

requirements in PSHE/RSE	<ul style="list-style-type: none"> • Development of a PSHE/RSE curriculum – including overview and termly/weekly lesson outlines. • Meetings with staff to discuss how the delivery of Hallie’s Pawprints is going. • Check timetabling for PSHE/RE across the Federation. 	<ul style="list-style-type: none"> • Two-year programme of weekly lesson plans and themes to be covered is in place across the Federation and all staff have access to these and the resources available. • All timetables show a weekly entitlement to PSHE/RE across the Federation. 	Ongoing July, 2022 Ongoing	
To ensure that parents are well-informed and prepared for changes to the curriculum.	<ul style="list-style-type: none"> • Development of information about PSHE and RSE put onto the school website for parents – i.e. policy and yearly overview. • Send out questionnaires to parents at the end of the academic year to receive their feedback about the PSHE/RSE curriculum in schools and the information that they receive/can access on the website. • Send out letters of any changes that arise from PSHE association and diocese. 	<ul style="list-style-type: none"> • Information about the PSHE curriculum is readily available to parents via the Federation websites. • The information for parents is informative, comprehensive and regularly updated. • Parents have completed questionnaires about PSHE curriculum and information – these have been analysed and included in the monitoring cycle of improvement/action plan. 	April, 2022 Ongoing July, 2022	
To ensure that PSHE is taught by class teachers and teaching assistants, ensuring sessions are delivered by the adults in school that pupils have the closest relationship with.	<ul style="list-style-type: none"> • Develop ‘growth mind-set’ across the Federation. • Ensure school councillors are chosen regularly and systems are in place to ensure that they have the opportunity to give the children’s voice to decisions being made. • To collect examples and evidence in PSHE journals and to moderate these regularly. • Ensure staff have relevant training – so that they have the necessary skills to execute their roles effectively. 	<ul style="list-style-type: none"> • All classes have developed a ‘growth mind-set’ approach. • Children and staff are able to verbalise what ‘growth-mind-set’ is and how they ‘use’ it to develop self-confidence and resilience. • Children have a voice and contribute towards decisions involving them. • Journals show examples and evidence of PSHE completed and link to the scheme of learning provided. • All staff feel confident to put into place the RE and PSHE curriculum with their class groups. 	July, 2022 Ongoing – termly meetings Ongoing Ongoing	
To develop assessment for PSHE and to ensure that	<ul style="list-style-type: none"> • Questionnaires for children about how the lessons are going and what they are learning from them. 	<ul style="list-style-type: none"> • PSHE can be seen to be having an impact on children and their self-belief. 	Ongoing	

<p>these demonstrate that the majority of pupils are working at age-related expectations.</p>	<ul style="list-style-type: none"> • Develop and produce a federation assessment for PSHE with curriculum lead. • To ensure that pupils in KS2 are taught a more in-depth and robust SRE curriculum which prepares them for changes during puberty, peer pressure, bullying, online safety, drug awareness and discrimination. 	<ul style="list-style-type: none"> • Pupils have completed questionnaires about PSHE curriculum and the information has been analysed and used to inform planning and improvement. • Self-assessment is in place for children. • Children can discuss sensitive issues showing a growing knowledge and awareness. 	<p>January, 2022</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>To ensure that PSHE is clearly part of the recovery curriculum</p>	<ul style="list-style-type: none"> • Communicate with staff on mental health and well-being of children following lockdown. • To provide questionnaires for children on their own mental health and well-being. • Pupil progress meetings to discuss children who may need additional support. • Establish what is being done to support vulnerable children. 	<ul style="list-style-type: none"> • All staff are aware of vulnerable children across the Federation. • Staff share any information about children who appear to be struggling with re-engagement with school and/or the curriculum. • Pupil progress is discussed regularly – via zoom if needed. • Systems and procedures are in place to support vulnerable children. • Children have the opportunities to communicate how they are feeling. 	<p>Termly</p> <p>Termly</p> <p>Termly and ongoing</p>	
<p>Links with the whole school community to raising awareness of mental health</p>	<ul style="list-style-type: none"> • Attend Mental Health courses • Use the mentally healthy schools agenda with children across the Federation. • Use the mentally healthy schools agenda with staff across the Federation. • Questionnaire for staff mental health and well-being. • Staff activities and support given as needed. • To develop a whole school approach to mental health. • To share mental health resources and tools with parents. • Complete mental health first aider course online. 	<ul style="list-style-type: none"> • Mental health courses have been completed and information disseminated via staff meetings, e-mails etc. • Staff have completed mental health questionnaires and these have been analysed. These have formed the basis for a whole school community mental health action plan. • The schools are involved with the mentally healthy schools agenda for both children and staff. Resources are accessed and utilised. • Systems are in place to support children with their mental health and well-being needs. • Systems are in place to support staff with their mental health and well-being needs. 	<p>April, 2022 and ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>February, 2022</p>	

	<ul style="list-style-type: none"> • Liaise with mental health team at County to support processes. 	<ul style="list-style-type: none"> • Systems are in place to help support parents with mental health and well-being. • Links have been established with the mental health team at County and their resources are being accessed and shared. 	<p>April, 2022</p> <p>Ongoing</p>	
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SIAMS PRIORITY

<ul style="list-style-type: none"> • To extend the provision for Spiritual Development within all areas. 	<ul style="list-style-type: none"> • Provide opportunities for learning questions at the start of PSHE topic or lesson to encourages investigation skills, curiosity and discussion. • PSHE lessons inspires curiosity and provide opportunities for children to reflect on different opinions and also allows children to be imaginative and creative. • Provide opportunities for children to discuss a range of situation which allows children to show respect to others. 	<ul style="list-style-type: none"> • Children to become better at using their questioning skills and taking part in discussions. • Children accept the people's views and opinions. • Children want to learn more and take more responsibilities for their learning. 	Ongoing	
<ul style="list-style-type: none"> • Establish global links in order to offer pupils opportunities to think in greater depth about life globally. 	<ul style="list-style-type: none"> • Discuss and include global issues within PSHE and RE lessons. • Links with the Young Leaders award. • Pupils have regular opportunities to debate a range of global issues which include those that are important to them and those of national importance. 	<ul style="list-style-type: none"> • Children to have a better understanding of issues around the world. • Children to have a more positive attitude towards helping issues locally and globally. • Children to be more confident at sharing their views on different issues. 	Ongoing	

OFSTED PRIORITY

<p>To continue to improve the standard of reading, inference and comprehension across the school</p>	<ul style="list-style-type: none"> • Children are exposed to a selection of high quality texts. • Children are encouraged to read a range of literature to build up a 'love' of reading. 	<ul style="list-style-type: none"> • Children have an appreciation of a range of authors. • Children have experience of reading a wider range of genre. • Reading skills are reinforced within PSHE lessons / curriculum. 	Ongoing throughout the year.	
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	<ul style="list-style-type: none"> • Provide opportunities for children to read a range of scenarios and books linked to the PSHE Curriculum. 			
SCHOOL DEVELOPMENT PLAN PRIORITY				
Key Priority Covid-19 To support Pupils mental health	<ul style="list-style-type: none"> • PSHE NUFC Sessions. • Commando Joe's • PSHE planning. • Increase in PSHE sessions during the Autumn Term • Pupils support each other. 	<ul style="list-style-type: none"> • Pupils feel well supported and know who to go to for support. • Needs following Covid-19 lockdown are addressed • Pupils to feel more positive about themselves. • Pupils to be more supportive of each other. 	Ongoing	
To raise children's aspirations and self-coaching skills.	<ul style="list-style-type: none"> • Positive role models for children • Children given roles of responsibility – i.e. well-being monitors • Children know what to do when they can't do something. • Targeted children receive social skills so that they may interact with each other more successfully. • Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance. • Children use Commando Joes activities to build upon resilience and self-esteem. 	<ul style="list-style-type: none"> • Children all have a goal to aim towards. • Children can coach themselves and each other to improve. • Staff act as positive role models and share their goals with children • Pupils are confident learners • All children are celebrated • Pupils have time to discuss their learning. • Barriers to school are broken down. • Pupil leaders and school council members take an active role in school life • Children respect each other's viewpoints. • Children are able to challenge views that they don't agree with or feel uncomfortable with. 	Ongoing	