

**Subject Leader Raising Aspirations Plan**

**Subject: PSHE**

**Academic year 2019 - 2020**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | * Leadership ensures a robust curriculum is being followed prior to statutory requirements in SRE. * 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. |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | * PSHE is taught by class teachers and Assistant teachers, ensuring sessions are delivered by the adults in school that pupils have the closet relationship with. * The assessments for PSHE demonstrate that the majority of pupils are working at age-related. * PSHE is clearly part of the wider school curriculum, a key focus on community responsibility. |
| 1. Personal Development. Behaviour and attitudes   Page 52 and Page 58 | * Pupils in KS2 are taught a more in-depth and robust SRE curriculum which prepares them for changes during puberty. * Links with the whole school raising aspirations plan and PSHE can be clearly see on the impact of children’s self belief. |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Is the school prepared for the introduction of statutory SRE ? * How are teachers being supported with delivering changes to the curriculum? * Are parents adequately informed about changes to RSE? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Information presented to staff on the key requirements of the statutory SRE requirements.** * **Subject leader to check lessons in the JIGSAW scheme meet the requirements.** * **Subject leader to gather additional resources as required.** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | How are assessments judgements made?  Are the majority of children meeting age related expectations?  What support is given to children who are not making age related expectations?  What activities are children undertaking in relation to being part of the community? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Collate information as to the community volunteer activities being undertaken this term.** * **Subject leader to discusses children not meeting expectations with staff.** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | How are you gaining and measuring children’s self belief?  What activities have made the biggest impact on children’s self belief and how has this information been gathered? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Pupil interviews with children in year 5 and 6 regarding current understanding of puberty.** * **Subject leader to meet with a cross section of children from each group to discuss feelings and emotions about themselves.** * **Information to gathered via snack and chat sessions with head teacher and heads team.** | | 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 | Subject leader undertaken research of new RSE documents.  Updated version of the jigsaw to meet new RSE requirements has been received and given to staff.  An area of provision we need to look at is providing First aid training for the children. St John Ambulance have produced resources which Subject leader is looking into and matching with current provision. |  | Documents to say how we are going to meet the new RSE requirements to be created.  Information to be shared and discussed with staff before end of this term and then consultation with other groups (governors / parents/children) as we move through the year. |
| The Quality of Education  Teaching, learning and assessment. | Some Community Volunteer activities have taken place. Year 3 have spent some time looking at the outdoor environment around school in regards to litter and litter picking, shared with the whole school in assembly. Members of eco council have now taken on the role. Bulbs have been planted ready for the spring. |  | End of term review foundation trackers and see if any further support needed for children or groups of children in relation to the unit covered. |
| Behaviour and Attitudes and Personal development |  |  | Pupil interviews |

**Raising Aspirations Plan Spring**

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| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **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 |
| **Spring 2020 12 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
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**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 | Governors meeting to inform of PSHE curriculum and the new RSE statutory requirements and how they will be covered.  Updated Jigsaw.  Additional First aid lessons. ​  Jigsaw renewal for flagship school submitted and approved.  ​  Subject Leader shared what we do at a local Team Teach and attended local network meeting.​  Invitations sent out to local Jigsaw schools – setting up a Jigsaw network group.​  ​ |  | Staff meeting to explain and explore the changes to the curriculum.  Planned for later this year. ​  ​  Network group planned for March – several local schools attending. |
| The Quality of Education  Teaching, learning and assessment. |  |  | New curriculum has new assessment targets.​  The foundation tracker needs changing accordingly.​  ​  Letters to parents in relation to upcoming SRE delivery in Summer term. |
| Behaviour and Attitudes and Personal development |  |  | Pupil interviews |

**Raising Aspirations Plan Summer**

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**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 curriculum for Jigsaw has been updated and cross referenced to the new RSE requirements.  Clear progression documents for each half termly unit are available as well as vocabulary documents.  Where we feel there are objectives that need to be covered in greater detail other resources have been added into the curriculum. First Aid – St John Ambulance, NSPCC. | A | The new RSE guidelines and how we are delivering these needs communicating to parents. We have had our PSHE curriculum in place for a number of years and there are very few changes to our existing curriculum. |
| The Quality of Education  Teaching, learning and assessment. | In response to the COVID 19 situation, we have bought a scheme which has a high focus on emotional and social development - Partnership for Children, 3 programmes for each key phase. This will be delivered as part of our recovery curriculum in September. All staff have received training in this programme. | G | Consist and robust monitoring of children on the return to school. Additional support and interventions to take place where necessary. |
| Behaviour and Attitudes and Personal development | Due to children not being in school due to lockdown the SRE aspect of the curriculum has not been delivered. Secondary schools have been informed of this so they can plan appropriately for year 7.  Staff have all completed documentation to reflect on children’s well-being during lockdown and ensure we can address this with the | A | The well-being of children and the whole school community will be closely monitored and reviewed at regular intervals next year and appropriate action taken where necessary. |