



P.S.H.E. Action Plan

Autumn 2022 – Autumn 2023

Contents

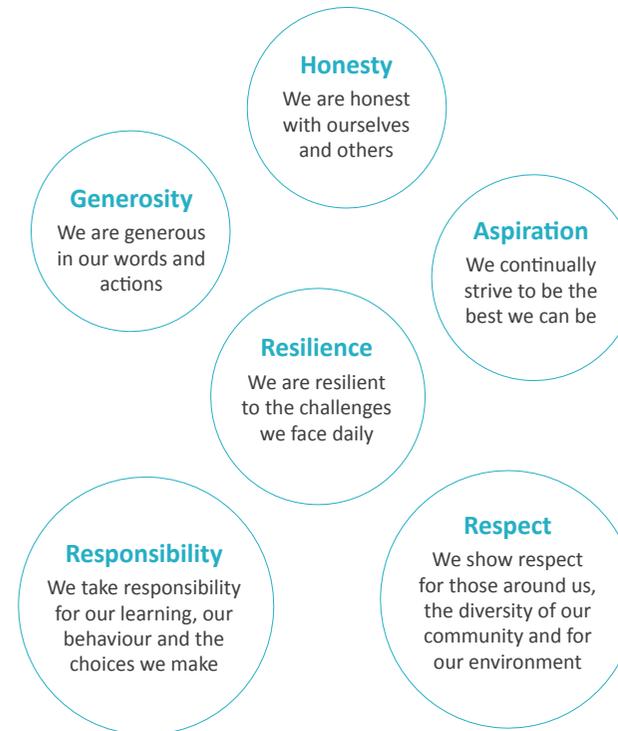
- Section One: Statement of Intent for P.S.H.E. at Whitchurch
Section Two: P.S.H.E. Key Priorities (Implementation)
Section Three: P.S.H.E. Development Planning (Implementation)
Section Four: Monitoring (Impact)



Our Aims At Whitchurch we aim to...



Our Values



Section One: Statement of Intent for P.S.H.E. at Whitchurch

At Whitchurch Primary School and Nursery, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We promote personal development and well-being through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE provides children with the knowledge and understanding to develop attitudes and the practical skills to live safe, healthy and productive lives, and to achieve their full potential. It equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make informed decisions and take responsibility for their own lives. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen. At the heart of PSHE, is the focus on RSE as set in the statutory guidance, which enables all children to be safe and to understand and develop healthy relationships both now and in their future lives. All PSHE teaching is age-appropriate, ambitious and builds on children's prior knowledge. Each phase builds on the vocabulary, knowledge and skills taught in the previous year to allow children to acquire further knowledge, know more and remember more. It takes place in a safe learning environment where pupils have opportunities to ask questions and it is underpinned by our School's ethos and values.

Our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. This enables them to become reflective of their own personal experiences, recognise their own self-worth, work well with others and become responsible for their own learning.

The aims of PSHE at Whitchurch is to provide children with:

- accurate and relevant knowledge
- opportunities to create personal understanding
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life
- tools

Through our comprehensive PSHE education, we believe we can enhance children's education and help them to become respectful, resilient, aspirational, confident and caring individuals.

Section Two: P.S.H.E. Key Priorities

Key Priorities	
To improve the quality of education in PSHE for all groups of children.	To review and evaluate the effectiveness of the P.S.H.E. curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers
	To revise and update the 'Intent statement' for P.S.H.E. so that it is more unique and child-friendly to the pupils Whitchurch
	To embed a teacher assessment framework for P.S.H.E. to track and monitor pupils' progress and attainment
To develop the leadership of PSHE To ensure ALL groups of pupils receive a good quality of education	To monitor and evaluate the impact of curriculum leadership for P.S.H.E and providing targeted support for staff
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within PSHE
	To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to PSHE	Work collaboratively with other curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning
	To increase the profile of P.S.H.E. across the school e.g. clubs, theme days, parent workshops and events that promote an enthusiasm and passion for P.S.H.E.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in PSHE for all groups of children.		Lead: Orielle Levy		RAG
Key Priority: Quality of Teaching				Behind Not achieved Underway Completed
1. To review and evaluate the effectiveness of the P.S.H.E curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers 2. To revise and update the 'Intent statement' for P.S.H.E so that it is more unique and child-friendly to the pupils Whitchurch To embed a teacher assessment framework for P.S.H.E to track and monitor pupils' progress and attainment				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. PSHE SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils. Ensure that the chn are receiving opportunities for real world experiences through a variety of rich and engaging topics	Review LTPs/MTPs for all year groups across the school when reviewing planning. Subject leader (SL) to monitor- <ul style="list-style-type: none"> - Is there coverage form the POS/NC? - Are a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Is planning differentiated for ALL groups of children to learn and make good progress? - Are floor books being used effectively? - Are there opportunities for children to receive real life experiences? - To create a whole school curriculum map Once planning is rigorously checked, feedback is given to YTLs to support with the QoE in PSHE across the whole school. Provide clear support for teachers where required. <ul style="list-style-type: none"> - Teacher voice - Create half termly feedback planning sheets to support YTLs/CTs with planning P.S.H.E - Planning support - Team teaching and/or peer observations. 	Ongoing throughout the year – half termly DHT/SL	Leadership time	All groups of children will make good progress from their start points due to well-planned lessons that provide a range of opportunities and engaging activities that supports all groups of children across the school. Children will understand the significance of PSHE and show an understanding of the reasons why it is taught and how it links to their everyday life. Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.

				<p>Staff are confident in the delivery of the curriculum including the sensitive and controversial aspects of the PSHE curriculum i.e. RSE</p> <p>Class PSHE scrapbooks to document evidence of knowledge taught throughout the year.</p> <p>Children will be fully engaged in PSHE learning and will be making.</p>
<p>2. PSHE subject leader, all teachers, SLT, governors and pupils all understand what is being taught, when it is being taught and how it is being taught.</p>	<p>Revise the intent statement to ensure it reflects our curriculum drivers and that the pupils can identify what makes PSHE unique to Whitchurch.</p> <p>SL to ensure the intent statement is clear, concise and child-friendly and that all members of the school community are aware of our vision and aspirations to move PSHE forward.</p> <p>SL to collect pupil and staff voice throughout the year to monitor the progress across the school.</p> <p>Feedback to YTLs, SLT and governors with progression of the intent statement and whole school community understanding and vision.</p>	<p>Spring 1 SL/DHT</p>	<p>Leadership time</p>	<p>School stakeholders understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.</p> <p>PSHE 'Intent statement' is shared across the school/website with all stakeholders.</p> <p>QOE in subjects adheres to these INTENT statements. This is triangulated across all sources of evidence.</p>
<p>3. PSHE SL, SLT, YTLs and CTs will have an assessment framework that can track and monitor pupils' progress and attainment in</p>	<p>CPD training for class teachers to share a collective understanding of a whole school assessment system for PSHE.</p> <p>Subject leader to provide 1:1 support for each year group to ensure all are secure with how to assess and record the data accurately.</p>	<p>Spring 1/On going/half termly DHT/SL</p>	<p>Leadership Time CPD</p>	<p>Teachers will be succinct in using a whole school assessment tool for PSHE relating to the NC objectives that will lead to accurate formative and summative</p>

<p>PSHE and identify areas of strength and areas of development that can be used to refine the education offer at Whitchurch linked to PSHE</p>	<p>To look through assessment descriptors to ensure assessments are accurate and used to inform future lesson planning. Ensure use of baseline assessments which are built on throughout a topic.</p> <p>Analysis of data identifies pupils who are not attaining national expectations in PSHE. Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes.</p> <p>Analysis of data identifies pupils who are exceeding in PSHE and can be challenged through school-based projects.</p>			<p>assessments of children's progress and attainment across the whole school.</p> <p>Early intervention is identified for key children through use of assessments at the end of each unit of work.</p>
---	--	--	--	--

Key Priority 2: To develop the leadership of PSHE to ensure ALL groups of pupils receive a good quality of education		Lead: Orielle Levy		RAG
Key Priority: Leadership & Management				Behind Not achieved Underway Completed
<ol style="list-style-type: none"> 1. To monitor and evaluate the impact of curriculum leadership for PSHE and provide targeted support for staff 2. To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress 3. To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within PSHE 				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>
1 PSHE SL, SLT, YTLs and CTs will have clarity around the areas of strength and development in their subjects across the school. Identified areas of strengths will be utilised to support where AOD have been identified.	<ul style="list-style-type: none"> • Monitor LTPs/MTPs planning to both triangulate what has been taught and ensure differentiation, progression, inclusion and a range of skills being taught- these should be annotated on the plans. • Discussions with class teachers to understand how PSHE is evidenced to show pupils' progress and attainment, to ensure that it is being taught consistently and to understand areas that staff may need support in. • Staff audit to develop clear understanding of their experiences of teaching RSHE. • PSHE Deep dive • Pupil voice survey of their experiences of PSHE in school – promotion of pupil voice and recognition of the strengths/areas of development. • Discussions with pupils to understand their feedback of strengths and weaknesses of PSHE in their class. • Monitor use of floor books. • To support them in using a wide range of resources that are stored in a central location that they can use to deepen pupils' conceptual understanding. 	Ongoing throughout the year – half termly DHT/SL	Leadership time Leadership time	Outcomes from the floorbooks will be addressed in a systematic and robust manner which will result in the QOE in subjects improving across the school, within individual year groups and across the academic year. Effective use of PSHE floorbooks used to document evidence of knowledge taught throughout the year. Teachers will feel supported in the delivering of PSHE. They will understand their areas of strength/development and will be receiving support in these areas.

	<ul style="list-style-type: none"> • Discussions with pupils to understand their feedback of strengths and weaknesses of PSHE in their class • Feedback to year team leaders, SLT and governors with points to celebrate and areas of development. (For subject leader and year team leaders). Create half termly feedback planning sheets to support YTLs/CTs with planning PSHE. • Planning support, team teaching and/or peer observations. 			<p>There will be consistency with regards to the way that PSHE is taught, how regularly it is taught and how it is assessed.</p>
<p>2. Class teachers have secure knowledge of assessment within PSHE and how they can use this to inform future planning.</p>	<p>To undertake half-termly analyses of the data for PSHE and work with teachers to identify pupils who are exceeding in PSHE who can be challenged through school-based projects and to identify those who are not meeting aged-related expectations who require early intervention. This data will be used to inform future planning.</p> <p>Monitor the use of TAF's across the school. Provide feedback to staff and support for analysing their own data and how it can help to inform planning. Check for consistency across the school and year groups.</p> <p>Empower staff to undertake their own analyses of their class data and support them in using this information to inform future planning.</p> <p>-</p>	<p>Spring 2 SL/DHT</p>	<p>Leadership Time CPD Budget E08</p>	<p>There will be consistency in the assessment of PSHE. All staff will be using TAF's to assess PSHE and this will be analysed every half term by SL.</p> <p>Teachers/SL will use this information to inform planning. Quality of Education will improve and children will be making effective progress.</p>

<p>3. Class teachers have secure subject knowledge of what they are teaching and how they teach PSHE to support pupils' outcomes and ensure at least a GOOD quality of education in the subject</p>	<p>PSHE subject leader to deliver INSET/CPD training to all staff covering the following:</p> <ul style="list-style-type: none"> - Do teachers understand why we teach PSHE and the importance of it? - Do staff have an understanding of progression within PSHE and how to build on prior learning? - Do teachers know how to assess PSHE through AFL? - Are there opportunities for children to receive real life experiences in PSHE? - Are teachers aware of the changes in the curriculum and the new focus on RSE? - Do staff know what resources are available to support teaching and learning? - How to support children with SEND within the PSHE curriculum? - Do teachers understand about how to identify, prevent and deal with HSB (Harmful Sexual Behaviour)? - Do staff know what resources are available to support teaching and learning? <p>How can staff nurture and develop pupils' talents and interests and expose them to future career paths?</p>	<p>Spring 2 DHT</p>	<p>Leadership Time CPD Budget E08</p>	<p>This will provide staff with real world experience, as well as develop them as global citizens which they can then in turn cascade down to pupils as part of the PSHE curriculum due to subject-specific training that shares good practice, as well as effective strategies for the QoE related to PSHE</p> <p>Teachers will know how and where to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.</p> <p>QOE for PSHE will improve across the school as we see the implementation of actions from the CPD session and the impact upon pupil outcomes.</p>
<p>4. Subject leader can support teachers to enhance their skills enabling pupils to make good progress & the QoE in PSHE to be at least GOOD</p>	<p>Attend in school training</p> <ul style="list-style-type: none"> - Attend half termly training provided by SLT on a range of activities including: changes to the framework, changes to the school monitoring system and continued support on leadership and developing the QoE in PSHE. - <p>Attend PSHE conferences to network with other schools in the borough and share good practice and seek support and advice when needed.</p>	<p>Half termly basis - DHT Termly-throughout the year - DHT</p>	<p>Leadership Time CPD Budget E08</p>	<p>QOE for PSHE will improve across the school as we see the implementation of actions from the CPD sessions attended and the impact upon pupil outcomes.</p>

Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to PSHE				Lead: Orielle Levy	RAG
Key Priority: Personal Development, Behaviour & Attitudes					Behind
1. Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning					Not achieved
1. To increase the profile of PSHE across the school, e.g. PSHE-related clubs, theme days and events to promote an enthusiasm and passion for PSHE					Underway
					Completed
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Who/when?	Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	
1. PSHE subject leader, all teachers, SLT and link governor all understand what is being taught, when it is being taught and how it is being taught. They understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.	<p>Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made</p> <p>Link elements of PSHE with wider curriculum across the year. Work closely with curriculum leads and identify areas where cross-curricular planning can be done/opportunities can be delivered for children.</p> <p>Create PSHE rationale document that outlines what is being taught, why it is being taught and how it is being taught. If there are any cross curricular links-how these are purposeful? Are there any trips that could be linked? To ensure the links to safeguarding are clear.</p>	<p>Spring 2 onwards and half-termly</p> <p>Summer 1 onwards and half-termly</p>	<p>Leadership time</p> <p>Leadership time</p>	<p>Pupils are able to make connections within their learning through a thematic approach to curriculum design.</p> <p>Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory</p> <p>Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience</p> <p>PSHE lead and DHT will link schemes of work issues raised to assembly themes / make links to current affairs</p>	

				<p>PSHE main themes are embedded within whole school approach</p> <p>Parents/Carers will have a clearer understanding of when/where/what their children will be learning. Parent workshops/open forums will be run in relation to the new RSE curriculum and sex education. We will be mindful of parents with EAL and we will ensure that they are able to access communication.</p> <p>Teachers/staff are modelling the themes of RSHE and linking it back to the curriculum.</p>
<p>2. SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests</p>	<p>Ensure there is a range of opportunities within PSHE to support pupils and nurture their talents and interests and to support their emotional wellbeing e.g. Anti-Bullying Week</p> <p>Enrichment days/introduction to schemes relating to health/ mental health, relationships careers and aspiration</p> <p>Map out and timetable opportunities for external visitors</p>	<p>Spring 2 onwards and half-termly</p>	<p>Leadership Time</p>	<p>Pupils are exposed to real world experiences that develop them as global citizens</p> <p>Pupils become aware of potential career paths they can undertake linked to PSHE</p>

Section Four: Monitoring

Leaders' Monitoring Schedule School Development Plan Monitoring 2022/2023

Priority	Responsible Staff	Monitoring Leader	Monitoring Date
To improve the quality of education in PSHE for all groups of children.	Martin TL (DHT/SL) Orielle Levy Tracy Maberly Benita Patel	Caroline Rowley (HT) Martin TL (DHT)	Termly (Autumn 2, Spring 2, Summer 2)
To develop the leadership of PSHE To ensure ALL groups of pupils receive a good quality of education	Martin TL (DHT/SL) Orielle Levy Tracy Maberly Benita Patel	Caroline Rowley (HT) Martin TL (DHT)	Termly (Autumn 2, Spring 2, Summer 2)
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to PSHE	Martin TL (DHT/SL) Orielle Levy Tracy Maberly Benita Patel	Caroline Rowley (HT) Martin TL (DHT)	Termly (Autumn 2 and Summer 2)