

Subject/Area: PSHE

Key Personnel:- Becky Richardson

Quality of teaching and learning; *outcomes for children*

Activities and improvements during the year 2023/24

- Book scrutiny for years 1-6
- Pupil voice interviews for years 1-6
- Attendance at Trust Subject Development Group meetings
- Delivered staff meeting to provide subject update to teachers.
- School took part in the Odd Socks Day to support Anti-Bullying week.
- Support and advice given to teachers on individual lessons/units in PSHE scheme
- Year 4-6 took part in the Schools Health Questionnaire
- Kept abreast of draft changes to statutory the Relationships and Health Education curriculum.

What impact have these activities and improvements had on your subject curriculum?

- At the end of 2023/24 year 81% of all children are EXS+ in PSHE
- Nearly 70% of disadvantaged children are EXS in PSHE
- Raised profile of PSHE in the school curriculum
- Positive feedback from children; they recognise the importance of PSHE and value the lessons.
- Book scrutiny showed that children are completing a range of different activities linked to the lesson objective. The lessons link to the medium-term plan and they show progression through the years.
- Pupil voice interviews demonstrated that pupils enjoy PSHE lessons and believe them to be important. Pupils can recall key knowledge.

Judgement:

Outstanding

Good

Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)

To ensure that the curriculum is being followed according to the medium term plan and that this is evident in books (even where written work hasn't taken place).

To ensure that staff are aware where British Values are covered in their PSHE curriculum and this can be referred to specifically during the lesson.

To keep abreast of any changes in light of the new draft RSHE (Relationships, Sex and Health Education) guidance.

Improvement plan for the year – PSHE

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	Relevant links to School priority 1,2 or 3
Consistency across year groups in coverage of the PSHE curriculum	Through termly book looks, consistent coverage of the curriculum will be evident (right lesson at the right time). Books will show good practice and even when written work has been completed, there will be a Can I to show that the lesson has been taught.	Autumn/Spring/ Summer		n/a	BR/SMT	2
Teacher awareness of British Values embedded within the PSHE curriculum	Staff meeting in spring term to allow teachers to look at their year group PSHE curriculum and map out where British Values are covered, (Democracy, Tolerance, Individual Liberty, Respect and Rule of Law)	Spring Term		n/a	BR/SMT	2
Greater awareness of changes to statutory RSHE education.	Re-join the PSHE Association. They are an invaluable source of knowledge, support, information, advice, training and help. They have their finger on the pulse and are passionately involved in promoting and securing PSHE in the curriculum.	Autumn term		£70	BR/SMT	2

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<i>Subject specific tasks for the year</i>	<u>Monitoring:</u> Autumn, Spring and Summer book look Pupil Voice interviews Staff interviews to ensure that staff feel confident and have the resources that they need Investigate needs for PSHE Association membership Termly Data analysis Schools Health Behaviours Survey for years 4-6 Staff Meeting to talk about British Values within the PSHE curriculum Attending 3 termly PSHE SLT Meeting on Teams					