

**Subject Leader Raising Aspirations Plan**

**Subject: PSHE**

**Academic year 2020 - 2021**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | * Leadership ensures a robust curriculum is being followed meeting the 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 closest relationship with. * The assessments for PSHE demonstrate that the majority of pupils are working at age-related. * PSHE is clearly part of the recovery curriculum |
| 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.)* | * Are all the requirements of statutory relationships and health education being met? * What additional elements have you added to the Jigsaw programme? * How are teachers being supported with delivering the curriculum? * Are parents adequately informed about changes to RSE? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Information sharing with parents and the wider school community.  Subscription to PSHE association for further resources and support. | | | | | |
| **Actions for each half term**   * **Information presented to staff on the key requirements of the statutory SRE requirements and how we are meeting them – quick update (new staff)** * **Subject leader to arrange subscription to PSHE association and set up each member of staff with a log in.** * **Subject leader to gather additional resources as required.** * **Information to be shared with parents.** | | 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 the children (mental health) after returning from lockdown?  What provision is being made to support the children in school?  What elements of PSHE are part of the recovery curriculum?  Is this being effective? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Review of recovery curriculum – Partnership for children.  Children who made need additional input identified. | | | | | |
| **Actions for each half term**   * **Meetings with staff on how the delivery of Zippy/Apple/Passport is going.** * **Speaking with pupils re the lessons and what they are learning from them.** * **Pupil progress meetings to discuss children who made need additional support.** | | 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** | | | | | |
| Pupil interviews | | | | | |
| **Actions for each half term** | | 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**

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| 1. Leadership and Management including Safeguarding | | | | | |
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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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**Raising Aspirations Plan Spring Term Evaluation**

**Subject: PSHE**

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| Leadership and Management including Safeguarding |  |  |  |
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| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer**

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**Raising Aspirations Plan Summer Term Evaluation**

**Subject: PSHE**

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| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |