|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | | |  | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | | |
| **Programme** | | **PGCE Secondary Maths** | | **Week beginning** | | | **11th December 2023** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** | |
| **Key reading for the week** | **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.  **Reference**  [Teachers and pupils under pressure: UK teachers’ views on the content and format of personal, social, health and economic education.](https://www.tandfonline.com/doi/epdf/10.1080/02643944.2020.1713868?needAccess=true) | | | | | | | | |
| **Support for mentoring in this subject** | <https://pshe-association.org.uk/guidance/ks1-5/teaching-pshe-education>  <https://psheeducation.co.uk/what-is-pshe/> | | | | | | | | |
| **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, role-plays, case studies, and real-life examples. Also understand the importance of creating a safe and inclusive learning environment for sensitive and personal discussions.  Effective teaching and learning strategies specific to PSHE. This includes approaches like active learning, group discussions, role-plays, 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.  CSE involves individuals, often adults, exploiting children or young people for sexual purposes, which can include grooming, coercion, manipulation, or physical abuse.  The various forms of CSE, including online exploitation, forced prostitution, and sexual abuse within relationships of trust or authority.  The signs and indicators of potential CSE among their students. These signs may include changes in behaviour, withdrawal from peers and family, unexplained gifts or money, age-inappropriate sexual knowledge or behaviour, or a sudden decline in school performance. | | | | | | | | Y  Y  Y  Y  Y  Y |
| **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.  Work collaboratively with other professionals, such as school counsellors, external agencies, and parents/carers, to provide comprehensive support and guidance to students.  Emphasise the importance of following school safeguarding policies and procedures, including reporting concerns to designated safeguarding leads and authorities.  Be proactive in raising awareness about CSE among students and parents, providing age-appropriate education on healthy relationships, consent, and online safety.  Signpost support services available for victims of CSE and know how to connect students in need with appropriate resources and professionals. | | | | | | | | Y  Y  Y  Y  Y  Y |
| **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** |
| Actions or follow up (if needed) | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | **Y** |
| 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.** | | | | | | | | |
| **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.** | | | | | | | | | |

|  |  |
| --- | --- |
| **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. | |