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| **Holy Trinity C of E Primary School**  **School Improvement 2021-22** | | | | | | | | |
| **Subject** | **PSHE and RHSE** | | | | | | | |
| **Staff** | **Debbie Wheeldon** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| At Holy Trinity, the physical and emotional well-being of our children is a priority. A great deal of importance is placed on PSHE and as a Church of England school it is embedded in our ethos as defined in the Mission Statement and Aims of the school. *We aim to develop children’s skills and talents to develop positive character traits and personal attributes to make sound decisions when facing challenges and complex contexts. We support pupils to become independent, reflective lifelong learners and responsible adults who are happy and can be successful in adult life.* We nurture and educate our pupils in order to help them to develop the knowledge, understanding and skills needed to live happy, healthy and successful lives. We promote our pupils’ spiritual, moral, social and cultural development. *Our Christian values encourage the principles of love, family, community, commitment, self-reliance, self-disciple, responsibility, trust and respect. We provide positive partnerships with the church, family, governors and relationships within the wider community.* | | | * RSHE and PSHE(jigsaw) is covered within each year * Children have a deeper understanding of specific Personal, Social and Health issues and how their lives can be affected. * Pupil’s emotional, social and mental health issues are supported effectively in school. * Children are more resilient and believe in themselves and can persevere with tasks despite setbacks. * Children understand the importance of self-respect and self-worth. * Children can talk about their feelings / emotions and how they can make improvements and how to get help * Children can identify ways to keep safe and understand they have rights over their own bodies. * Girls and boys are prepared for physical and emotional changes before they leave primary school | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To ensure parents are aware of new statutory requirements RSE and Health Education Policy and curriculum to provide knowledge and skills in schools and beyond. | | | |  |  | |  |  |
| To embed Jigsaw and RHSE and ensure new areas of the curriculum are covered within the year groups. | | | |  |  | |  |  |
| Staff have a deeper understanding of Thrive and TAs to run specific interventions and mentoring. | | | |  |  | |  |  |
| To ensure staff are using reading materials to support new RSE and Health Education curriculum. -RSHE | | | |  |  | |  |  |
| To ensure children and given opportunities to work on mental health strategies and training in Yr 3 and 4 is implemented. | | | |  |  | |  |  |
| To develop assessment procedures to ensure PSHE knowledge and how these are applied through social, emotional and physical skills. | | | |  |  | |  |  |
| To embed Trailblazer to support children to develop emotionally and improve self-regulation and resilience. | | | |  |  | |  |  |
| To embed PSHE class book with examples of work and other resources being used in class and around school eg Personal PSHE work, Jigsaw, Thrive, SEAL, The Great Dream, PSHE association. | | | |  |  | |  |  |
| To provide CPD for one more member of staff to complete assessments through THRIVE. | | | |  |  | |  |  |
| For Trailblazer to provide further CPD for staff to ensure they provide good mental health strategies. | | | |  |  | |  |  |
| To develop more mindfulness strategies for staff to use with all children in PSHE lessons. | | | |  |  | |  |  |
| To embed Emotional Wellbeing Champion and team and pupil voice on Wellbeing. | | | |  |  | |  |  |
| To develop the environment to promote positive thinking and promoting good mental health strategies. | | | |  |  | |  |  |
| To provide staff with strategies to help them with the pressures of work and mental health. | | | |  |  | |  |  |
| To embed social groups for vulnerable pupils alongside children who set good role models and communication skills. | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Training for staff –Mental Health, RSE, Trailblazer £200  Books for mental health £150  Staff Well Being resources £100  Thrive resources £150 | | | | | | C Patton-Wood | | |
| **Evaluation** | | | | | | | | |
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