

PSHE/SRE/Healthy Schools/Values Action Plan - Sept 2021 - Sept 2022

Subject Leader: Miss J Lemon

Overall Target (key priority)

High quality PSHE(RSHE) taught Staff to be confident in assessing PSHE

RSHE curriculum taught Quality marks to be achieved Values will be embedded in school

Current Situation/Critical Analysis		Supporting Evidence	Required Changes (particularly teaching and learning)	
<p>A scheme of work is now in place for all year groups but relied upon heavily and handed to TAs to use. RSE is being taught in all classes ensuring progression throughout school. Staff are unsure how to assess PSHE. Healthy schools maintained Values are being established</p>		<p>Staff feedback Previous action plan Consultation with Kate Piercy</p>	<p>Staff to plan PSHE and use a range of resources. Teachers and TAs to teach specific units. Monitoring cycle to be running and completed. Newsletters to be re-established- staff and parents. A system for assessing PSHE needs to be in place. Displays in class Personal journals Values needs to be embedded in the school Quality mark for PSHE and safety to be achieved</p>	
Actions	Personnel Role	Time Scale	Costs	Success Criteria/Intended Outcomes
<p>1. All staff to create MTP for all three terms including - objectives, activity ideas, resources, vocab and link to values, British Values and SMSC.</p>	<p>JL to create basic MTP for all the classes to work from and these will be stored on teams. JL to present on INSET days how we will be using these. Staff to be given time in September inset days to plan Autumn term units. Staff to be given time in Autumn term staff meetings to complete Spring term units. Staff to be given time in Spring term to complete Summer units. In the summer term, office staff will copy and paste the learning objectives into the prior learning for the next year group on teams.</p>	<p>Autumn - September Spring - Xmas break Summer - Easter break</p>	<p>1 Decision resources - £</p>	<p>Staff will have a MTP for all 3 terms using a range of PSHE quality assured resources. Planning will be updated on teams. Vocab, activity ideas, values, SMSC and British values will be added by the staff - initially on the designated times but as and when throughout the year. There will be a clear spiral curriculum through the school which builds on prior learning from last class. Values, SMSC and British Values will be evident in planning and lessons</p>
<p>2. To ensure high quality PSHE and RSHE are being taught within school, ensuring we are meeting statutory RSE.</p>	<p>JL to plot the statutory objectives on whole school overview (SMSC, British Values, PSHE, assemblies, curriculum, wider opportunities/extra curricular, visits/visitors, special days/weeks, values/ethos approach, singing assemblies - plot statutory first, then optional). Staff questionnaire RSHE Staff meeting to discuss RSHE and questions children may ask RSHE parental consultation - working with parents and families to agree a whole school approach with clear understanding of intent, implementation and impact.</p>	<p>By end of Spring term</p>	<p>N/A</p>	<ul style="list-style-type: none"> CS will receive regular feedback regarding PSHE and RSHE Children and staff will have the opportunity to share their views on RSE All staff and governors will have a clear understanding of where PSHE/RSHE is taught/addressed in school Curriculum will be relevant to the needs of our children Staff will have an understanding of ACEs.

	Create impact report - school vision linked to PSHE, how implementing it, what is the impact? Share and consult staff on this Staff to have training on ACEs			
3. Teachers to teach at least 50% of the PSHE curriculum. TAs to teach less sensitive subjects in liaison with class teacher. Class teacher to plan.	JL to speak to all staff on INSET day regarding why we need to be teaching PSHE some of the year. Staff to decide which units they would feel comfortable asking a teaching assistant to deliver. PSHE teaching to be on a rota so that teachers teach 50% of the curriculum. Class teacher to plan the lessons for the TAs so they know what has been taught.	Plan in place by September inset days.	N/A	Teachers will teach the more sensitive subjects. TAs will have a clear understanding of what they are teaching, as will the teacher. Teachers will teach at least 50% of the PSHE curriculum.
4. Monitoring cycle will be in place to monitor PSHE as outlined in the PSHE policy.	A cycle of monitoring will take place every year as follows: <ul style="list-style-type: none"> • 3rd week of September, a learning walk to ensure ground rules are in place, evident in scrapbook and to ensure the classrooms have ask it and wishes and worries baskets in place and used. • Autumn 2 - Pupil interviews. • Spring 1 - a book look to explore baseline and end points for assessment within units, assessment for learning is evident and there are clear and appropriate learning outcomes. • Spring 1/2 - RSHE walkthrough to ensure the unit is being taught in the term using appropriate resources. • Summer 1 - Learning walks/observations with link Governor to ensure action points from the years monitoring are being implemented. 	Throughout the year	N/A	All ground rules will be in books. Classrooms will have ask it basket and wishes and worries boxes. Pupil interviews will show what children have been doing in PSHE - look at the range of lesson resources used. RSHE will be taught throughout all year groups with a focus on progression and it being taught in Spring. Learning walk/observations will show if action points from the action plan have been met and inform next cycle of action plans.
5. Newsletters will be produced by each class each term with a section for PSHE on to	Staff to make sure there is a separate PSHE section on their newsletters. Newsletters should include the units being taught that term. Staff will not need to send out a separate letter for puberty, conception or birth unless they wish to. This	End of each term	N/A	Each class will have a newsletter on the website which states what is being taught in PSHE. Staff will receive updates regularly through the staff newsletter.

inform parents. Staff will be given a termly newsletter by JL with updates etc.	will be a staff decision made at inset days. JL to produce termly staff newsletters.			
6. To implement an assessment system to assess PSHE across the school.	JL to feedback to staff at staff meeting how we can be assessing PSHE. KWL grids for DATE, PANTS and puberty units for safeguarding reasons. Baseline for visits before and afterwards to show impact Staff meeting to discuss how we can use the assessment sheets	Training done by Summer 2 to be ready to implement in September 2020	N/A	<ul style="list-style-type: none"> I can statements will be on the PSHE MTPs. Staff will be able to assess PSHE. Teachers and PSHE lead will be able to see progress even though this can not be measured
7. PSHE will be evident in all classes.	Staff to make sure they have a display with - class charter, values, and PSHE unit and vocab on. Ask it baskets to be in each classroom Wishes and worries basket to be in each classroom	September week 3 walk through	N/A	<ul style="list-style-type: none"> Children will be able to identify the vocab being used in PSHE. Children will use the ask it and wishes and worries boxes in class.
8. Personal journals	JL to train staff in personal journals. Staff to implement these for all children. Journal time timetabled into the timetable daily or a minimum of 3 times a week.	Summer term - up and running	Books £83	<ul style="list-style-type: none"> Journaling time to be timetabled into the timetable. Children to use them as and when they need to - at the discretion of the class team Class team to check them once a week for safeguarding purposes
9. To implement the values based approach linked to SMSC and British Values.	SMSC board and scrapbook to continue to be updated regularly Assembly plan and SMSC calendar continue Values embedded within lessons and teaching OfSTED require values/SMSC to be linked through lessons - how do we do this?	End of Spring term	N/A	<ul style="list-style-type: none"> Values will be embedded and children, staff and visitors will know what these are. Assemblies will continue to be run by teachers with a focus on values and SMSC - split assemblies SMSC board will stay relevant SMSC scrapbook will be updated regularly Values and SMSC links will be evident in planning/books
10. To aim for healthy schools quality mark in PSHE and citizenship	JL to establish a 'PSHE' team which will work together to achieve the quality mark. JL to evaluate what we are currently doing as a school towards 'PSHE' JL to research other schools who have achieved the quality mark. JL to make a mini action plan to achieve the PSHE	Summer term		<ul style="list-style-type: none"> A team will be in place to work together to achieve the quality mark. An action plan will be created to show the steps needed to achieve the quality mark. School will achieve the quality mark.

11. To aim for healthy schools quality mark in safety.	JL to establish a 'safety' team which will work together to achieve the quality mark. JL to evaluate what we are currently doing as a school towards 'safety' JL to research other schools who have achieved the quality mark. JL to make a mini action plan to achieve the safety quality mark	Summer term		<ul style="list-style-type: none"> • A team will be in place to work together to achieve the quality mark. • An action plan will be created to show the steps needed to achieve the quality mark. • School will achieve the quality mark.
12. To establish a working Pupil Parliament which are responsible for some changes within school.	Year 6 children who wish to be Prime Minister to write speeches to present to the school. School to vote for Prime Minister - link to democracy. Prime Minister to put the cabinet together after children have put their names forward for the job. Parliament to meet for initial action plan meeting. Children to meet with TA (NH) every fortnight to discuss their action plan.	Spring term		<ul style="list-style-type: none"> • School will have a working pupil parliament which is integral to the running of the school
13. Ensure our whole school approach is having a positive impact on the children.	Children to be exposed to many careers. Career week? When visitors visit school, explore how they got into their job. Golden time/after school clubs/cross curricular learning for enriching children's talents	Summer term		<ul style="list-style-type: none"> • Children to have aspirations for their futures.

Procedures for Monitoring (with preferred dates e.g. 'Spring 2')

Professional conversations with staff

Evaluation

See next to each objective

Total Costs

£ _____

To be confirmed