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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | | |
| **Subject** | **PSHE and RSHE** | | | | | | | |
| **Staff** | **Debbie Wheeldon** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| At Holy Trinity, we promote the physical and social and emotional well-being of our whole school community from Early Years to Year 6. We recognise that child’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. 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 with essential skills to be independent, reflective lifelong learners and responsible adults who are happy and can be successful in adult life.  PSHE and RSHE are embedded in our ethos as defined in the Mission Statement and aims of the school.  **“Our aim is to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence. We aim to prepare them to take on the responsibilities of later life in an atmosphere of a caring Christian setting.”**  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. *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 and covers all statutory requirements * 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. * Vulnerable children (including SEND) are supported in school * Girls and boys are prepared for physical and emotional changes before they leave primary school | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To provide CPD for new members of staff around the POS for RSHE and PSHE scheme – Jigsaw. | | | |  |  | |  | Aut- POS / Vocabulary and RSHE / PSHE discussed with staff.  Clennell is our new safeguarding agency and the are providing information about safeguarding and supporting children.  Spring- Co-ordinator also working with DLDNT to develop POS for EYs. PACE training.  Summer- Trailblazer completing work with class cohorts within new members of staff to support RSHE. |
| To provide Thrive training for staff and mentors to give a deeper understanding of Thrive and how they can support the social and emotional development for children. | | | |  |  | |  | Aut – DW completed Thrive course. Training given to TA and Tcrs. Jo Warner came in for Twilight on Thrive and how to support social and emotional development.  Spring – PACE training for whole staff to support social and emotional development for children.  Summer- skills embedded. |
| To embed nurturing and social groups. | | | |  |  | |  | Aut- Social group set up for year 3.  Spring- Children targeted and asked to attend social groups.  Summer- Some chn attending social groups but some declining offer. Need to review ways to encourage chn to attend. |
| To set up TripleP in EY to support families. | | | |  |  | |  | Not completed due to other commitments. |
| For co-ordinator to complete mental health CPD and implement work. | | | |  |  | |  | Aut- course completed and this work is being implemented into RSHE / PSHE overview. Supporting staff and chn mental health. Planning for EY with DNDLT.  Spring – audit tools used to complete Mental Health on Anna Freud and Trailblazer for whole school. Lily Jo Project resources shared with staff and parents.  Summer- Analysed mental health and shared with staff. Staff meeting on ways to support staff mental health and anxieties. |
| To provide more CPD for mindfulness for staff and children. | | | |  |  | |  | Spring staff directed to mindfulness |
| To develop baseline assessment procedures for some areas of learning. | | | |  |  | |  | Spring – Baseline assessments discussed for appropriate topics. |
| To set up a group of KS2 children to become ambassadors to support other children and promote positive thinking and promoting good mental health strategies. | | | |  |  | |  | Aut- set up and chn organised world mental health day. Gathered ideas for activities. Started making posters. Reviewed policies for mental health.  Spring- Ambassadors helping to plan mental health days. Discussed looking after themselves.  Summer- Ambassadors held mental health worships. Worked on OT skills in EY playground with KS1 chn. |
| To work with new Trailblazer staff to ensure specific children and families are supported with mental health to help develop emotionally literacy and improve self-regulation and resilience. | | | |  |  | |  | Aut – Waiting for new member of staff to start to work on specific targets. The have attended parents meetings and we are using Trailblazer to support chn rather than referring directly to neurodevelopment pathway.  Spring – Trailblazer staff attached to school is being trained. Year 6 have had support with Transition to support emotionally and help with self regulation.  Summer- New member of staff working in Yr 2 & 3 on Emotional Awareness to support self regulation. |
| To implement mental health charter with staff and provide strategies to help them with the pressures of work and mental health. | | | |  |  | |  | Aut – implemented mental health policy for staff and children which relates to charter. Ambassadors discussed appropriate sections of children’s mental health policy.  Spring- Charter discussed during mental health Wk – discussed timings of emails. Discussed ways to reduce workload and changed assessment procedures to reduce workload. |
| To train new staff to set up social groups for vulnerable pupils alongside children who set good role models. | | | |  |  | |  | Aut – received Thrive training to help. Looked at resources available. |
| **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 – met with Christine for updates. She attended the Trailblazer assembly and the staff meeting to talk about what they can offer.  Update given to Governors about safeguarding and the importance of RSHE / PSHE curricululm. | | |
| **Evaluation** | | | | | | | | |
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