

# CIOS PSHE Curriculum Module Five Teaching the Curriculum in Your School

# Aims for today

To provide a robust framework to support teachers to implement the CIOS PSHE Curriculum in their school.

# Learning Outcomes

By the end of the training participants will;

- be able to describe different teaching structures and timetabling effective for PSHE
- be able to plan, structure and deliver an effective PSHE lesson
- have a basic framework to involve children and young people in setting the content of the PSHE curriculum
- have additional tools to help create a safe learning environment for pupils

# Module Plan

## Module 5A

- Teaching model and timetabling
- Structure of a good PSHE lesson
- Summary of the pedagogical approach
- Involving young people in the PSHE curriculum
- Evaluating learning in PSHE

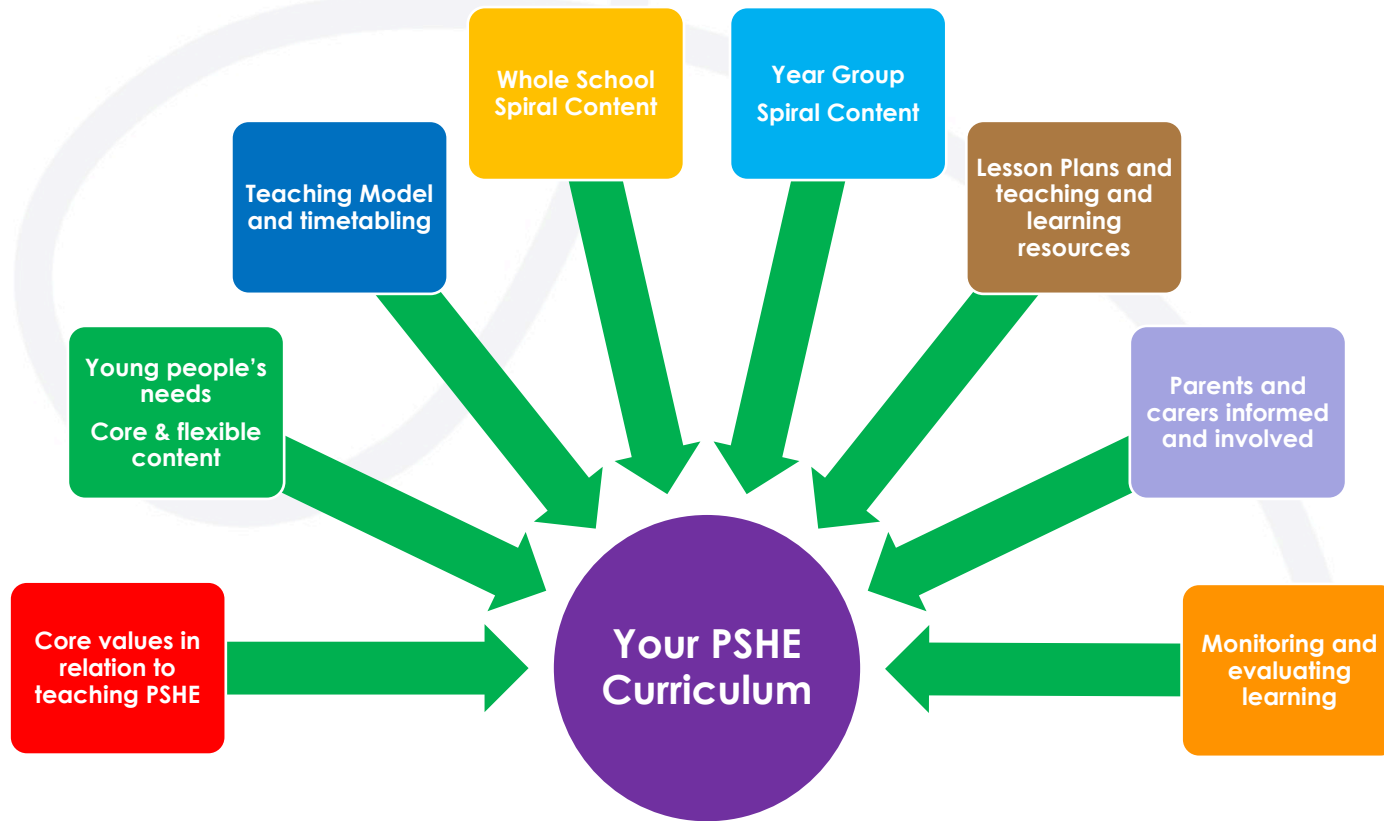
## Module 5B

- Creating a safe learning environment
- Pupil teacher relationships and managing behavior in PSHE



# Reviewing and Developing Your PSHE Curriculum

# Implementing the PSHE curriculum



# About the pedagogical approach to the curriculum

In general, what we know about how children are best taught applies to teaching PSHE

Teaching should

- clearly explain the knowledge and concepts needed
- provide adequate opportunities for pupils to practice and apply knowledge and concepts so that they are embedded in the long term memory and build towards a coherent understanding of the topic

# Pedagogy

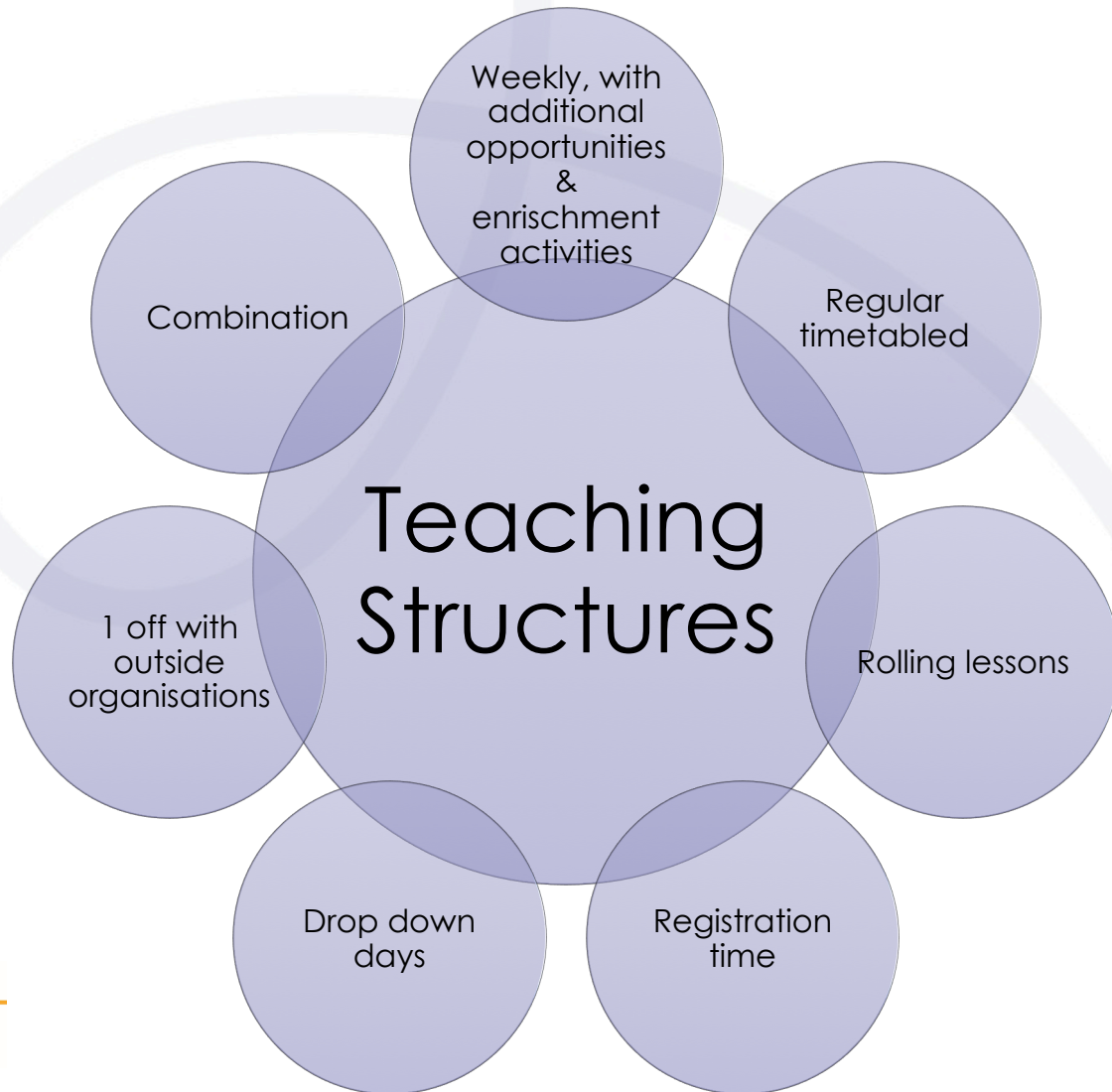




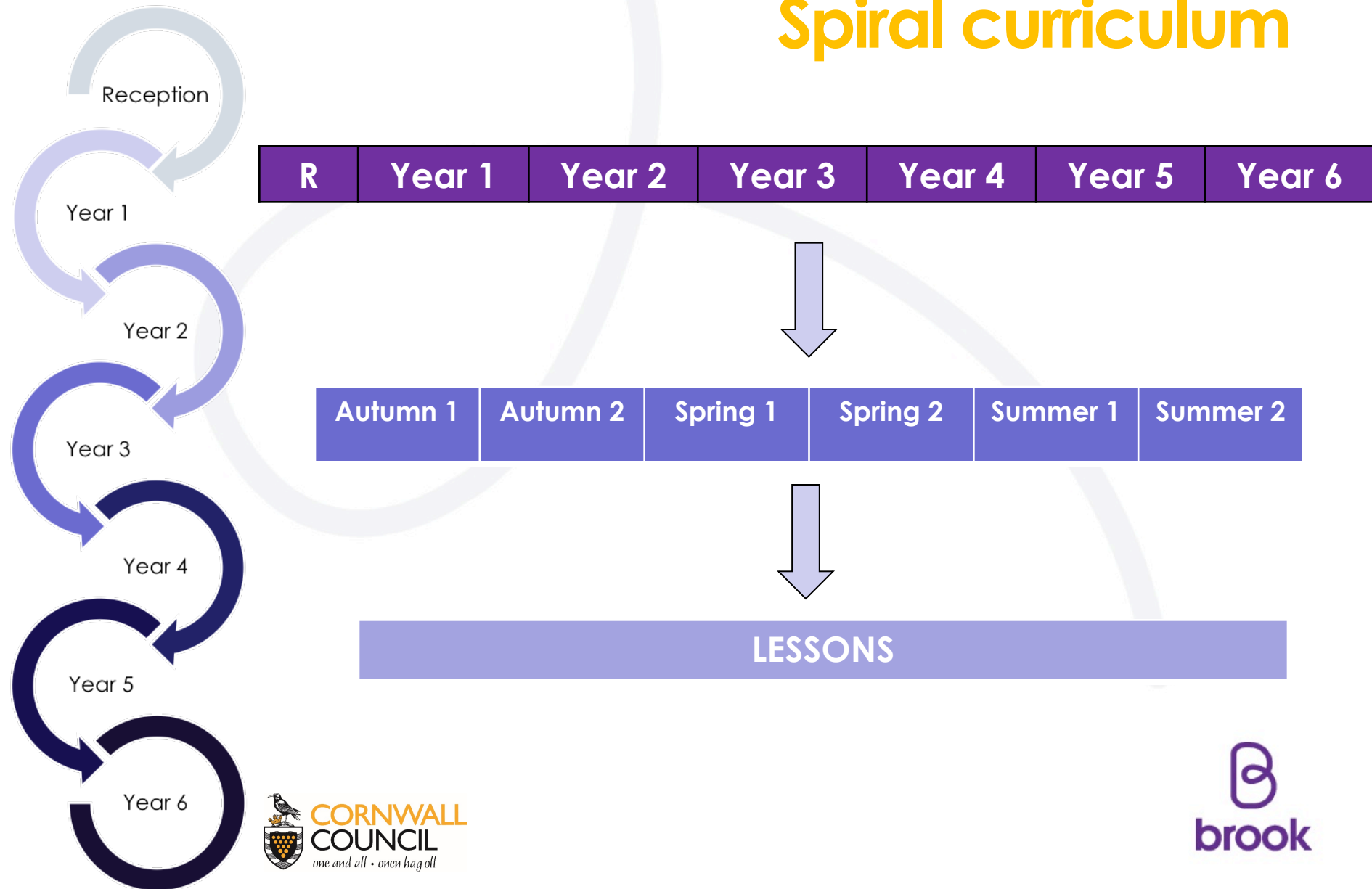
# Teaching PHSE

## Content Structure and Approach

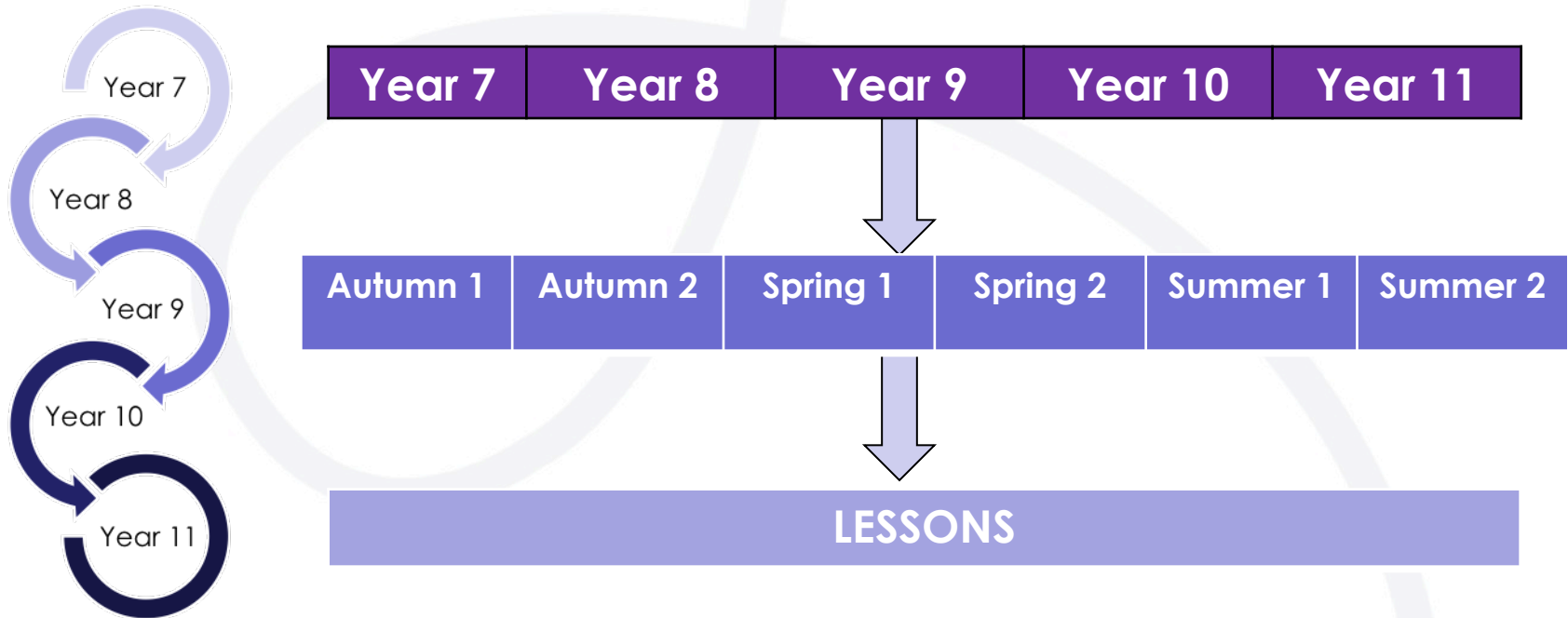
# Structures for Teaching PSHE



# Spiral curriculum



# Spiral curriculum



# Structure of a PSHE lesson

<b>1. INTRODUCTION</b>	Introduce the topic, highlight the importance and relevance of the topic and how young people may relate to it, linking it to prior learning and what's to come
<b>2. LEARNING OUTCOMES</b>	Set clear learning outcomes and explain them briefly and in simple easy to understand language
<b>3. GROUP AGREEMENT</b>	Create or refresh your learning agreement to ensure a safe space for the topic
<b>4. WARM UP</b>	To break the ice, introduce the topic, understand existing/prior knowledge and engage young people
<b>5. MAIN ACTIVITY</b>	Engaging activity to achieve learning outcomes, Exposition, consolidation, scaffolding critical thinking
<b>6. IDENTIFY AND ASSESS LEARNING</b>	Enable you and young people to identify and assess learning
<b>7. FOLLOW UP</b>	Safeguarding issues, need for additional support and further lessons

# Assessment of learning

- There are the same expectations on the quality of pupils work as is other subjects
- There are no formal examined assessment for these subjects, however tests, written assignments or self evaluations can capture progress and help identify where pupils need extra support or intervention.
- Reporting to parents may reference topics covered and the approach, attitude and confidence of the pupil in lessons

# Assessment of learning

- Questioning and assessment in class has two functions:
- The act of remembering and applying to new situations helps to embed and secure knowledge and concepts in pupils' long term memories (definition of learning is a 'change in the long term memory')
- Their answers to questions shapes teachers' planning in that lesson and in short and medium term, as it reveals how much is being understood and what needs re-teaching
- While quizzes and knowledge checks may be useful feedback and identify what knowledge has been securely retained by pupils, emphasis in this subject is on quality provision
- Reporting to parents may reference topics covered and the approach, attitude and confidence of the pupil in lessons

# Involving young people

- In lessons
- Surveys
- School councils
- Suggestion/ Q and A boxes
- Focus groups

How will you analyse and act on what young people say ?



# Key Messages

- Whatever teaching structure and timetabling you have in your school put in place a spiral curriculum which lays the foundation for future learning and builds on prior learning
- Take a stage as well as age approach to the content
- Consult young people to increase engagement and identify what is most relevant
- Remember to teach to meet the wide variety of needs of children and young people

# Module 5a Teaching PSHE Structure and Pedagogy

Early Career Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/773705/Early-Career\\_Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf)

SEF Monitoring and Evaluating RSE the basics

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/monitoring%2C%20evaluating%20and%20assessing%20RSE%20-%20the%20basics.pdf>

PSHE EDUCATION and Young People's Voices

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-and-young-people's-voices-0>