

Seven Stars Primary School

PSHE Action Plan



2024 - 2025

'Where children come first'

Monitoring group:

Subject Leader: Jo-Anne Lemon

Curriculum Leader: Cathy Walsh

Head Teacher: Mike Mitchell (with Senior Leaders)

Governor: Carol Stunnell

Support and quality assurance:

LA School Improvement Partner: Angela Heyes

PSHE 2024-25

Milestones / Success Criteria columns should be RAG rated at the end of each term: **what has been achieved/HAD THE INTENDED IMPACT**, **what has been started but not yet embedded (LIMITED IMPACT)** and **what has not yet been achieved (Actions not taken therefore NO IMPACT to date)**

Objectives (Intent)	Measures of success (Impact) by July 2025	Current position (July 2024)
<p>a) Establish a clear and logical <u>sequence</u> of key knowledge (including vocabulary) for PSHE from Early Years into Year 1 and then throughout school to Year 6 using a scheme which is adapted to meet the needs of the children.</p>	<p>A. A clear curriculum for PSHE is in place devised by the subject leader in liaison with teachers and PSHE advisor by adapting the Kapow condensed scheme of work as a starting point which is:</p> <ul style="list-style-type: none"> ○ Logically sequenced from Early Years to Year 6 and clearly identifies the essential knowledge that pupils should learn (EYFS to plan using Development Matters and Kapow) ○ Linked to the RSHE National Curriculum Statutory objectives but will incorporate other key knowledge the children need to know which is not statutory ○ MTP are adapted by teachers and this is clear in a different colour ○ Available for all to see and read on the school web-site in the Curriculum section ○ Available in the correct section of Teams so that staff are able to access Curriculum Subject Plans for each cohort ○ Incorporates British Values and SMSC <p>b. A word-bank of key vocabulary for PSHE for each Year group produced (which indicates what new words/phrases are being introduced in each year group) are displayed in classrooms.</p>	<p>Due to the constraints of the curriculum and timetables, the decision was made (with support from the LA PSHE advisor) to adopt the condensed version of Kapow PSHE. This ensures we are teaching all statutory elements and allowed other aspects which we feel our children need to be planned in without the need to miss other subjects.</p> <p>Subject lead held staff meeting to share new plans with staff, reinforce expectations and explain the rational for the change.</p> <p>Subject lead met with the early years team to discuss how this scheme could be used in Nursery and Reception class.</p> <p>The website has last years MTP on and this needs updating for this term.</p> <p>Vocab is on all MTP, which has been produced by Kapow. This needs to be condensed to ensure new vocab is taught, not always words they already know as there is a high number of vocab.</p> <p>SMSC and British values have been touched upon again but this needs to be a focus.</p>

<p>B. Develop high quality teaching (pedagogy) throughout the school in all Key Stages/Phases in PSHE (and for all pupils including SEN and more Able)</p>	<p>A. All staff (teachers and TAs) have improved in their subject knowledge and understanding of subject-specific pedagogy (how to deliver) PSHE through:</p> <ul style="list-style-type: none"> ○ effective self-reflection, subject-specific survey results analysed and actions implemented ○ internal support and training (Staff meetings; 1:1 input; visiting partner classes) ○ external support and training where necessary and within school budget restrictions (e.g. via Lancashire Consultants, DfE training, Kapow training or other providers) <p>b. All staff are aware of how to support, enable and celebrate SEN pupils when adapting and delivering the PSHE Curriculum through the use of the universal offer and aspects of High Quality Teaching.</p> <p>c. Lesson observations evidence aspects of High Quality Teaching and Great Teaching focus (retrieval practice, modelling, vocabulary focus, use of visuals).</p> <p>d. Training in adaptive teaching has been delivered and evidence this has been seen in lessons to support children with a range of additional needs to access learning at an age-appropriate level.</p> <p>e. Monitoring evidences that children’s learning in PSHE is ‘sticking’ with them being able to remember more of what they have been taught, being able to use subject-specific vocabulary and discuss what they have learnt.</p> <p>f. Teachers are teaching at least 50% of PSHE in their classes and in particular, the more sensitive subjects.</p> <p>g. Subject lead is confident in their subject leadership skills and knowledge of the curriculum.</p>	<p>All staff have received general HQT training and GT training.</p> <p>Changes to the curriculum/expectations were made clear during staff meeting training.</p>
---	---	---

<p>C. Monitor the PSHE provision across school to identify how effectively the PSHE curriculum is being taught and that the content is understood by pupils.</p>	<p>A. A robust PSHE action plan with clear targets is in place which is reviewed at least termly</p> <p>b. A subject leader log has been kept over the year with an indication of monitoring that has taken place and any other subject leader actions</p> <p>C. Regular (at least termly) monitoring has taken place via:</p> <ul style="list-style-type: none"> ○ Walk-throughs/lesson observations (specific focus on the Great Teaching techniques, High Quality Teaching and pedagogy being included in lessons) ○ Pupil interviews ○ Books looks ○ Planning reviews (Teams) - inclusion of key vocabulary, retrieval practice, use of visuals, modelling techniques ○ Use of the coverage grid to ensure units of work are being covered and addressing this where there are gaps <p>d. Reports have been delivered/presented to Governors on PSHE at regular intervals at Governor meetings and/or in 1:1 conversations with Governors</p> <p>e. Analyse of end of year/term data for PSHE using the agreed PSHE assessment document and strengths and gaps identified to inform action plan and future CPD/input.</p> <p>f. Formative assessments planned into PSHE sessions so children have evidenced the learning taking place.</p>	<p>Action plan has been written.</p> <p>Subject leader log has been continued.</p>
---	--	--

<p>4. Additional actions have taken place across the year that have moved the subject forward</p>	<ul style="list-style-type: none"> a. The PSHE Policy has been reviewed b. PSHE pages of the school web-site have been updated with photographs, events and children's quotes about their learning in c. Resources have been purchased where necessary to support the implementation of the curriculum d. Additional extra-curricular PSHE opportunities or whole school events have been organised and offered to the children e. PSHE is seen in the school environment such as through displays f. PSHE staff and parent newsletters have been produced termly g. Personal journals have been trialled in several classes and a plan in place to roll out whole school. h. School has a spreadsheet documenting all personal development opportunities children have had in each class, including links to other subjects. i. Picture news has been purchased and used weekly in class and as a result, children have a better understanding of SMSC and British Values. j. Seven Star values are embedded and children are demonstrating them in all contexts. 	<p>Kapow has been purchased.</p> <p>All classes have a PSHE display and school values are displayed.</p> <p>There is a values working party and a plan has been decided.</p>
--	--	--

Objectives (Intent)	Specific Action / Tasks - Implementation (what steps we will take to achieve our intended outcomes)	Support for Leader	Monitoring / Quality Assurance / Support events / Milestones (further dates to be added as necessary)
<p>1. Establish a clear and logical <u>sequence</u> of key knowledge (including vocabulary) for PSHE from Early Years into Year 1 and then throughout school to Year 6 using a scheme which is adapted to meet the needs of the children.</p>	<p>a) Establish new Medium Term & Long Term Plans (Curriculum) for PSHE:</p> <ul style="list-style-type: none"> ○ Ensure the curriculum is sequenced (knowledge building on prior knowledge) and matched to the National Curriculum and RSHE expectations (and address gaps or mismatches where necessary) ○ Planning review - ensure Medium Term Plans are being adapted to meet the needs of the children in the class in a different colour. ○ Support teachers with planning and resources where necessary. ○ Ensure British Values and SMSC are included in planning or explore the possibility of purchasing picture news as this incorporates this. ○ Ensure the curriculum is added onto the school website. ○ Give staff time to upload all lesson plans needed for the term onto Teams. <p>b) Build a word-bank of key vocabulary for PSHE for each Year group which indicates what new words/phrases are being introduced in each year group and ensure key vocabulary appears on Medium Term Plans; Web-site (class and subject pages); and displays in class</p>	<p>HT/CL to confirm dates for monitoring</p> <p>Support from Jen McDonald in monitoring</p> <p>Funding to purchase picture news</p>	<p>Termly monitoring to include walk-through/lesson observations, book looks, planning review and pupil interviews.</p> <ul style="list-style-type: none"> ● 3rd week of September, a learning walk. ● Autumn 1 - a book look/planning comparison ● Autumn 2 – Pupil interviews. ● Spring 1/2 – RSHE walkthrough ● Summer 1 – Learning walks/observations with link Governor <p>Autumn 1 – meet with CL and HT to discuss picture news.</p> <p>Autumn 1 – website updated</p> <p>Summer 2 24 – staff meeting to upload and start Autumn planning</p> <p>Spring 1 – vocab produced Summer 1 – vocab produced</p>

<p>2. Develop high quality teaching (pedagogy) throughout the school in all Key Stages/Phases in PSHE (and for all pupils including SEN and more Able)</p>	<p>a. Continue to review MTP as above.</p> <p>b. Identify CPD needs of staff in relation to PSHE:</p> <ul style="list-style-type: none"> ○ Implement training/updates in liaison with Curriculum Lead (staff meetings/calendar) ○ Initial self-reflection survey from all teaching staff to identify areas where CPD is required ○ Ongoing in-house training / support (with staff meeting time) ○ External support and training (e.g. Yarrow Alliance; external consultants) feeding back good practice ○ Use monitoring to inform whole school or individual CPD around a specific aspect of PSHE ○ Training in adaptive teaching to ensure all staff are aware of how they can support children with a range of additional needs. <p>c. Ensure principles of High Quality Teaching and Great Teaching pedagogy are being implemented in PSHE to ensure the best outcomes for all pupils (including SEN) in line with the school Teaching and Learning Policy.</p> <p>d. Ensure retrieval practices relevant for PSHE are in plans in red (and being implemented in lessons).</p> <p>e. Ensure the PSHE curriculum for each cohort helps the children embed PSHE knowledge into long term memory.</p> <p>f. Review the allocated teaching time for PSHE and ensure appropriate amount of time is being allocated and delivered for the PSHE curriculum on a weekly basis (and that teachers are teaching each subject at least 50% of the time in the school year, especially the sensitive subjects)</p> <p>g. Subject Leader to develop their curriculum leadership and knowledge through:</p> <ul style="list-style-type: none"> ○ Discussions with Curriculum Leader (CW) ○ External CPD and support (e.g. Lancs; Yarrow etc) ○ Professional organisations - PSHE association ○ Advisers/consultants ○ Publications / self-study 	<p>SLT</p> <p>CPD providers (Lancs; Yarrow etc)</p> <p>CL/HT confirm dates</p>	<p>Autumn 1 – staff skills and needs questionnaire</p> <p>Using adaptive teaching in PSHE staff meeting?</p> <p>Observe HQT and GT within lessons</p> <p>Autumn 2 – check retrieval is planned into lessons</p> <p>Every half term – check timetables to monitor who is teaching PSHE</p> <p>Attend 3 network meetings</p>
---	--	--	--

<p>3. Monitor the PSHE provision across school to identify how effectively the PSHE curriculum is being taught and that the content is understood by pupils.</p>	<p>a) Explore ways to assess children in PSHE using the adapted scheme.</p> <p>b) Develop subject specific action plan with SMART targets reviewed & developed regularly</p> <p>c) Monitor subject-specific progress of pupils (identifying strengths and gaps) providing feedback to teachers and identifying targets/actions and providing support where needed via 'Golden Thread' (pupil interviews, surveys, books, data, observations, displays, walk-throughs etc)</p> <p>d) Monitor the effectiveness of the curriculum ensuring that the key skills are being taught and that what is being taught is what is on the plans</p> <p>e) Report to SLT and Governors on progress of subject action plan and impact of intentions/progress of pupils - Feedback to governors regarding the new values.</p> <p>f) Meet termly with Curriculum Leader for support conversations regarding monitoring of the subject</p> <p>g) Maintain over the year a Subject Leader Log (on Teams) as a record of evidence of monitoring and to support feedback and review of subject for Action Plan</p> <p>h) Analyse end of year data for PSHE and identify strengths and gaps to inform action plan and future CPD/input</p> <p>i) Formative assessments planned into PSHE sessions so children have evidenced the learning taking place.</p>	<p>CL/HT confirm dates</p> <p>Governors</p>	<p>Autumn 2/Spring 1 – explore assessments</p> <p>Autumn 1 – action plan written</p> <ul style="list-style-type: none"> • 3rd week of September, a learning walk. • Autumn 1 - a book look/planning comparison • Autumn 2 – Pupil interviews. • Spring 1/2 – RSHE walkthrough • Summer 1 – Learning walks/observations with link Governor <p>Dates to be confirmed by CL/HT</p> <p>Termly – meeting with CL</p> <p>Ongoing – update SL log</p> <p>Summer 2 – analyse data</p> <p>Autumn 1 – book look – formative assessments</p>
---	--	---	---

<p>4. Additional actions that will move PSHE forward in the school and support improved outcomes for all pupils</p>	<ul style="list-style-type: none"> a) Review PSHE Policy b) Update PSHE pages of the school web-site with photos, event's, work and children's views on PSHE. c) Purchase resources where necessary to support the implementation of the curriculum: d) Kapow e) Visiting specialists f) PSHE Association g) Additional extra-curricular PSHE opportunities or whole school events have been organised and offered to the children h) E.g. Mindfulness club, Pupil parliament, walking club etc. i) Development of school environment to enhance and raise the profile of PSHE e.g j) SMSC board/scrapbook regularly updated k) PSHE displays in class l) PSHE staff and parent newsletters to be produced termly m) Trial and introduce personal journals n) Explore ways of staff recording personal development opportunities. o) Seven Star values are embedded and children are demonstrating them in all contexts. <p><u>Possible</u></p> <ul style="list-style-type: none"> p) Picture news purchased and used? q) Happy news shared on Class Dojo? r) Calm zone shared with children? 	<p>CL/HT agree funding</p>	<p>Autumn 1 – review policy</p> <p>Autumn 2 – update webpage</p> <p>Summer 2024 – purchase Kapow</p> <p>Whole school decision</p> <p>School environment – September week 3</p> <p>Spring 1, Summer 1 – newsletter</p> <p>Journals – TBC</p> <p>Summer term - Personal development</p> <p>Autumn 2 – meet with CL to discuss potential opportunities</p>
--	---	----------------------------	---