

Subject: PSHE	Subject lead: Alex Cloona, Yasmin Dell & Laura Wing	Year: 2024-2025
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CONTEXT

The nature of Personal, Social and Health Education at Amwell View is that we recognise that the development of all our pupils' social and emotional wellbeing is at the centre of our practice. This view reflects our child centred approach to curriculum planning for individual pupils. Their physical, social, moral and emotional development is an important aspect of their learning across the curriculum.

PSHE includes: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

PSHE is organised into six sections: (There are incorporated into each Key Stages' topics).

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests), 2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.), 3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education), 4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education), 5. Healthy Lifestyles (Being and keeping healthy, physically and mentally), 6. The World I Live In (Living confidently in the wider world)

PSHE can be evidenced across the entire school curriculum through the teaching of communication, personal hygiene, healthy eating, life and social skills.

Factors that have impacted our subject over the last year:

- Overviews are established and embedded in each key stage.
- All classes teach a distinct PSHE lesson once a week following the topics on the new overviews (apart from EYFS and Class 4)
- We are using the PSHE association framework for SEN to inform the design of our curriculum. However, Teachers understand that it is a guide and they will need to adapt it further to suit the needs of individual pupils. The framework does identify a progression pathway for learning within topics.
- We completed an audit of our resources and have assigned a member of staff to regular monitor stock
- Subject leads updated the PSHE handbook for all staff and governors to help them understand the delivery of the subject across the school.
- Subject lead completed two RSE SEN courses. One for SLD and one for PMLD. Subject lead fed back to other subject leads and we discussed implementation of RSE for the next year.
- PSHE Leads delivered a presentation to all teachers on RSE delivery.
- Presented at a Network Event for local primary schools and nurseries – sharing how we deliver PSHE and RSE to pupils across the school age groups.

Strengths of PSHE delivery:

- Pupils' subject knowledge is increasing across a range of topics.
- Teachers using the resources around school.
- Communication and independence encouraged throughout learning.
- RSE learning is a more common discussion point between teachers and is considered more often during planning.
- Pupils developing their self-help skills is embedded throughout the day and in various lessons.

Areas for development of PSHE delivery:

- Teachers using topics as a theme in which to teach pupils what they need to learn. This will provide them with a breath of experience, whilst also building their subject knowledge.
- Ensuring that lessons are not becoming too focused on the development of self-help skills.
- Teaching the topics to children with PMLD is still a development area.
- Making best use of RSE resources to support delivery of PSHE curriculum.

SUBJECT PRIORITIES (1 YEAR TIMESCALE):

Link to SIP Priority Outcome

- Organize half termly collaboration opportunities for teachers to come together to discuss ideas around outcomes and planning
- Monitor and assess the effectiveness of RSE delivery through the topics in the PSHE overviews

- SUBJECT PRIORITY 1: Organize half termly collaboration opportunities for teachers to come together to discuss ideas around outcomes and planning

Member of staff with overall responsibility:

Outcome (Intent)	Actions to be taken (Implementation) <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria (Impact)	Monitoring	RAG
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• Subject leads to complete observations and learning walks. • Offer time for discussion and collaboration • Subject leads to check in with teachers and be regularly available • Create topic ideas list from the discussions in meetings • Share examples of good practice	• Prior to meetings look at the overviews	AC, YD, LW	May 2024 / July 2024	Time	Effective planning, teaching and learning for all pupils in a range of topics within PSHE and RSE across the school. Teachers will be confident in providing pupils with a range of experiences within the topic lists, appropriate for their level of understanding. Measure through learning walks, Tapestry, learning outcomes and timetables. Teachers confidence and planning improved in teaching PSHE and RSE and the use of the various rooms in school are used during teaching al pupils.	Neil Ward	Colour-code this box. Red: task not started Amber: task started but not complete Green: task completed
	• Brainstorm and make notes individual	AC, YD, LW	May 2024 / July 2024	Book room to meet			
	• Email teachers about the opportunity to meet and discuss planning and outcomes	AC, YD, LW	May 2024 / July 2024	Bring along resources for planning			
	• Brainstorm with teachers who attend	AC, YD, LW	May 2024 / July 2024				
	• Share examples of good practice	AC, YD, LW	October 2024				
	• Respond to needs of teachers and their cohorts	AC, YD, LW	July 2024				
	• Seek advice from experienced members of staff	AC, YD, LW	October 2024				
	• Encourage teachers to observe each other and share examples of good practice	AC, YD, LW	Sept 2024				
	• Organize meetings for 2 weeks before half term breaks	AC, YD, LW	May 2024 / July 2024				
	• Meet each half term	AC, YD, LW	May 2024 / July 2024 / Oct 2024 / Dec 2024 / Feb 2025				

SUBJECT PRIORITY 2: Monitor and assess the effectiveness of RSE delivery through the topics in the PSHE overviews

Member of staff with overall responsibility:

Outcome (Intent)	Actions to be taken (Implementation) <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria (Impact)	Monitoring	RAG
- Complete learning walks with RSE focus - Organize a forum for discussion around what are the challenges of teaching RSE - RSE leads to meet and discuss next steps - Next meeting ask teachers to share one thing they are pleased with or proud of relating to teaching RSE - Observe and look on tapestry at RSE learning - Collate evidence of RSE learning and make exemplar folders - Review subject overview	Each of the 3 subject leads to complete regular learning walks and record observations Provide pens and paper for sharing ideas at the end of staff meeting. Pose 3 questions for teachers to respond to. Organise and meet with RSE subject leads to discuss feedback Provide pens and paper for sharing ideas at the end of staff meeting. Pose 3 questions for teachers to respond to. Organise observations Look on tapestry Reflect against subject overview and curriculum statement Meet with RSE subjects leads to discuss feedback and identify themes Review subject overview against the feedback and pupils learning	AC, YD, LW AC, YD, LW AC, YD, LW AC, YD, LW AC, YD, LW AC, YD, LW AC, YD, LW	May 2024 June 2024 June 2024 June 2024 June 2024 July 2024 July 2024	Meetings will take place as part on a Tuesday 2 weeks before the end of a half term	This will be monitored and measured through feedback, assessment, planning and observations. PSHE leads will reflect on and share findings with other teachers. They will share examples of good practice and encourage teacher collaboration.	Neil Ward	Colour- code this box. Red: task not started Amber: task started but not complete Green: task completed