# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## PSHE

Subject rationale

Our ambition for PSHE is for BSTs to acquire the skills, knowledge and attitudes that will empower them to teach meaningful and engaging PSHE lessons. Following our three focused PSHE teaching sessions, BSTs will acquire a broad understanding of the statutory requirements of PSED and PSHE. The first session will examine effective pedagogies for exploring themes and challenges of PSED and PSHE. The second session will look specifically at children's mental health and wellbeing, and the third session will focus on relationships and sex education. We want BSTs to place the child at the heart of their decision making processes in PSHE, and for BSTs to be confident when delivering PSHE sessions or dealing with challenging situations.

## **Sequencing the subject for each phase**

Phase 1: The first session will introduce BSTs to the statutory requirements of PSHE and PSED and consider the context of where PSHE is housed in the curriculum. BSTs will gain the skills, knowledge and confidence to develop strong, positive and appropriate relationships with pupils and will be introduced to some key pedagogical approaches which can be utilised in PSHE. BSTs will be encouraged to observe, plan, and teach PSHE at the appropriate time.

Phase 2: Session two will take place during phase 2 and will focus on children’s mental health and wellbeing, especially in light of recent research, and concerns over children’s mental health connected to social media and excessive screen time. BSTs will be encouraged to reflect on, and discuss both experiences in school and their own experiences.

Phase 3: The final session focuses on relationships and sex education. BSTs will consider the statutory requirements of RSE and PSED and consider the context of where RSE is housed in the curriculum, recognising there are some cross-curricular themes. Key considerations will be given to the appropriate ways that RSE should be taught and discussed and linked where appropriate to the Key Stages.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​​​​​​​​​​​​​​​​ ​​​​​​​Provide opportunities to observe PSHE (may be in a different class in terms of timetabling restrictions).
* ​​​​​​​Ensure the BST knows where to find PSHE resources.
* ​​​​​​​Provide opportunities for the BST to plan and teach PSHE (this could be a lesson or if timetabling during placement is restricted could be a learning episode/activity linking a class topic or book to PSHE ideas).
* ​​​​​​​Direct the BST to talk to the school PSHE lead.
* ​​​​​​​Discuss the school’s approach to PSHE.
* ​​​​​​​Share how the class/school approach teaching about challenging themes.

### Indicative open access reading

1. Department for Education (2021) Personal, social, health and economic (PSHE) education. Available at: [Personal, social, health and economic (PSHE) education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education)
2. Department for Education (2015) Personal, social, health and economic (PSHE) education: a review of impact and effective practice. Available at: [PSHE education: a review of impact and effective practice - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/pshe-education-a-review-of-impact-and-effective-practice)
3. PSHE Association (2021) Programme of Study for PSHE education (KS1-5). Available at: [Programme of Study KS1-5 (pshe-association.org.uk)](https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning)
4. Pace, J. and Oberholzer, L. (2022) ‘Hard questions: Learning to teach controversial issues’. BERA blog, 23 May 2022. Available at: [Hard questions: Learning to teach controversial issues | BERA](https://www.bera.ac.uk/blog/hard-questions-learning-to-teach-controversial-issues)