



# Designing a curriculum for all

**Action Plan 24/25**

**Subject PSHSRE**

**Leader Suney Phillpot Date 07.11.2024**

**Intent Statement:**

To ensure that all children have greater understanding of Health and Wellbeing, Relationships and Living in the Wider World. Learning through cross-curricular activities, assemblies and class discussions. Enabling all children to be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.

<b>Action</b>  <b>Implementation</b>  (these are your specific actions – these can then be RAG rated at review points)	<b>Timeframe</b> (start & end)  <b>Milestones</b>	<b>Resources</b>  (people/time/ training)	<b>Accountable</b>	<b>Monitoring and Evaluation</b>  (How will it be achieved?)	<b>Success Criteria</b>  <b>Impact</b>  (What will it look like? How will you know you have met the objective? What will you see?)
To ensure all teaching staff and PSHSRE Lead are trained in the subject area	Ongoing	SP to familiarise One Decision training (subject release time)  Subject Leader release time  Staff meeting session	SP	Online bespoke training with 1 Decision	All teachers are able to discuss how PSHE is taught in their phase confidently  Planning is accessible, used and personalised for relevant cohort/ class
To use PSHSRE skills progression document to inform monitoring	Spring 2	Online resources  Subject leader release time	SP	KC and CMC to review document during Spring Term	PSHRE skill and progression document will reflect children’s development of understanding as they progress through the school.

					Vocabulary progression will deepen children's understanding of PSHRE concepts
To establish monitoring, observation and validation of the PSHSRE subject through <b>book look (seesaw)</b> and <b>obtaining pupil voice</b> (including PP/SEND) on Seesaw	Summer term	Subject lead release time	SP	Pupil voice will be gathered with informal chats with selected children in each phase  Seesaw monitoring of pupil progress and understanding	Teachers using the resources when teaching different areas of PSHE.  Children feel heard by being given an opportunity to reflect on their PSHRE learning and school experience
To observe PSHRE lessons throughout each phase within the school	Spring term	Subject lead release time	SP	SP will conduct learning walks within each year group and speak briefly to each teacher about effectiveness of the current scheme/ PSHRE overall	PSHRE lessons are purposeful  Children are secure in understand of life skills and knowledge (as stated on KPIs)
To monitor the use of Zones of Regulations throughout the school (linked to children's wellbeing)	Spring term	Working with wellbeing governor (LH)  Time to meet with SenCo and HSLW  Time to source any additional resources required	SP	Meeting time with SENCO  Classroom drop ins  Pupil voice (pp/send)  Zones of regulation resources	Will benefit all children to be supported  Increased sense of well-being amongst children within the school