

## Guidance for Observation and Target Setting in Primary PSHE

**National Curriculum Purpose of study** for PSHE is set out by the PSHE Association and is signposted to by the DfE. Schools need to deliver effective personal, social, health and economic (PSHE) education, this is best done through a sequenced, spiral programme that builds on prior learning as pupils progress through school. It is now also a statutory requirement to teach the majority of the subject. There are three key themes: Health and Wellbeing, Relationships and Living in the Wider World. A high quality PSHE education will help pupils gain life skills, decision making skills as well as information relating directly to health and wellbeing. By teaching about respect, empathy, personal safety and consent, pupils can be supported to navigate and make informed decisions about their own life choices both now and in the future. A high quality PSHE education will enhance pupils' life chances and improve their future well-being and understanding of risk and decision making.

### 6 Key Questions to ask when observing PSHE lessons:

	Question	Additional Information
1	<b>How has safeguarding been integrated into the lesson delivery? What is done to ensure that PSHE ground rules are set at the start of the lesson so that the classroom is a safe/ inclusive space to learn?</b>	<i>Safeguarding in PSHE may mean distancing techniques are used and lesson content has been adapted where sensitive. The organisation of pupil groups has been considered. Sensitive mention of pupils' parents/ carers. Learners have been involved in creating ground rules and there is a discussion about why these are important.</i>
2.	<b>How have the learning outcomes for the PSHE lesson been identified and shared?</b>	<i>Have references been made to prior learning? Is it clear that the lesson is building on what has gone before and is relevant to the clear needs of the pupils?</i>
3	<b>How is it demonstrated that the PSHE knowledge of the subject/ topic in this lesson is up to date and age appropriate?</b>	<i>Consider how new language is introduced and how learners are encouraged to use the correct language in discussions/activities. Is correct terminology used consistently? Is scaffolding used to introduce new ideas along with modelling of learning activities?</i>
4	<b>How are key personal and social skills introduced and are there opportunities to practice/demonstrate them throughout? Have resources and methodologies embedded a high level of fun /pupil activity into the lesson?</b>	<i>Effective PSHE uses active learning methods, a range of inspiring resources [ e.g. case studies, stories, role play topics , poems ] which are up to date and relevant to the pupils' lives . The teacher acts as a facilitator to enable pupils to explore and challenge attitudes.</i>
5.	<b>How have opportunities for reflection and assessment of PSHE learning been integrated?</b>	<i>Pupils may record discussions in a logbook or reflect in conversations, there may be an endline assessment/ traffic light exercise to aid teacher understanding of pupil progress.</i>
6.	<b>How have pupils been signposted to reliable sources of information / advice or a relevant key worker who can help?</b>	<i>This could include sharing helplines [ e.g., NSPCC] or referring to key support teachers in school.</i>

## Potential PSHE Specific Targets on Lesson Analysis Forms.

<b>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum &amp; pedagogy) Next Steps:</b>
Identify the key substantive knowledge you want the pupils to know from this lesson /sequence.
Identify prior learning and give opportunities to recap this.
Develop the opportunities for the pupils to be involved in creating the ground rules for the lesson.
Include opportunities to develop key terminology and encourage consistent use.
Identify keyways to scaffold new knowledge to support learner confidence.
Incorporate modelling of key ideas and activities to increase impact on learners.
Identify opportunities to use distancing techniques such as case studies, stories, poems or scenarios to protect pupils and deliver a safe lesson.
Speak to the subject lead about where this lesson fits with the whole school PSHE curriculum so that you can build on prior learning .

<b>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</b>
Include opportunities to develop key terminology and encourage consistent use.
Use a variety of formative assessment strategies to assess the development of the pupils knowledge [ through writing, capturing key conversations, end line activities].
Include opportunities for small group discussion as well as individual reflection.
Use a variety of ways of organising the classroom to increase engagement and give greater ownership to the learners.
Identify time for pupils to explore ,challenge and reflect on their own/ others attitudes around key PSHE issues .
Include opportunities to signpost pupils to reliable sources of information and help.

<b>Comments about student teacher’s developing Subject Knowledge and Pedagogy (CCF curriculum &amp; pedagogy) Next Steps:</b>
Develop your understanding of knowing what has gone before and the pupils’ starting point in their learning so lessons are up to date and relevant to pupils’ lives.
Develop your understanding and knowledge of the current needs of the children [ school, local context for the issues] so that you are able to identify misconceptions and adapt your teaching.
Develop you understanding of the diverse nature of school communities to ensure that your content selection enables pupils to understand the diversity of societies.
Develop understanding of how pupils best learn in PSHE [active learning ,discussion, reflection].
Develop your ability to facilitate group and class discussion in an inclusive, safe way.

### Website links:

- [www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education](http://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)
- <https://pshe-association.org.uk/guidance/ks1-5/planning-pshe-education>
- <https://pshe-association.org.uk/> <https://pshe-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom>
- <https://safeguardingsupport.com/wp-content/uploads/2022/09/Final-Keeping-children-safe-in-education-2022.pdf>

