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| <b>Priority:</b><br><b>PSHCE/PSED</b>  | <b>Subject Leader:</b><br><b>D Clark and M Collinson</b> | <b>Date:</b><br><b>Autumn 2024</b><br><b>Review March 2025</b><br><b>Review July 2025</b> |
| <b>Maintenance targets and strengths:</b>  |  |   |
| <p>To continue and maintain a high standard of teaching of the skills and knowledge required for PSHCE/PSED across the Early Years and key stage 1.</p> <p>To ensure that children are being taught a well-balanced curriculum and are both supported and challenged as necessary. To continue with embedding the Jigsaw scheme of work.</p>   |  |   |
| <b>Development:</b>  |  |   |
| <p>To continue to ensure that a high standard of teaching is taking place throughout the school across all year groups.</p> <p>To ensure that all areas of PSHCE/PSED are being covered in a way that allows for progression of knowledge and a progression of skills from Nursery to Year 2.</p> <p>To closely monitor subject content throughout the year.</p> <p>To ensure that key vocabulary is being modelled and used throughout the school in a progressive manner and that it is embedded each year group so that children develop a broad vocabulary.</p> <p>To identify gaps in pupil's PSHCE/PSED learning and ensure that the gaps are addressed.</p> <p>To ensure that the PSHCE/PSED curriculum provides all pupils with the knowledge, skills and experiences to support their development into educated, global citizens and to ensure that all pupils have the same opportunities to develop their cultural capital.</p> |  |   |

| <b>Development Targets:</b>   |   |                                       |  |   |   |
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| <b>Target</b>   | <b>Input, activities and tasks</b>  | <b>Timescale</b>                      | <b>Cost / budget heading / resources</b> | <b>Monitoring</b>                                   | <b>Success Criteria</b>   |
| <b>PRIORITY 1:</b> Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible across all areas of the curriculum, with particular focus on science and on streamlining our curricula intent and implementation to embed lifelong learning skills while ensuring that children have increased opportunities to learn practically and through play. | Ensure that all pupils can enjoy curriculum enhancements, like school trips and experiences, no matter their circumstances to enhance their learning and understanding. | September 2024 – throughout the year. | Staff time/FROG donations                | DC & MC   | Letters go out to parents that ask for a suggested donation and parents can pay whatever they can. All pupils are taken on the trip whether their parents have paid or not. |
|   | Teachers carry out summative assessments at the end of each unit to identify gaps in knowledge and vocabulary.  | End of each teaching unit.            | Staff time                               | DC & MC<br><br>Class teachers<br>Year group leaders | Gaps identified and addressed.  |
|   | Role-plays to be accessible in all year groups to encourage imaginative play with open-ended resources. Role-play areas to be linked to topic learning.                 | During the school year                | Staff time, resources made               | DC & MC<br><br>Class teachers                       | All children have access to imaginative based learning and play linked to the curriculum.   |
| Review of priority 1: This will be an ongoing priority throughout the academic year. At the end of the spring term, teachers will look closely at their summative assessments and plan interventions for pupils who are not making expected progress (including those with SEND). Teachers are continually carrying out formative assessment during their Jigsaw lessons and provide extra support for any pupils who have not demonstrated         |   |                                       |  |   |   |

understanding of the lesson objective or key vocabulary. For example, through deploying support staff, planning further activities, allowing more processing time, repeating instructions, further discussion etc.

July 2025 review. The data has been analysed, and it shows that 139 pupils out of 180 have achieved the expected level or above at the end key stage 1.

In Reception, the data shows that 66 pupils out of 86 have achieved the expected level at the end of Reception. There was a high number of pupils with SEND and EHCPs in the cohort.

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| <b>PRIORITY 2:</b> Continue to ensure that the well-being needs of our children are met to the highest degree by further enhancing the strong provision for our pupils with SEND and advancing and prioritising well-being throughout the school community. | Curriculum lead to attend to be released to be able to teach their curriculum area in other classes to support. (DC)<br><br>Key stage 1 teachers feed back Jigsaw sessions MC to observe and advise if need be. | During the school year | Staff time and cover | DC<br><br><br><br><br><br><br><br><br><br>MC | Best practise teaching taking place in PSHCE/PSED across all classes and year groups. |
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July 2025 Review of priority 2: DC has attended a foundation course to support SEND pupils in PSED. A mental health week took place in key stage 1 where we arranged workshops and a variety of activities.

| <b>Maintenance targets:</b>   |   |   |                 |    |  |
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| To further secure outstanding well-being by ensuring pastoral systems continue to support exemplary behaviours for learning including those pupils with | Subject leaders to support with the implementation of bespoke curriculums that meet the specific needs of the pupils as required through providing any additional resources or books. The use of stories to explore different perspectives and scenarios to support PSHCE/PSED. | Ongoing throughout the year as required | Time, resources | DC | Pupils displaying exemplary behaviours are well supported in their learning. |

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| complex SEMH and SEND.  | Supporting with the stretch and challenge of higher attaining pupils. |         |      |                            |                                     |
| <p>Review of targets: This is an ongoing target.</p> <p>Teachers are continually carrying out formative assessment during their Jigsaw lessons and provide extra support for any pupils who have not demonstrated understanding of each lesson objective or key vocabulary. For example, through deploying support staff, planning further activities, allowing more processing time, repeating instructions, further discussion etc.</p> <p>The well-being of pupils is a high priority for all members of staff and teachers act quickly if they notice any pupils who are struggling with their emotions/well-being. Staff communicate regularly with each other and parents. Teachers have good relationships with parents, in which parents feel comfortable in sharing relevant information about their child.</p> <p>Teachers work closely with the SENCo, Charlotte Ballard and the school's family support worker, Miss Stanton. The SENCo team provide teachers/families with further strategies, interventions, and resources when necessary to support vulnerable pupils.</p> <p>All teachers make relevant adjustments and adaptations to suit the needs of the pupils in their class. For example, individual learning stations, now and next boards, opportunities for the pupils to snack and be physical.</p> <p>In the autumn term, most pupils settled quickly into their new classes and adjusted to their new classroom routines. This reflects that the transition work carried out in the summer term has been successful. Teachers have acted quickly if any pupils have shown signs of needing extra support with transitioning into their new year group.</p> <p>In the autumn term, classrooms had check in stations where pupils could express how they were feeling throughout the day. For example, happy, calm, sad, worried. This was part of the key stage 1 'Colour Monster' lesson sequence where the pupils learnt about identifying and managing their different emotions.</p> <p>The whole school uses consistent language of red/green choices and the 'five signs of learning' to encourage good learning behaviours.</p> <p>Assemblies have been delivered following the Jigsaw scheme promoting good learning behaviours.</p> |   |         |      |                            |                                     |
| To monitor and evaluate effective   | To review all year groups planning and topic webs.                    | Ongoing | Time | DC & MC – to monitor topic | Ensuring PSHCE/PSED is being taught |

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| teaching and learning of the PSHCE/PSED curriculum across the school, ensuring that the curriculum is engaging, creative and meets all pupils' needs, including the speech and language base children, SEND, EAL and Pupil premium children. | <p>To collate photographic evidence of displays and children's work.</p> <p>Meetings with staff to monitor how teachers are assessing PSHCE/PSED.</p> <p>To monitor foundation subject progress tracking sheet.</p> |         |                | <p>webs as they are updated and collect evidence throughout the year.</p> <p>Evidence shared in staff meetings.</p>                | <p>effectively throughout the school from Nursery to Year 2 + Orca class.</p> <p>Build up a collection of displays and evidence of pupils work to be kept on the school server and in subject files.</p> |
| <p>Review of target:</p> <p>Observations have been carried out in the Early Years and pupil voice has been collated. The same activities will be carried out in key stage 1 in the spring or summer term.</p>                                |   |         |                |  |  |
| To achieve good quality assessment data to show progress made in PSHCE/PSED.   | <p>To collect a range of differentiated work from all year groups.</p> <p>To monitor data from Arbor as it is inputted at each assessment point.</p>  | Ongoing | Time Computer. | DC & MC – keep track of progress within PSHCE/PSED throughout the year to be used in final report to governors in the summer term. | Ensuring PSHCE/PSED. is meeting the needs of individual pupils and their styles of learning.   |
| <p>Review of target: Display walk to be carried out in the summer. See above for data analysis.</p>  |   |         |                |  |  |

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| Use of key vocabulary to be monitored. | <p>Vocabulary to be a focus of observations that take place in across the year groups.</p> <p>Displays to be monitored to see use of key vocabulary.</p> <p>Pupil voice to be taken to provide evidence of embedded vocabulary.</p> | Ongoing throughout the year. | Time | DC & MC – subject leaders to observe other classes across year groups. | Lessons to be observed. |
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