**Primary 5-11 / Primary Early Years 3-7 Curriculum Map (PSED/PSHE RSE)**

***Post Graduate Programme***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **University Curriculum** | | | | | | |
| **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** | How to consider and plan for children’s personal, social and emotional needs.    How to interpret the ELGs for PSED and plan accordingly as stated in the Department for Education. 2021.  Statutory Framework for the Early years Foundation Stage. London: Department for Education (DfE). | **LT1.5, LT4.5 LT7.1**  **LT3.2** | **LT4.1**  **LH4.6, LH4.1, LH8.7** | BLANCO-BAYO, A., 2020. ‘It doesn’t matter because I love you”. A case study examining the interpretation of Behaviour Classification Tables and Positive Behaviour Support models. Emotional and Behavioral Difficulties. 25 (2), pp. 155–168.    ELFER,P.,GOLDSCHMIED, E. & SELLECKe, D.Y. 2012; 2011, *Key persons in the early years:building relationships for quality provision in early years settings and primary schools,*2ndedn, Routledge, London.    GARVEY,D.and ZEEDYK, M.S., 2018. Nurturing personal, social and emotional development in early childhood: a practical guide to understanding brain development and young children’s behaviour. London: Jessica Kingsley Publishers. | Reflections included in the Learning Journey will be used as evidence to evaluate how trainees reflect on practice whilst observing Personal, Social and Emotional Development through a holistic lens. | |
|  | Plan PSED activities, making use of best practice inclusive principles. | - PSED has a position within the EYFS curriculum as a prime area and as part of a broad and balanced curriculum **LT3.1** | - Reflect on current research linked to PSED **LH8.3, LH3.6** | MORTIMER, H., 2017. Understanding Behaviour in Early Years Settings: Supporting Personal, Social and Emotional Development [online]. 1st ed. London: Routledge.    RUCINSKI,C.L., BROWN,J.L.,and DOWNER, J.T., 2018. Teacher–child relationships, classroom climate, and children’s social-emotional and academic development. Journal of Educational Psychology. 110 (7), pp. 992–1004.    SKUSE, D., BRUCE, H., and DOWDNEY, L., eds., 2017. Child psychology and psychiatry: frameworks for clinical training and practice. Third edition. Hoboken, NJ: John Wiley & Sons, Inc.    THEODOTOU, E., 2019. Supporting personal and social development through child-led art projects in the early years settings. Early Child Development and Care. 189 (11), pp. 1889–1900. | Formative tasks and feedback during sessions  School-based assessment by mentor during placement.    Through lesson observation and feedback. | |
|  | How the role of the key person is linked to the development of Personal, Social and Emotional skills.    Teaching PSED/PSHE in creative ways and across all curriculum areas/subjects. | **LT7.3** | **LH6.1** | ALEXANDER, R.J., 2020. A dialogic teaching companion. Abingdon, Oxon: Routledge, Taylor & Francis Group.    DUNLOSKY, J., RAWSON, K.A., MARSH, E.J., NATHAN, M.J., and WILLINGHAM, D.T., 2013a. Improving Students’ Learning with Effective Learning Techniques. Psychological Science in the Public Interest [online]. 14 (1), pp. 4–58.    EDUCATION ENDOWMENT FOUNDATION, 2018g. Teaching and Learning Toolkit [online]. [online]. Available from: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolki> t.    LAZOWSKI, R.A. and HULLEMAN, C.S., 2016a. Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research [online]. 86 (2), pp. 602–640.    MITCHELL, D.R. and SUTHERLAND, D., 2020. What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies. 3rd ed. London: Routledge.    MUIJS, D. and REYNOLDS, D., 2018. Effective Teaching: Evidence and Practice [online]. 4th ed. London: SAGE.    OECD, 2015d. Do Teacher-Student Relations Affect Students’ Well-Being at School? [online]. Available from: <https://www.oecd-ilibrary.org/education/do-teacher-student-relations-affect-students-well-b> eing-at-school\_5js391zxjjf1-en.    OECD, 2015. PISA 2015 Results: Volume II: Policies and Practices for Successful Schools. [online]. Available from: <https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-ii_9789264267510-en>.    ALEXANDER, R.J., 2020. A dialogic teaching companion. Abingdon, Oxon: Routledge, Taylor & Francis Group.    DUNLOSKY, J., RAWSON, K.A., MARSH, E.J., NATHAN, M.J., and WILLINGHAM, D.T., 2013a. Improving Students’ Learning with Effective Learning Techniques. Psychological Science in the Public Interest [online]. 14 (1), pp. 4–58.    EDUCATION ENDOWMENT FOUNDATION, 2018g. Teaching and Learning Toolkit [online]. [online]. Available from: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolki> t.    OECD, 2015d. Do Teacher-Student Relations Affect Students’ Well-Being at School? [online]. Available from: <https://www.oecd-ilibrary.org/education/do-teacher-student-relations-affect-students-well-b> eing-at-school\_5js391zxjjf1-en.    OECD, 2015. PISA 2015 Results: Volume II: Policies and Practices for Successful Schools. [online]. Available from: <https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-ii_9789264267510-en>.      **Policy documents referred to**  **Non-statutory guidance:**  Department for Education. 2021. Development Matters. Non-statutory guidance for the early years foundation stage. London: Department for Education (DfE).    Early Education. 2021. Birth to 5 Matters: Non-statutory guidance for the Early Years   Foundation Stage. London: Early Education.    Statutory guidance:   Department for Education. 2021. Statutory framework for the early years foundation   stage. London: Department for Education (DfE).    Department for Education. 2019. Relationships Education, Relationships and Sex Education (RSE) and Health Education. London: Department for Education (DfE). | At the end of the module an academic poster will assess students’ understanding of the impact of LOTC as a creative approach to the teaching and learning of PSED, drawing on their understanding of planning and assessment learned throughout the course and on their Professional Practice. | |
|  | To plan and assess a range of social and emotional skills in learning environments beyond the classroom.    To consider ways to incorporate a range of opportunities to promote overall emotional well-being. | **LT6.1, LT6.4** | **LH1.4, LT8.4** | LAZOWSKI, R.A. and HULLEMAN, C.S., 2016a. Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research [online]. 86 (2), pp. 602–640.    MITCHELL, D.R. and SUTHERLAND, D., 2020. What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies. 3rd ed. London: Routledge.    MUIJS, D. and REYNOLDS, D., 2018. Effective Teaching: Evidence and Practice [online]. 4th ed. London: SAGE. | Through lesson observation and feedback.    Target Setting Handbook – individual online document  Formative tasks and feedback during sessions    Regular monitoring of reflective evidence provided in Professional Practice Profile – individual online document | |

|  |
| --- |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 2** | The importance of PSHE and RE education to children’s holistic development.    Inclusive active learning and teaching strategies for PSHE lessons    The new DfE 2019 statutory requirements for Health and Relationships Education | **LT3.1**    **LT3.1** | **LT3.2**    **LT4.3,** **LT4.4, LT4.6, LT4.7,** **LT4.9, LT7.1, LH7.2** | The Children’s Society (2014) [*Promoting positive well-being for children A report for decision-makers in parliament, central government and local areas.*](https://janwhitenaturalplay.files.wordpress.com/2012/01/promoting_positive_well-being_for_children_policy.pdf) *London.*    ETHUNE, A., 2018. Wellbeing in the Primary Classroom. London: Bloomsbury.    BURTON, S. and REID, J., 2018. Safeguarding and protecting children in the early years [online]. 2nd ed. London: Routledge.    DfE, 2019. Relationships Education, Relationships and Sex Education (RSE) and Health Education. London: Department for Education (DfE).    Available from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__>  Relationships\_and\_Sex\_\_ Education\_\_RSE\_\_and\_Health\_Education.pdf  DfE, 2021. Keeping children safe in education - GOV.UK [online]. [online]. Available from:  <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.    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>    OFSTED (2010) *Personal, social, health and economic education in schools* [www.ofsted.gov.uk](http://www.ofsted.gov.uk/)  OFSTED (2013) *Not yet good enough: Personal, social, health and economic education in schools* | Trainees’ knowledge and understanding of PSED/PSHE will be assessed through the regular monitoring of reflective evidence provided in Professional Practice Profile – individual online document  Through lesson observation and feedback.  Mentors will feedback in relation to CCF content observed in lessons and trainees’ understanding of PSED/PSHE.  Trainees will be deemed ready to progress in this area. |
|  | The benefits and methods of creating an emotionally safe environment    Plan engaging lessons for PSHE and RE and where PSHE can be threaded through all subjects making use of principles on adaptive practices and the emotional development of children. | **LT1.3, LT5.1, LT5.2, LT5.3, LT5.5LT5.7, LH5.2** | **LT4.2, LT4.3**    **LH4.9** | PUBLIC HEALTH ENGLAND. 2014 *The link between pupil health and wellbeing and attainment.* [www.gov.uk](http://www.gov.uk/)    PALMER, J. (2015) *The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections.*    ROWLAND (2018) *Making pshe matter: a practical guide to planning and teaching creative pshe in primary school*. London: Jessica Kingsley.    [www.pshe-association.org.uk](http://www.education.gov.uk/)  [www.circle-time.co.uk](http://www.circle-time.co.uk/)  [https://www.young-enterprise.org.uk/wp-content/uploads/2019/01/FINANCIAL-EDUCATION-PLANNING-FRAMEWORK-3-11-ONLINE-2020.pdf](https://www.young-enterprise.org.uk/wp-content/uploads/2019/01/FINANCIAL-EDUCATION-PLANNING-FRAMEWORK-3-11-ONLINE-2020.pdf" \t "_blank) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing :** Observe how expert colleagues plan for PSED to be threaded across all areas of learning and deconstruct this approach in at least one lesson throughout school.    **Planning :** Observe how expert colleagues break tasks down into constituent components in ……. for one lesson    **Teaching :** Rehearse and refine particular approaches for a group/whole class. Plan for group/whole class teaching.    **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** |
| Plan PSED activities, making use of best practice inclusive principles.    Consider the links between the CoEL and PSED and begin to identify examples of this in the classroom | **LH3.1**  **LT1.6, LT3.5** | **LH5.1, LH5.5, LH5.7**  **LH4.1, LH4.2, LH4.3, LH4.4, LH4.5** | THEODOTOU, E., 2019. Supporting personal and social development through child-led art projects in the early years settings. Early Child Development and Care. 189 (11), pp. 1889–1900. | Weekly Development Summary  Lesson Observations  Link Tutor    Mentors will feedback in relation to CCF content observed in lessons and trainees’ understanding of PSED/PSHE. Trainees will be deemed ready to progress in this area. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Keystage 1 placement** | | | | |
| **Observing :**   Observe how expert colleagues use a range of strategies to plan and teach PSHE RSE and deconstruct this approach in at least one lesson throughout school.    **Planning :**   Observe how expert colleagues break tasks down into constituent components over a sequence of lessons.  Plan for lessons in all core and selected foundation subjects.  Plan one lesson in all remaining subjects.    **Teaching :**   Rehearse and refine particular approaches in all core and selected foundation subjects.    **Assessment :**   Draw conclusions about what pupils have learnt by looking at patterns of performance over a number 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** |
| Plan engaging lessons for PSHE and RE and where PSHE can be threaded through all subjects making use of principles on adaptive practices and the emotional development of children. | **LT2.7, LH2.8, LT3.5, LH3.3, LH4.1**  **LH2.8, LT3.5, LT4.6, LH4.14, LH4.15, LH5.12, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3, LH6.6**  **LH8.3** | **LH7.2**  **LT1.3, LT5.1, LT5.2, LT5.3, LT5.7, LH5.2**  **LH2.3, LH2.9, LH3.4, LH3.7, LH5.6, LT6.4**  **LT2.7, LH2.8, LT3.5, LH3.3, LH4.1**  **LH2.8, LT3.5, LT4.6, LH4.14, LH4.15, LH5.12, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3, LH6.6** | The Children’s Society (2014) [*Promoting positive well-being for children A report for decision-makers in parliament, central government and local areas.*](https://janwhitenaturalplay.files.wordpress.com/2012/01/promoting_positive_well-being_for_children_policy.pdf) *London*    BURTON, S. and REID, J., 2018. Safeguarding and protecting children in the early years [online]. 2nd ed. London: Routledge.    ROWLAND (2018) *Making pshe matter: a practical guide to planning and teaching creative pshe in primary school*. London: Jessica Kingsley.    [www.pshe-association.org.uk](http://www.education.gov.uk/)  [www.circle-time.co.uk](http://www.circle-time.co.uk/)  <https://www.young-enterprise.org.uk/wp-content/uploads/2019/01/FINANCIAL-EDUCATION-PLANNING-FRAMEWORK-3-11-ONLINE-2020.pdf> | Weekly Development Summary  Lesson Observations  Link Tutor    Formative tasks and feedback during sessions  School-based assessment by mentor during placement. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***School Based Curriculum – EYFS Placement*** | | | | |
| **Observing :**   Observe how expert colleagues thread PSED through all other areas of learning and deconstruct this approach in at least one lesson throughout school.    **Planning :**   Plan a sequence of lessons in all core and foundation subjects.    **Teaching :**   Rehearse and refine particular approaches in all core and selected foundation subjects.    **Assessment :**   Discuss with expert colleagues summative assessment, reporting and how data is used.    **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** |
| Plan a range of activities that support PSED whilst also offering opportunities to develop other skills.    Consider the links between PSED and PSHE.  Observe and understand how settings consider children’s personal, social and emotional developmental needs when planning children’s learning.  Discuss with mentor how the school might approach PSED/PSHE RSE  through a holistic lens.  Work with colleagues to develop efficient approaches to assessment and draw conclusions about children’s personal, social and emotional development | **LT3.5, LH4.1**    **LT2.8, LH2.3, LH2.8, LH2.9, LT3.3, LH3.3, LH3.4, LH3.7, LH4.1, LT6.1, LT6.3, LT6.4, LH6.1, LH6.3, LH8.3** | **LH7.11**    **LH8.7**    **LH3.3, LH4.1, LH6.1, LH6.3, LH1.4, LT8.4**  **LH6.3**    **LT1.1, LT1.2, LT7.4** | EDUCATION ENDOWMENT FOUNDATION, 2018g. Teaching and Learning Toolkit [online]. [online]. Available from: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolki> t.    OECD, 2015d. Do Teacher-Student Relations Affect Students’ Well-Being at School? [online]. Available from: <https://www.oecd-ilibrary.org/education/do-teacher-student-relations-affect-students-well-b> eing-at-school\_5js391zxjjf1-en. | Weekly Development Summary  Lesson Observations  Link Tutor    School-based observations and feedback from mentors    Reflections on targets set during WDSs |