

P.S.H.E. Action Plan

(2023 - 2024)



Vision

At Knights Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

Curriculum Intent

Our curriculum puts the child at the centre of our caring, sharing, achieving school, where positive relationships, based on mutual trust and respect are at the heart of everything we do.

Our ambitious curriculum has been designed to take account of the legal requirements of the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The creative and performing arts are pivotal to our curriculum delivery and ensure that our children are immersed in vibrant experiences, allowing each of them to express themselves as an individual.

The key principles behind the design of our curriculum are for our children to:

- be confident, independent and resilient; displaying a thirst for learning
- be kind; showing empathy and compassion whilst valuing diversity
- achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- be culturally knowledgeable about our country and our world
- have aspirations for the future and know that these can be reached through hard work and determination
- be well prepared for the challenges of the secondary school curriculum. Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

Implementation

Visitors are regularly invited into school, educational and residential visits are carefully chosen to deepen understanding and we make the most of our beautiful outdoor learning environment to enhance hands-on learning experiences.

Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Music, art and sports specialists work alongside teaching staff to enhance curriculum delivery. Subject Leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is re-visited and developed year-on-year, to ensure a real depth of learning right across the school.

Impact

- Our children demonstrate confidence, independence, resilience and a real thirst for learning.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Our children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two.
- Our children are well prepared to access the challenges of the secondary school curriculum.

- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live.

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- | | |
|--|------|
| • Effectiveness of leadership and management | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for pupils | Good |

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

3. SEND

Meeting the needs of all children to ensure good progress.

1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
3. **IEPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

4. Parental Involvement

Involve children and parents in the learning process to

1. Introduce **systems** and **routines** which are consistent across the school and year groups.
2. Parental communication is effective and consistent, which allows them to be fully engaged with their children's learning

1. Teaching & Learning

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure that PSHE is taught regularly throughout the school. Ensure that all planning and resources are available as needed to be able to deliver PSHE to a high standard.	Staff audit to identify areas for support	PSHE Lead	Autumn 1		
	Audit available planning resources and order additional as necessary	PSHE Lead	Ongoing		All staff members have access to SCARF and are able to download lesson resources.
	Lessons clearly mapped out and resourced (if covering for HLTAs – supported provided as needed)	PSHE Lead	Half termly		All lessons are on the SCARF website.
	Ensure regular teaching of PSHE (blocked or weekly)	CT/PSHE Lead	Half termly		PSHE is taught weekly or blocked depending on a theme week such anti bullying week.

2. Curriculum and outcomes

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To engage all students in P.S.H.E	Develop a new curriculum overview for PSHE (ensuring all the requirements of RSE are met)	PSHE Lead	Termly		Use current format to create an overview to be used with LTP.
To give children an opportunity to develop their own views and opinions.	All pupils are expected to take part in a PSHE lesson once a week.	CT/PSHE Lead	Ongoing		Monitor planning to ensure progression and lessons are being timetabled in.
To ensure that the expected outcomes in PSHE for each year group are met by the end of the academic year.	Feedback given to PSHE lead on the engagement of children following each block so planning can be adapted.	CT/PSHE Lead	Half termly/ Ongoing		Pupil voice questionnaire – date tbc

4. Parental Involvement

1. Introduce **systems** and **routines** which are consistent across the school and year groups.
2. Parental communication is effective and consistent, which allows them to be fully engaged with their children's learning.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To share information on what is being taught with parents	To ensure year group half termly overviews state what PSHE is being taught	PSHE Lead	Half termly		Monitor planning and curriculum overviews.
To make the RSE policy available to parents so they understand the right to withdrawal	To ensure policy (once written and approved) is on the school website	PSHE lead	Annually		Policy to be placed upon the school website. Policy to be shared with staff in school.
To consult parents in the development of the RSE policy	To ensure letters are sent out before any content is taught that parents have the right to withdraw from.	PSHE Lead	Ongoing		Letters to be sent out to parents ahead of specific lessons.