**Primary Curriculum Map – PSHE 2024-25**

***PGCE***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **2 hours** | To know that PSHE  has its own rationale, identity, key values and underpinning principles.  To understand 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.  To know the statutory requirements for the Health Curriculum.  To know the statutory guidance for Relationships and Sex education and understand the concepts relating to respect, consent and harassment in terms of relationship education.  To understand the importance of being inclusive of LGBTQIA++ families within primary school.  To be able to always use subject-specific vocabulary and subject-specific pedagogy.  To be able to plan an activity centred around relationships.  To know how national policies and priorities inform PSHE practice in primary school. | 1.2, 1.3, 1.6, 1.8,  2.1  3.1, 3.2, 3.3, 3.5  7.5 | 1.g,  3c, 3e,3h, 3t  4a, 4o, 4p,  6a, 6f | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  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.  <https://www.gov.uk/government/publications/relationships-education-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  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  <http://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>  <https://www.mentallyhealthyschools.org.uk/>  <https://pshe-association.org.uk/>  <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges> | Trainee reflection and analysis/evaluation  Personal tutoring processes  Within taught university sessions through activities and interactions e.g. peer teaching, presentations, debates, feedback and scenario responses.  Quiz at the end of the module. |
| **Session 2**  **2 hours** | To know 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.  To understand that high quality teaching is underpinned by positive interactions between pupils, their teachers and their peers; and effective learning takes place through engaging/ participatory activities.  To be able to critically assess the effectiveness and appropriateness of teaching resources  To be able to promote respectful behaviour through effective modelling. | 1.1, 1.4, 1.5, 1.7,  2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9  3.4, 3.6  4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10  7.1 | 3a, 3b, 3c  7b, 7c, 7d, 7e, 7g |
| **Session 3**  **2 hours** | To know what mental health is and what might affect this.  To understand where to access quality assured resources for teaching about mental health and wellbeing.  To be able to critically examine the new requirements for teaching about mental health in primary schools. | 8.4, 8.6 | 8m, 8n, 8r |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing:**  Observe how pupils engage and respond in PSHE lessons, and how expert colleagues tailor their teaching to meet the needs of all pupils.  Observe how expert colleagues use motivation and build self-esteem of all learners.  **Planning:**  Plan a lesson or a PSHE activity and identify the impact it has on children’s learning.  **Teaching:**  Begin to appreciate PSHE best practice principles, to deliver high-quality PSHE teaching to all pupils.  **Assessment:**  Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues and identify how they implement and review flexible groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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. | 1.2, 1.4, 1.5, 3.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 7.2, 8.1, 8.7 | 1.a, 1.d, 2a, 2d, 3c, 3e, 3f, 3i, 3k, 4l, 5e, 5i, 5j, 5k, 5l, 5m, 5n, 5o | 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. | 7.2, 7.5, 7.6, 7.8, 7.9, 7.10 | 1c, 1e, 1f, 1.h, 2.b,  4m, 4n, 4o, 7a, 7b, 7f, 7h, 7i, 7j, 7k, 7l, 7n, 7o, 7p, 7q, 7r |  | Lesson Observations |
| To assess pupil’s attitudes and beliefs through baseline assessments. | 6.4, 6.5 | 3l, 3m, 3n, 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 | 2i, 2j, 2k, 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. | 7.11, 8.1, 8.2, 8.3, 8.5, 8.6, 8.8 | 8a, 8b, 8c, 8d, 8e,8f, 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 |

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| **School Based Curriculum – Developmental** | | | | |
| **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, 5g, 5h  8i,8j, 8k, 8o, 8p, 8q, 8r, 8s |  | Weekly Development Summaries |
| To know that formative assessment is necessary to identify learning needs. | 6.1 | 5c, 6e, 6h, 6i, 6j,6l, 6m, 6n, 6o, 6p, 6q, 6r |  | Lesson Observations |

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| **School Based Curriculum – Consolidation** | | | | |
| **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 with their mental well-being or 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 with their mental wellbeing or 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, 5g, 5h  8b | 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 |