|  |
| --- |
| **SECONDARY AUTUMN OR SPRING TERM** |
| **WELFARE:** Safeguarding and Pastoral Systems [Preamble, S1, S5, S7, S8]Role of the Tutor and PSHE |
| **Objectives*** Know the statutory requirements for teaching PSHE / SRE
* Understand the importance and value of these subjects, and know how they are approached in your placement school
* Know some strategies for teaching PSHE/SRE and handling difficult topics and conversations
* Understand the role and importance of the class tutor
 | **Link to the Core Content Framework**1.1 7.51.2 8.31.5 8.47.3And the session goes significantly beyond the Core Content in S5, in considering sensitive adaptation to pupil differences including race, sexual orientation, and gender identity. |
| **Activity** | **Resources Required** |
| *It would be helpful for trainees to have access to computer/internet for this session***Recap**Trainee/s discuss:* What is the purpose of school education? (could mind map / add notes to board)
* How does PSHE contribute to achieving these purposes?

**Understanding PSHE**Use slides 1-2 of the powerpoint to talk trainees through PSHE/RSE.Ask trainees to look at the statutory requirements for SRE on the DfE website - *or ask them to do this in advance of the session*Discuss: What might be difficult or challenging about delivering PSHE / SRE?Use slide 3 of the powerpoint to talk about challenges and ways of approaching PSHE/SRE. | <https://www.pshe-association.org.uk/curriculum>PSHE / SRE powerpoint.<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> |
| **Exploring Policies and Implementation - PSHE**Share a copy of your school policy for SRE or a curriculum outline/map. Discuss:-What principles underlie this policy or curriculum?-Who is responsible for curriculum content, and delivery?-How is it approached pedagogically?**Teaching with Scenarios**Use slide 5 of the powerpoint to introduce the idea of teaching 'with scenarios.'Display the example scenarios of homophobic bullying from the PSHE Association Secondary Schools resource pack (appendix 1). Discuss - how will a teacher need to manage the conversation to ensure that these scenarios are discussed purposefully and appropriately by students? What ground rules might need to be set? How should the teacher deal with inappropriate comments that students might make?**Plenary task**Use slide 6 to highlight the importance of safeguarding.Use slide 7 to introduce a PSHE lesson planning task. Trainee/s should sketch out a lesson independently or in a group - and feedback if in a group.  | Copy of school policy / curriculum for PSHE/SRE OR your PSHE or SRE Curriculum mapPSHE/SRE powerpoint.Appendix 1: ScenariosPSHE/SRE powerpoint. |
| **Understanding the Role of the Tutor**Link to prior knowledgeTrainee/s discuss: * What do form tutors do?
* What makes a good form tutor?

Invite trainee/s to read the short article linked in the right hand column, OR collate responses to the opening questions and add your own advice.Particularly note the importance of tutors in communicating with parents and carers, and in supporting transition into y7 (or y9 in middle school areas).Also note the importance of ensuring that tutor time is structured and productive. | Optional Article:<https://www.sec-ed.co.uk/best-practice/nqt-special-edition-how-to-become-an-effective-form-tutor/>  |
| **Plenary discussion:**Teacher leads reflective discussion:-What do the trainees want to know more about, or understand better?-How will they develop this knowledge/understanding (e.g. supporting in PSHE lessons, discussion with a form tutor about their role) |  |

**Appendix 1: Example scenarios**

**This screenshot is taken from the PSHE Association Secondary Schools Resource Pack**

**Available online at: https://www.pshe-association.org.uk/sites/default/files/u26918/Secondary%20School%20Resource%20Pack.pdf**

*HBT stands for 'homophobia' 'biphobia' or 'transphobia'*

