

PSHE Development Plan 2021/22

Led by Nuala Doyle

Main Areas of Development	Reason/Evidence
Implement statutory guidance for RSE and review sequenced whole scheme of PSHE teaching	Evaluate key content and statutory objectives for RSE with the PSHE planned and sequenced lessons across the school. Review critical content from previous year and implement full curriculum for the year and expected outcomes for pupils. Ascertain if any local data and current issues facing pupils need addressing this academic year following review of last years content.
Assessment and monitoring of PSHE	Introduce regular opportunities to assess key learning and pupils understanding of what they learn in PSHE. Conduct monitoring and support for teachers over the year to succeed in this.
Work towards SMSC award for the school	Celebrate current practice and pupil learning and understanding of the SMSC curriculum across our school. Incorporate and evaluate whole school activities alongside our PSHE curriculum to achieve SMSC award

<i>Overall target</i>		Action One – Implement statutory guidance for RSE and review sequenced whole scheme of PSHE teaching							
Action to be taken		Success Criteria and Impact on Learning and Standards.	Lead Person	Monitoring	Evaluation	Cost/ Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021
i	Map out statutory objectives for year groups and sequence teaching and learning	<ul style="list-style-type: none"> • ND can share teaching sequence with staff to ensure weekly teaching of PSHE • A clear sequence and embedding of PSHE skills and learning year on year in St Aidan's • Statutory PSHE objectives are taught and met by pupils as 	ND	Monitoring of the following each term Floor books for sequence of teaching and evidence of pupil learning Teacher voice Pupil voice	Is PSHE sequenced and planned? Is statutory content in PSHE/ RSE covered within the sequenced documents?	ND curriculum time Staff meeting to share resources and planning	All sequenced teaching for autumn is taught by class teachers and available in staff share Floor books shared with teachers	All sequenced teaching for Spring and statutory objectives are being taught Evidence of statutory content is evident in floor voices or in	All sequenced teaching for Summer and statutory objectives are being taught All statutory content for year group is covered and pupils can

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i	Floor books given out and content for PSHE and RSE content	Floor books will evidence the sequence of learning and understanding by pupils	ND	Termly monitoring of floor books with MB	How well do floor books capture PSHE curriculum? How do books evidence learning and understanding by pupils? Are books sequenced and well presented?	PSHE budget	All floor books given out and examples of 'good floor books' Discuss how we continue to develop how we present our floor books for PSHE Monitor Autumn 2	Monitor books again in Spring 2 Provide feedback and share good practice and use of floor books with staff	.Monitor books summer 2 Books should now present a wide range of learning across the curriculum in PSHE
ii	Share opportunities for assessment with staff	Opportunities to assess pupils understanding will evidence the impact of teaching and develop pupils progression within PSHE/ RSE Evidence progress and understanding of pupils in PSHE	ND Whole staff	Support for monitoring Termly monitoring assessment sheets	Can teachers reach judgments about attainment and understanding of pupils? How do teaching staff make judgements about learning and understanding?	None Staff meeting	Share assessment guidance with staff in Autumn 2 Hand in assessment to lead	Staff meeting to share how we can assess pupils and gather judgements about understanding	Gather assessment for all pupils in PSHE
	Implement regular opportunities to monitor and assess the quality of learning in PSHE	This will create an opportunity to continually assess and develop the quality of PSHE across the school. Ensure our PSHE curriculum is relevant, sequenced and has a positive impact on pupils	ND lead Whole teaching staff	Pupil voice Learning walks Floor book evidence and assessment tasks	Does the PSHE curriculum engage pupils? Does the PSHE curriculum meet the needs of pupils? Do children make progress in PSHE and how do we know?	ND staff meeting Support teachers with lessons/ assessments	Monitor delivery of planned and sequenced teaching – monitor floorbooks and pupil voice Autumn 2	Conduct pupil voice and learning walks to assess quality of lessons/ engagement Support and share feedback with staff to continue developing our	Monitor floor books Pupil voice Staff to provide three pieces of work from PSHE for different abilities ** use to

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								delivery of PSHE	moderate
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Overall target		Work towards SMSC Award for 2022							
Action to be taken		Success Criteria and Impact on Learning and Standards.	Lead Person	Monitoring	Evaluation	Cost/ Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021
i	Develop understanding of SMSC within our school setting and complete SWOT	Self-evaluate where we are at present and level of award Complete SWOT	ND to lead group of staff AW JC MC	SWOT Work through standards online for SMSC	Identify strengths of PSHE and SMSC throughout the school. Identify areas to develop Identify areas which have no evidence and how we might be able to achieve this over course of the year	SMSC/ Curriculum budget	Completed evaluation in Autumn 1 Use this to set action plan / action points going forward to spring term	Complete actions from autumn action plan Re-evaluate status of our SMSC award Review and action points to be developed for summer	Review impact of action points and where we sit in terms of the award and achieving its aims within our school
ii	PSHE lead to undertake training and evaluate SMSC award guidance for the award	PSHE lead to set aside curriculum time to build in training and complete modules to help complete understanding of SMSC online	ND	Completed modules Evidence outcomes and put into action in school where	How do the modules online help build portfolio for SMSC award? How does the SMSC online training help the lead develop understanding and	Online free	Use training to develop procedures or practices in school Cascade training to staff /	Build evidence from training and understanding of aspects for SMSC award	With modules completed, assess progress as a lead for developing SMSC and our successes

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				possible	skills for attaining the award?		staff meeting		over the year
	Build portfolio or evidence for SMSC award and implement actions to be made to achieve it	Create evidence for aspects of the SMSC award with a staff team Gather and collate evidence from range of aspects in school life	ND	Share portfolio with staff team and MB	How does the portfolio evidence our accreditation for the SMSC award? In which ways do we need to develop or add to the portfolio for SMSC accreditation?	PSHE Budget	Identify aspects which will need to be evidenced by staff team eg learning mentor, PE, RE, Head, etc ND to gather and collate Assess next steps	Continue to build portfolio based on action point 3i Continue to re-evaluate evidence and aspects which need further development or a new approach	Evaluate next steps for next academic year Gather and collate staff team evidence (ND) Complete end of year portfolio