

**Subject Leader Raising Aspirations Plan**

**Subjects: PSHE**

**Academic year 2021 - 2022**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding | * Leadership ensures a robust curriculum is being followed. * Professional development is undertaken to take account of the changes in the EYFS curriculum. * Parents are well informed and prepared for changes to 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 2021- 2022**

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| 1. Leadership and Management including safeguarding   Improve the skills, capacity and effectiveness of the leadership of PSHE to secure rapid and sustained progress through the implementation of consistent and effective PSHE across the school to accelerate pupil progress. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * How has the curriculum been adjusted inline with the EYFS changes? * How are teachers being supported with delivering developments to the curriculum? * Are parents adequately informed about the curriculum? * What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils. | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Has the subject leader got a clear insight into PSHE in the EYFS?  A clear view is available of which objectives in relation to RSE have been covered last year to inform this years teaching. | | | | | |
| **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 |
|  | | | | | |
| Parents information letter to be sent out giving an overview of the Jigsaw unit for the half term.  Make a Google slide template for lessons to be recorded for our own records and the blog at the end of the unit of work. Send of Staff | | Week 1 of each half term | RC |  |  |
| Collect and review the slideshows from each class check for coverage of the objectives. | | Week 6 of each half term | RC |  |  |
| Look at EYFS Long Term Plan and see where PSHE is being covered additional to the Jigsaw lessons. | | Autumn 1 Week 5 | RC |  |  |
| Set up JIGSAW specific Cluster group. | | Autumn term | RC |  |  |
| Attend WRIST cluster groups when possible. | | throughout the year | RC |  |  |
| Monitor the foundation tracker for children who are not meeting expectations – discuss with class teacher, assistant teacher, SENCO, relax kids staff etc to work together to support the specific needs of the child/ren. | | Each half term. | All staff. |  |  |
| Check with Staff which lessons from Summer 2 were delivered and which they feel need covering again. | |  |  |  |  |
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| 1. The quality of education (Teaching, Learning and Assessment)   Staff from each year group are ensuring the curriculum for their year is being covered through the Jigsaw curriculum and with additional lessons / activities from LPS+ and units which have been added as part of our bespoke Longton Curriculum. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning. * How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner? * How is the curriculum coherently planned and sequenced to ensure strong cultural capital? * How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence? * How are more able pupils accessing and influencing the curriculum? * What has been taken from our Covid experience to positively influence the quality of education? And how is this being woven in/shared with teachers etc. | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Have additional resources been selected/purchased/used to ensure the specific needs of our children are being met?  Slideshows of lessons being produced with evidence from lessons (replacing individual children’s books) | | | | | |
| **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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| Observation of children participating in PSHE lessons | | Drop in as and when possible. |  |  |  |
| Liaise with AT’s re LPS+ - Votes for school etc usage. | | Autumn 2 Week 5 |  |  |  |
| Book in visitors for Spring in relation to First Aid. | | Autumn Term |  |  |  |
| Speak with Teaching staff as to additional work their specific tribe requires in order to be meeting PSHE objectives. | | by the end of Autumn term. |  |  |  |
| Inform staff of the RSE elements from Summer 2 term they need to deliver in addition to their own year group objectives. | | Week |  |  |  |
|  | | Week |  |  |  |
|  | | Week |  |  |  |

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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? * How can our Covid experience be used to positively influence learning attitudes? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| There are clear positives and an area to further develop identified at the end of each 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 |
|  | | | | | |
| Meet with 3 children from each year group to gather their pupil voice of PSHE – see where they feel PSHE helps them in their everyday life. What skills do they think they need? What do they enjoy or not about PSHE lessons? Can they see the connection between PSHE and LPS+? | | Week 3 each half term | RC |  |  |
| Ask Heads team other relevant Year 6 jobs children to conduct a questionnaire / survey about an aspect of PSHE identified as maybe something we need to focus on depending on feedback from pupil voice meetings. | | Once a term | Year 6 |  |  |
|  | | Week |  |  |  |
|  | | Week |  |  |  |
|  | | Week |  |  |  |
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|  | | Week |  |  |  |
|  | | Week |  |  |  |

**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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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:**

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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:**

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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 |  |  |  |