**Primary 5-11 / Primary Early Years 5-11 Curriculum Map (PSHE)**

***Post Graduate Programme***

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| **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** | 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 | 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** | 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 | 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. | Tasks within sessions. |
| **Session 3** | 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 and outline a plan for a sequence of lessons.  To identify assessment opportunities. | 3.3, 4.2, 6.1, 6.4, 6.5 | 2e, 2f, 3a, 3g, 6d | 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 | Group task |
| **Session 4** | 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 | 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 | Group Task |
| **Session 5** | 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.  Understand how Adverse Childhood Experiences (ACEs) can impact the lives of children and their families. | 1.2, 1.3, 1.4, 1.5, 1.6  2.1, 2.2  3.1  4.1  5.7  7.7  8.4, 8.6 | 1b, 1c, 1i  4a, 4b, 4e  5a, 5c, 5d | BROOKS, R., 2019  The Trauma and Attachment Aware Classroom  ASMUNDSON, G. J. G. and T. O. AFIFI, 2020  Adverse Childhood Experiences: Using Evidence to advance research, practice, policy and preventions. | Group Task  Personal Tutoring Process |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver 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** |
| To liaise with the subject lead and identify how the school’s PSHE curriculum is tailored to meet the needs of pupils. | 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 plan and teach a PSHE lesson to a small group/ whole class developing knowledge of appropriate pedagogical approaches. | 3.3, 3.5, 3.7 | 3a, 3b, 3c, 3d, 3e, 3f, |  | Weekly development summaries |
| To familiarise themselves with PSHE policies, including RSE policy and speak with subject lead and class teacher to identify how PSHE fits within the wider context of school life. | 8.1, 8.3, 8.6, | 8h, 8I, 8m, |  | Weekly development summaries  Mentor and Link Tutor meetings |
| EYFS – identify how the PSHE curriculum builds on the PSED area of learning. |  | 1c, 2d, 4a |  | Weekly development summaries |

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| **School Based Curriculum – Development Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson 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 all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity 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** |
| To use school’s medium-term plans to devise a series of PSHE lessons that address one aspect of the subject. | 3.3, | 3c, 3e, 3f | As above | Meeting with Mentor/ Link Tutor |
| To know that cross-curricular teaching can develop pupils understanding in PSHE and help to build a schema | 3.3, 3.5, 3.7, | 3d, 3g |  |  |
| To identify ways in which learners with additional needs (e.g., SEND or EAL) are appropriately supported through adaptive teaching. | 5.1, 5.3, 5.7, | 5e, 5f |  | Weekly Development Summaries |
| To use formative assessment strategies to identify individual learning needs. | 6.1 | 5c, 6e, |  | Lesson Observations |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **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, a**s** 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 refinepedagogical 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. | 3.1  4.1 | 3a, 3b, 3c, 3f | ASMUNDSON, G. J. G. and T. O. AFIFI, 2020  Adverse Childhood Experiences: Using Evidence to advance research, practice, policy and preventions. | Meetings with SENDCo. Safeguarding Lead and other relevant staff. |
| Understand the impact that the support has on the child’s learning and their social and emotional development. | 1.1, 1.2, 1.3, 1.5, 1.6 | 4a, 4b, 4e | BROOKS, R., 2019  The Trauma and Attachment Aware Classroom | Weekly Developmnent Summary  Lesson Observations |
| Be able to access the appropriate support and activities to enable a child to manage the adverse childhood experience. | 5.7  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7  8.4, 8.6 | 5a, 5c, 5d |  | Weekly Development Summary  Lesson Observations |