**Primary Curriculum Map – PSHE**

***Undergraduate Year 1 – School Based***

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| **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, 2.1  3.1, 3.2, 3.3, 7.5 | 1.g, 3e,3h, 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  Department for Education – Relationships and Sex Education and Health Education  <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>  <https://pshe-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom> | 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. |
| **Follow on Task** | To read the information on the PSHE Link around handling complex issues.  To identify an appropriate story, scenario, video clip, which can be used as a distancing technique for a complex issue e.g. Anti-bullying, well-being, inclusivity, healthy eating.  To plan a short activity related to their chosen resource and complex issue.  E.g. How would you support the character in the book with their concern? | 1.1, 1.7, 1.4, 1.5,  3.4, 3.5, 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 |

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| **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 |

***Year 2 Undergraduate***

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| **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** |
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| **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** |
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***Year 3 Undergraduate***

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| **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** |
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| **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** |
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