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

***Year 1 Undergraduate***

|  |
| --- |
| **University Curriculum – Year 1** |
| **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 be able to identify the statutory requirements for Relationships and Health education for all Primary schools. | 1.6, 1.8, 2.13.1, 3.2, 3.3, 7.5  | 1.g, 3e,3h, 4a | ROWLAND,S. 2018 Making PSHE Matter. London: Jessica KingsleyPUGH, V. and HUGHES, D. 2021 Teaching PSHE and R(S)HE in Primary School. London: BloomsburyDepartment for Education – Relationships and Sex Education Guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>BODDINGTON. N, KING. A, MCWHIRTER, J (2014) Understanding Personal, Social, Health and Economic EducationEDUCATION ENDOWMENT FOUNDATION 2021 Improving Social and Emotional Learning In Primary Schools. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>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)* pp31-48PICKETT, K.E. et al 2022 Vulnerabilities in child well-being among primary school children: a cross sectional study in Bradford, UK BMJ Open 12(6THURMAN, 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. 127-140GOV.UK (2019) Relationships and Sex education (RSE) and Health Education. OFSTED (2021) Review of sexual abuse in schools and collegesWILDER, R. 2018 ‘Knowledge’ in English primary schools’ decision - making about sex and relationships education. *Health Education Journal* Vol. 77(1) 30–42<https://www.drugsandalcohol.ie/23759/1/Quality-standards-for-alcohol-and-drug-education.pdf> | Trainee reflection and analysis/evaluation Personal tutoring processesWithin 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 resourcesTo be able to promote respectful behaviour through effective modelling. | 1.1, 1.7, 2.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.93.4, 3.64.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.107.1 | 3a, 3b, 3c7b, 7c, 7d, 7e, 7g |
| **Session 3****2 hours** | To know the statutory requirements for ‘Relationships’ education and know that schools are required to comply with relevant requirement of the Equality Act 2010.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. | 1.2, 1.3, 3.2, 3.3, 3.5 | 3c, 3t,4o, 4p, 6a, 6f |
| **Session 4** **2 hours** | To know the statutory guidance for sex education and understand the concepts relating to respect, consent and harassment in terms of relationship education.To understand the progression from Key Stage 1 to Key Stage 2 around Relationships and sex education.To be able to plan an activity centred around relationships. | 1.2, 1.3, 3.2, 3.3, 3.5 | 3c, 3t,4o, 4p, 6a, 6f |
| **Session 5****2 hours** | To know how national policies and priorities inform PSHE practice in primary school.To understand 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.To 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.To be able to explore how individual starting points and misconceptions can be identified and addressed using baseline assessment.To be able to identify key elements of a plan which considers pupils’ component and composite knowledge.  | 1.3, 3.3, 4.2, 4.7, 6.1, 6.4, 6.5 | 2e, 2f, 3a, 3g, 4c, 6d |
| **Session 6****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 | <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> |  |

|  |
| --- |
| **School Based Curriculum – Year 1** |
| **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 |

***Year 2 Undergraduate***

|  |
| --- |
| **University Curriculum – Year 2** |
| **Session Sequence**  | **Session Content Subject Specific Components/s**  | **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** **\* hours** |  |  |  |  |  |
| **Session 2****\* hours** |  |  |  |
| **Session 3****\* hours**  |  |  |  |
| **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:**  |
| **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** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

***Year 3 Undergraduate***

|  |
| --- |
| **University Curriculum – Year 3** |
| **Session Sequence**  | **Session Content Subject Specific Components/s**  | **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** |  |  |  |  |  |
| **Session 2****2 hours** |  |  |  |
| **Session 3****2 hours** |  |  |  |

|  |
| --- |
| **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:** **Assessment:** **Subject Knowledge:**  |
| **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** |
|  |  |  |  |  |