

**Subject Leader Raising Aspirations Plan**

**Subjects: PSHE**

**Academic year 2023 - 2024**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding | * Leadership ensures a robust curriculum is being followed. * Parents are well informed about the curriculum. * The PSHE curriculum ensures thorough and age appropriate delivery of content to safeguard our pupils. * Fundamental British Values are clearly embedded throughout the PSHE curriculum. * Strong support is given to the newest teachers in school to ensure confidence, strength and enthusiasm in the subjects. |
| 1. The quality of education   (Teaching, Learning and Assessment) | * PSHE is taught by class teachers and Assistant teachers, ensuring sessions are delivered by the adults in school who have a knowledge of what has come before and what comes next following a clear relevant curriculum. * Drop-ins and observations demonstrate the teaching of PSHE is consistently good. * The assessments for PSHE demonstrate that the majority of pupils are working at age-related, gaps have been identified and are eradicated. * Pupils with SEND access a full curriculum that they can apply and develop independence and enjoyment from learning. |
| 1. Personal Development. Behaviour and attitudes | * Children of all ages understand the importance of a high quality of education on their immediate and future lives. * Pupils develop resilience to setbacks and take pride in their achievements in PSHE |

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

**Raising Aspirations Plan 2023- 2024**

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| 1. Leadership and Management including safeguarding   To support Assistant teachers in the delivery of social and emotional support to PP and SEN children. How are we adapting our PSHE curriculum to ensure these children are reaching a good level of emotional literacy. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * How have you developed other staff with regard to this? * What training have they been given and how do you know it has been effective? * What are the next steps in this development journey? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Share pupil voice information and resources from current EHA training.  Pupil voice sessions carried out on a termly basis for these children.  Monitoring of children who are accessing confident me sessions.  Training for staff on the use of emotion works.  Designated children identified for this higher level of emotion teaching with whom AT’s to work with.  Sharing of this work between AT’s to build skills and share good practice. | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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| 1. The quality of education (Teaching, Learning and Assessment)   Staff to consistently deliver PSHE lessons and record their learning journey in a floor book. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | How is PSHE recorded?  Where do you see the impact of the curriculum?  How is the experiences of the children enhanced through the resources used? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Lesson observations Jigsaw and My Happy mind  Monitoring of the Jigsaw Big book  Monitoring of the My Happy mind books  Assemblies linked to our themes for the half term. | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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| 1. Personal Development. Behaviour and attitudes   Children value PSHE lessons as being an important aspect of their lifelong learning. Children talk positively about PSHE lessons. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Do pupils behave as their best self in this subject? * Are standards as high as they are in core subjects? Why is this? * What are the pupils attitudes to the subject and how can these be further developed? * How are you ensuring teachers receive focused and effective professional development? * How do pupils develop resilience to setbacks and take pride in their achievements in this subject? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Pupil voice, use of snack and chat, heads team  Questionnaires | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject: PSHE**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject: PSHE**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer Term Evaluation**

**Subject: PSHE**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |