

PSHE Implementation Plan 2024 – 2026

Current Position/ Problem/Barriers (Why?)	Intervention Description (Active ingredients)	Implementation Activities <i>Inc timeline and lead</i>	Implementation Outcomes <i>(Define time span)</i>	Final Outcomes
<p>What is going well in bold</p> <p>Teachers</p> <ul style="list-style-type: none"> Some teachers lack expertise and/or confidence in PSHE education delivery (or some aspects of it e.g. RSE.) Teachers report positive relationships with pupils and confidence in discussing wellbeing, relationships and safety. Staff confidence varies when teaching sensitive or complex PSHE topics (e.g., mental health, online safety, RSE). <p>School – Environment</p> <ul style="list-style-type: none"> PSHE is timetabled weekly across the school. Assemblies support key PSHE themes (values, behaviour, safeguarding). Opportunities exist to strengthen consistency and progression across year group. PSHE lead, SLT and governors are aware of current developments and statutory requirements in PSHE education. There is little 	<p>Active Ingredient 1: Consistency and progression in the teaching of PSHE</p> <ul style="list-style-type: none"> All staff are confident to teach PSHE sessions (subject knowledge) and know progression in lesson/s & across year groups. Consistent use and adaptation of support materials. Use of AFL informs daily teaching. Clear expectations for lesson structure/content in place. There are clear procedures in place so that children know how and when to raise anonymous questions. <p>Active Ingredient 2: Teaching is adaptive to meet the needs of all learners</p> <ul style="list-style-type: none"> PSHE lessons are planned with clear scaffolds to support pupils with communication, emotional and cognitive needs. Teachers use inclusive strategies such as visual prompts, sentence stems, role-play, and structured discussion formats. Lessons provide multiple ways for pupils to participate, including verbal discussion, written reflection, drawing or practical activities Teachers adjust content 	<p>Active Ingredient 1: Consistency and progression in the teaching of PSHE</p> <ul style="list-style-type: none"> Termly book looks - ongoing. Learning walks - next: Spring 1 2026 Skills audit - End of Spring 2 Training around answering difficult questions in PSHE - Summer term 26 Monitoring of AFL/Baseline assessments- ongoing Monitoring of use and effectiveness of Floorbooks- ongoing Monitoring of Lessons- looking at resources, use of questioning and opportunities for oracy. – ongoing Pupil voice - next: Spring 1 2026 <p>Active Ingredient 2: Teaching is adaptive to meet the needs of all learners.</p> <ul style="list-style-type: none"> Monitor challenge and accessibility through learning walks (Spring 2025 onwards) Use visual supports, social stories and structured discussion prompts Use of non-verbal symbols in PSHE lessons to agree, challenge, build on etc – launched across whole school in Autumn 2 2025 Teachers to use suggested activities from Kapow scheme to support scaffolding tasks for those who would struggle to access. Termly learning walks – next Spring 1 26 <p>Active Ingredient 3: Provide wider curriculum enrichment opportunities to support PSHE</p> <p>Curriculum and workshops:</p> <ul style="list-style-type: none"> HSBC workshop – whole school assembly Autumn 2 <p>Year 4 – Sporting Chance – budgeting a day out, considering value for money, looking at choices we can make to keep a budget</p> <p>Year 5 – Smart Gaming – exploring the world of gaming, considering value for money and budgeting, fraud and identify theft</p> <p>Year 6 - Banking 101 Escape room – supporting understanding of the basics of banking, borrowing, saving and why a bank account is important.</p>	<p>Short (Autumn Term 2025)</p> <ul style="list-style-type: none"> Staff are trained in the use of published materials. PSHE is consistently being taught across the whole school on a weekly basis. An elected School Council is in place. Introduction of PSHE books years 3 – 6 – giving the children opportunity to have a place to write reflections about their topics. Staff use group agreements to ensure a positive and safe environment is created for all PSHE lessons. <p>Medium Spring 2026</p> <ul style="list-style-type: none"> PSHE staff skills audit – send out survey to teachers in Spring 1 26 Regular monitoring in place. All children have responded to pupil voice survey. School Suggestion box in place. School Council surgeries are attended by children from all key stages and are a productive means to share ideas and strategies. Children are aware of how to keep safe on the internet. <p>Long (Autumn, Spring & Summer 2025- 2026</p> <ul style="list-style-type: none"> Parents and carers to attend RSE workshop Summer 1 School Council to be involved in leading assemblies with a PSHE focus – complete Sum 1 26 	<ul style="list-style-type: none"> Lessons are structured so that children make good or better progress in PSHE Teachers are highly skilled and confident at teaching RSE. (Summer 26) There are increased opportunities and platforms for children to share their thoughts and opinions and children know what these are. The parent/carer community is well informed about the PSHE curriculum in place and know about new statutory guidance regarding RSE. They know how to share views and feedback with the governing body. School has implemented the changes to the RSE curriculum and have met with teachers to make sure everyone is on the same page and feels confident with the subject content.

<p>engagement from parents and carers with the PSHE curriculum. The children's learning is shared sporadically in the school Newsletter.</p> <p>Children</p> <ul style="list-style-type: none"> • All statutory elements of PSHE education are covered. • There are some attempts to match the curriculum to pupils' needs where the school is aware of them. • Published resources are used for the year group or key stage for which they were intended but teachers lack expertise in knowing how to adapt these to meet the needs of their class. • Pupils are generally engaged and enjoy discussion-based lessons. • Some pupils find it difficult to articulate feelings, manage emotions, or apply strategies independently. • SEND pupils require additional scaffolding to access learning fully. • 	<p>and delivery in response to class cohort, needs of the class.</p> <ul style="list-style-type: none"> • PSHE teaching promotes equity and representation, ensuring content reflects diverse identities, cultures, and family structures. • Ongoing assessment (pupil voice, observation, reflection tasks) informs next steps and targeted support. <p>Active Ingredient 3: Provide wider curriculum enrichment opportunities to support PSHE</p> <ul style="list-style-type: none"> • Pupils access a range of enrichment opportunities that reinforce PSHE learning beyond the classroom • External visitors and workshops are used purposefully to enhance understanding of key PSHE themes, including wellbeing, relationships, safety and diversity. • Whole-school events and themed weeks are planned to embed PSHE values consistently across the school. • Pupil voice initiatives (e.g. school council, surveys) actively shape PSHE provision and enrichment. • Enrichment opportunities promote inclusion, equality and respect for diversity. • SEND pupils are supported to access enrichment activities through adapted delivery and targeted support. 	<p>Police visit – Jan 26 focusing on road safety Sailing Festival – Sum 2 25 Ice skating Festival – Aut 2 25 School Council – elected and have regular meetings and have a say in the running of the school. Children from all year groups in school council have voted on:</p> <ul style="list-style-type: none"> • New school name • New school logo • Name of school adopted South African penguin. <p>Active ingredient 4: Teachers are confident in teaching the RSE curriculum.</p> <ul style="list-style-type: none"> • Subject lead to hold a refresher session regarding changes to statutory guidance around the teaching of RSE. - End of Spring 2 • Resources are carefully selected for their suitability and reviewed for effectiveness once in use. - ongoing • Pupils feel safe in RSE lessons, for example through use of group agreements - ongoing • Teachers recognize the importance of and want to teach RSE. - ongoing 		
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