

PRIMARY SUBJECT LEADERS

PSHE

Name: _____

School: _____

LA/Trust: _____

Date: _____



Hounslow
Education
Partnership

PSHE:

PSHE Subject Leaders (Sept 2021)

This workbook has been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This PSHE Subject Leaders Workbook is the companion document to the PSHE Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- Computing
- English
- Design & Technology
- Geography
- History
- Mathematics
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

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(***www** – what went well; **ebi** – even better if)

Part A: Subject leader audit questions

TASK	NOTES	COMPLETED	DATE
Am I clear about the NC Aims for PSHE?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants			
Have I completed an audit of my own knowledge, skills & understanding against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a Statement of Intent for PSHE?			
In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1?			
Re: Para: 179, do I have a written response for each of the five bullet points?			
Has this statement been approved by HT/SLT/all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for PSHE?			

Have I clarified with my line manager what good or better TLA in PSHE 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for PSHE, and what support (CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the PSHE curriculum?			
What am I trying to achieve through the PSHE curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.)			
How do I ensure that pupils retain their subject knowledge?			
How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			
What would I expect an inspector to see when they visit PSHE lessons and speak to the pupils?			

PSHE:

How do teachers clarify any misconceptions by pupils?			
What links are made between PSHE and other subjects – can I give an example of where this works particularly well?			
Can I tell of any examples where I have supported other teachers/assistants in PSHE and the impact that this has had on their teaching/pupils' learning?			

Part B: Snapshot www/ebi for PSHE

THE KEY STRENGTHS IN:

Teaching, learning & assessment in PSHE are:

The PSHE curriculum are:

THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in PSHE are:

The PSHE curriculum are:

Part C: Statement of curriculum intent

From the Ofsted Education Inspection Framework (EIF)

Intent

Para: 196.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Para: 197.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

PSHE: Statement of Intent (School name):

Write your Statement of Intent here:

Part D: PSHE & cultural capital

From the Ofsted Education Inspection Framework (EIF)

Cultural capital

Para: 203.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It (cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How PSHE at (School x) contributes to the development of pupils' cultural capital:

Part E: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

Exemplar calendar

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September	xxx	week 3/4: talk to pupils about experiences in subject last year	if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims	meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'
October	learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
November	learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
December	xxx			Gather feedback from teachers from term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative)
January	xxx	talk to pupils about experiences in subject last term		meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'

February	learning walk in EY/ KS1/L & U KS2 (eg – visits to YR, Y1, 3 & 5) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
March	learning observations in EY/KS1/L & U KS2 (eg – a selection of YN, 2, 4 & 6) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
April				Gather feedback from teachers from term 2 (re: www/ebi) Prepare termly update of www/ebis
May	follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
June	follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	Gather feedback from teachers from terms 1-3 (re: www/ebi)
July				Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year (<i>share with HT/SLT – and possibly also linked GB representative</i>)

Your version

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September				
October				
November				
December				

PSHE:

January				
February				
March				

PSHE:

April				
May				
June				
July				

PSHE:

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Checklist: Have I included as many as possible of the following 'groups' of pupils?

Group	When	Who
EYFS		
KS1		
KS2 (Lower)		
KS2 (Upper)		
Lower/Middle/Upper Ability pupils		
Disadvantaged/Non-disadvantaged pupils		
Pupils with SEND		
EAL pupils		
(What other 'groups' do you need to focus on?)		

Annual overview

Month	Learning Observation	Pupil Voice	Pupil Work	Any Other Activity
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				

Evidence collected against NC Aims

NC Aims	Relationships	Health education
Yr N www		
Yr N ebi		
Yr R www		
Yr R ebi		
Yr 1 www		
Yr 1 ebi		
Yr 2 www		
Yr 2 ebi		
Yr 3 www		
Yr 3 ebi		
Yr 4 www		
Yr 4 ebi		
Yr 5 www		
Yr 5 ebi		
Yr 6 www		
Yr 6 ebi		

Monitoring Calendar B (Summary)

Yr N			
Yr R			
Yr 1			
Yr 2			
Yr 3			
Yr 4			
Yr 5			
Yr 6			

Overall Summary

NC Aims	Relationships	Health education
www		
ebi		

Part F: PSHE: Quality of Education (exemplar)

This is the author’s initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria. (See Subject Leaders Resource File for this information).

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i></p>		<p>Leadership is well informed about the characteristics of best practice in PSHE education. The PSHE education curriculum is well designed to match the range of pupils’ needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages. There is a good track record of innovation. Statutory requirements in SRE are fully met. Subject leadership inspires confidence from pupils and staff.</p>
<p>The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i></p>		<p>The programme is comprehensive and coherent, and statutory elements of SRE are fully met. The subject is well-resourced in terms of curriculum time, staff training, management time and the use of external services and materials. Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills. The aspects of the programme relating to business, enterprise and money management link with the</p>

		<p>personal finance aspects of the National Curriculum citizenship programme. The programme for personal well-being enables pupils to lead safe and healthy lives.</p>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p>		<p>The curriculum provides a strong platform for pupils' future economic well-being. Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum. There are effective strategies to share good practice and secure appropriate professional development.</p>

IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>		<p>Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education.</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>		<p>Teaching and learning in PSHE education are monitored well through observation and review which informs effective self-evaluation and improvement planning.</p>
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>		
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>		<p>Teachers communicate high expectations and enthusiasm for PSHE education. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised. Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.</p> <p>Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate,</p>

		express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		Teachers are confident and skilled in discussing sensitive and/or controversial issues. Discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments.
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils’ interest and active participation. The needs of all pupils, including the most able are met through effective teaching. .
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		

PSHE:

<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>		
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>		

IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>		<p>Pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others.</p> <p>They are able to evaluate, discern and challenge their own and others' views, using appropriate evidence from a range of sources.</p> <p>Pupils understand well the factors associated with health and well-being.</p> <p>Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.</p>
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>		<p>All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language.</p> <p>Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability; they understand the links with work on personal finance in National Curriculum citizenship lessons.</p> <p>They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders.</p>

		Pupils are resilient and know how to resist peer pressure; they know how to seek further help and advice if they need it.
Pupils' work across the curriculum is of good quality.		Good progress is secured across all aspects of PSHE education because teachers understand how to apply appropriate learning objectives and outcomes and to use a good range of resources and strategies to stimulate pupils' interest and active participation. The needs of all pupils, including the most able, are met through effective teaching. .
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		

Part G: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

CPD I have attended

Date	Title	Provider	Actions

PSHE:

CPD I have delivered

Date	Title	Who to	Impact/feedback

Part H: Subject leader development plan

Subject: _____

Subject Leader: _____

Academic year: _____

Date	Target	Record of actions taken	Impact/evaluation	Target achieved (& date)
Autumn Term				
Spring Term				
Summer Term				
End of year summary				