

Personal, Social, Health and Economic (PSHE) Education Feedback Prompts

Personal, Social, Health and Economic (PSHE) Education is an important and necessary part of all pupils' education. Associate Teachers should be demonstrating subject knowledge and their understanding of effective teaching and learning by planning, delivering and assessing their PSHE lessons to ensure all pupils have opportunities to engage in PSHE lessons that are appropriate to their age and phase.

Substantive knowledge: Associate Teachers' substantive knowledge should be evident in both their planning and their teaching.

Disciplinary knowledge: PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Associate Teachers should be encouraged to explore and select content that is relevant to the children they are working with and use these as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

Key Idea:	What to look for
Taught content	<ul style="list-style-type: none"> ➤ There are clear, precise learning objectives and learning outcomes — what children are going to learn and be able to do as a result of the learning. Have these been shared with the children clearly? ➤ Has the Associate Teacher established a safe learning environment? Have ground rules been established and discussed? Do children understand that they should adhere these ground rules throughout the lesson? ➤ The Associate Teacher effectively gauges pupils' starting point (for example. knowledge, understanding, skills, beliefs, attitudes), and uses this to adapt teaching and provide learning that builds on this starting point. ➤ Has the Associate Teacher included opportunities for children to develop: <ul style="list-style-type: none"> ▪ Intrapersonal skills required for self-management ▪ Self-reflection ▪ Resilience ▪ Self-regulation ▪ Self-organisation ➤ Effective discussion should feature in the lesson; children are actively encouraged to investigate, express opinions and listen to others. ➤ Has the Associate Teacher included opportunities for children to develop Interpersonal skills required for positive relationships in a wide variety of settings: <ul style="list-style-type: none"> ▪ Active Listening ▪ Empathy ▪ Communication ▪ Team working ▪ Negotiation ▪ Positive affirmation

	<ul style="list-style-type: none"> ➤ Has the Associate Teacher selected quality, safe PSHE education resources that are age appropriate and support the lesson objectives? ➤ Are the children encouraged to voice their views and opinions with evidence of interactive participation? ➤ Is the lesson inclusive taking into account, for example, other cultures, ethnicity, disability and gender? Is there clear use of inclusive language throughout the lesson? ➤ Does the Associate Teacher come across as comfortable teaching the theme of the lesson? Has advice been sought from the Mentor/PSHE co-ordinator?
Application of Learning	<ul style="list-style-type: none"> ➤ How does the Associate Teacher organise the children? What impact did that have on their participation in the PSHE? ➤ Associate Teacher communicates very high expectations, enthusiasm and passion for PSHE education. The lesson has pace and all pupils are supported and challenged. ➤ Assessment for learning is an integral part of the lesson, evidence of assessment, questioning, feedback and feed-forward can be identified. ➤ Lesson activities allow the teacher to: identify what has been learnt during the lesson and what still needs to be learnt. And allow pupils to: identify and reflect on their learning and what it means for them in their lives.
<p>Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)</p> <p>E.g. Encourage children to voice their opinions to enable them to understand different views by including opportunities for debate and discussion</p>	