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| WESTON PRIMARY SCHOOL SUBJECT LEADER ACTION PLAN 2021/24Subject |  |
| Key Improvement Priorities:  **Focus on outcomes. Specific, measurable impact on pupils.*** To ensure that a planned PSHE/SRE curriculum is delivered that will effectively address new learning as well as ensure that gaps in learning as a result of the pandemic are addressed
* To ensure that the mental health and well being needs of all children are addressed through the PSHE/ health and wellbeing strands of the curriculum.
* Ensure that disadvantaged pupils and pupils with SEND are supported effectively with specifically planned activities that are designed to meet their needs (these may be different to other children in the class)
 | Finances required:£200 CPDApproximate cost for bringing visitors in to school during the tear £1500 |
| Success Criteria:**Focus on outcomes. Specific, measurable impact on pupils.** | * Staff are aware of the different issues pupils may face and the potential risk factors, and how this may impact on their daily learning-Ensure mindfulness sessions are embedded weekly
* Children have daily access to high quality PSHE/ health and wellbeing activities
* Evidence that pupils with SEND are making progress and learning life skills in PSHE
* Children will be able to talk and discuss with their class about different groups (culture, religion, disability) with respect
* Children will be able to talk confidently about the knowledge they have gained and identify the skills they are developing/ practising and why these are important for them.

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| Actions | Lead person accountable for the action | Time Scale-Start and End dates | Training/CPDNeeds-Resources/Costs/TimeAdditional Information | Evaluation |
| All children to have access to weekly PSHE/SRE/Wellbeing lessons that are designed to cover new learning as well as any issues that may have occurred as a result of the pandemic. | RA & LS | September 2021-July 2022 | Potential costs for any additional resources |  |
| All children to have access to a form of emotional check in each day which will be followed up with staff | RA& LS | From Autumn term 2021 | Potential costs for app/program |  |
| Staff to have access to CPD linked to the Jigsaw PSHE/RSE curriculum | RA & LS | September 2021-December 2021 | Jigsaw Online Training. Consultant led. 1 hour 30 minutes £200LS & RA to deliver CPD in an Autumn term staff meeting using the Powerpoint training slides on the Jigsaw online resources |  |
| To ensure that staff have an understanding of the additional vulnerabilities of disadvantaged children and children with SEND. Ensure staff use their Barriers to Thriving Matrices when planning | RA & LS | Autumn Term 2021 | Staff meeting discussing the extra support children with SEND may have when accessing the PSHE curriculum and the vulnerabilities due to the pandemic.Staff meeting discussing the additional needs and provision required for disadvantaged children |  |
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| Development of aspects within the Jigsaw Puzzle- Celebrating differenceEvaluation of last year showed that children needed greater exposure to diversity of culture, disability, religion. |
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 | RS & LS | Throughout academic year 2021/22 | Costs for bringing visitors in to school to share cultural and religious difference, as well as giving children opportunities to learn about people with a range of disabilities and charities to support these.  |  |
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| To ensure children not only participate in the PSHE/SRE lessons and gain knowledge and develop skills, but that they are aware of **why** they are learning about this – how does it relate to them and their life now and in the future |
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| Consider how we teach children about safeguarding, healthy and respectful relationships, respectful behaviour and consent, sexual violence.Ensuring our curriculum sufficiently educates our children in acceptable behaviours. Ensuring we promote an open, honest and respectful culture within our setting.To ensure Mindfulness activities are embedded in all classes weekly and that CMH is a priority. Ensure that Mental Health takes high priority in all classrooms and is visually represented across the school.  |

 | RS & LSRA &LSRA & LS | 1/2 termly reviews throughout 2021/22September 2021-July 2022September 2021-July 2022 | Discussions with children and staff 1/2 termly to discuss this learning. Pupil interviews.\*Staff training-Peer on Peer abuse\*Embed the use of Harmful Sexual Behaviour Prevention Toolkit\*Adapt the Changing Me Unit to incorporate relevant/appropriate coverage for each year group\*Enhance our existing PSHE policy to reflect OFSTED 2021 report and subsequent findingsStaff to complete Barriers to Learning spreadsheet to give an overview of the class and their mental health needsStaff to plan for mindfulness sessions each week using the apps shared at the CMH staff meeting (smiling mind, go noodle, cosmic kids) as well as daily mindfulness opportunities through music, quiet time etcLS & RA to deliver session on how to raise the profile of CMH across the school, making is visual to all.-“It’s OK to not be OK” |  |
| MonitoringWho, What, Where, When, How |
| RA & LS to source training for staff Autumn 2021-staff review before and afterRA & LS to carry out termly reviews of the Jigsaw curriculum1/2 termly interviews with childrenTermly staff meetings to gain staff views-strengths and difficultiesLS & RA to observe Jigsaw lessons taking place |
| IMPACT/EVIDENCE |
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