, 5d | ASMUNDSON, G. J. G. and T. O. AFIFI, 2020  Adverse Childhood Experiences: Using Evidence to advance research, practice, policy and preventions.  BROOKS, R., 2019  The Trauma and Attachment Aware Classroom | Meetings with SENDCo. Safeguarding Lead and other relevant staff.  Weekly Development Summaries  On-going observations |