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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 16 (Final week of professional practice phase)** | | | | | | | | | |
| **Course:**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | |  | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | **Introductory** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | | |
| **Programme** | |  | | **Week beginning** | | | **11/12/23** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Reference**  Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education. [Emma L Davies](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tandfonline.com%2Fauthor%2FDavies%252C%2BEmma%2BL&data=05%7C01%7CWatkinsa%40edgehill.ac.uk%7Cb3877eda55ad457ab07008dbf4c549c1%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638372900509940892%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=nw3pspJljzZLIlvIOnQ2xEigdYGFsG9Wgo0A3CdvDkk%3D&reserved=0) & [Fiona Matley](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tandfonline.com%2Fauthor%2FMatley%252C%2BFiona&data=05%7C01%7CWatkinsa%40edgehill.ac.uk%7Cb3877eda55ad457ab07008dbf4c549c1%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638372900509940892%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=s52KKfMsqpbfcKWYRRcGJ%2FSP3dGcI35rdsKoMwLRrNY%3D&reserved=0)  **Summary** This study analyses teachers' perspectives of Personal, Social, Health and Economic Education (PSHE) in UK schools. It emphasises the importance of addressing alcohol and drug education, sex and relationships, and mental health and wellbeing. Surveying 167 teachers, the findings reveal that discussions around peer pressure, sexting, and body image were common, but addressing mental health issues was less common. Teachers cited inadequate training, time constraints, and stress as reasons for this. The study calls for regular timetabled sessions and class discussions to normalise PSHE conversations, emphasising the importance of considering teacher confidence and training needs in PSHE  development.  **Limitations:**  Only 167 teachers were surveyed with the vast majority of them female aged 24-35 so a wider demographic would have been better. Many of the surveys returned were also incomplete. | | | | | | | | |
| **Support for mentoring in this subject** | Please find below a support booklet about ‘Values in Geography education’  There is also a ‘think piece’ that discusses the idea of the ‘ neutral teacher’ in terms of values and attutudes  <https://geography.org.uk/wp-content/uploads/2023/05/GA_ITE_SFT_Values_in_geography_teaching_2022.pdf>  [**https://geography.org.uk/wp-content/uploads/2023/05/Think\_Piece\_\_Values\_and\_controversial\_issues\_2022.pdf**](https://geography.org.uk/wp-content/uploads/2023/05/Think_Piece__Values_and_controversial_issues_2022.pdf) | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | **Y/N** |
| * **PSHE is a statutory**   **school curriculum**  **subject that helps pupils**  **stay healthy, safe and**  **prepared for life and**  **work in modern Britain**  **as outlined in the**  **Education Act 2022.**  **Taught topics include**  **physical health, mental**  **health, growing and**  **changing, personal**  **safety, relationships**  **and sex education,**  **bullying and**  **discrimination, money**  **and careers, media and**  **digital literacy,**  **community and**  **responsibility. When**  **taught well, PSHE also**  **helps pupils to achieve**  **their academic**  **potential.**   * **Effective teaching and**   **learning strategies**  **specific to PSHE. This**  **includes approaches**  **like active learning,**  **group discussions, roleplays, case studies, and**  **real-life examples. Also**  **understand the**  **importance of creating**  **a safe and inclusive learning environment**  **for sensitive and**  **personal discussions.**   * **Understanding of**   **safeguarding principles**  **and procedures. With**  **an awareness of the**  **signs of abuse, know**  **how to respond to**  **disclosures, and**  **understand their duty**  **of care towards their**  **students' well-being** | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | **Y/N** |
| * **Possess a solid**   **understanding of the key**  **topics and themes**  **covered in PSHE at KS3**  **and KS4. This includes**  **areas such as mental**  **health and well-being,**  **relationships and sex**  **education, drugs and**  **alcohol education,**  **financial literacy, and**  **citizenship.**  **• Apply effective teaching**  **and learning strategies**  **specific to PSHE. Utilise**  **approaches like active**  **learning, group**  **discussions, role-plays,**  **case studies, and real-life**  **examples to engage**  **students. Create a safe**  **and inclusive learning**  **environment for sensitive**  **and personal discussions.** | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** **Discuss the key topics and themes**  **covered in PSHE at KS3 and KS4.**  **Mentor summary of trainee response:**  **Q2:** **How can you create a safe and**  **inclusive learning environment for**  **sensitive and personal discussions in**  **PSHE?**  **Mentor summary of trainee response:** | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc. | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | **Y/N** |
| Actions or follow up (if needed) | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | **Y/N** |
| Actions or follow up (if needed) | | | | | | | | |
| **Future practice development targets for progress on next phase of ITE** | **To develop their practice on the next phase of their ITE, the trainee will need opportunities to:** | | | | | | | | |
| **1. Use the geography specific targets** [Link here](https://sites.edgehill.ac.uk/mentorspace/files/2023/08/Geography-Subject-Specific-Targets62.pdf)**if required and the geography curriculum for next week** [Link here](https://www.edgehill.ac.uk/document/secondary-pgce-geography-11-16-with-qts-itt-course-plan/) **to help set targets ( PLEASE DELETE THIS)** | | | | | | | | |
| **2.** | | | | | | | | |
| **3.** | | | | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed to the next phase of their ITE:**  **Yes, trainee is making sufficient progress through the curriculum.**  **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum and should be referred to the Associate Head of Department (ITE) for consideration of next steps.** | | | | | | | | | |

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| **Mentor** Signature |  |
| **Trainee** Signature |  |
| Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan. | |