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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | | | |
| **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 embed KS2 Wellbeing Ambassador to plan Wellbeing and Mental Health activities and promote positive thinking and good mental health strategies.  (Beginning of Autumn Year 4 and 5 children. They to decide what they want to do throughout the year. World Mental Health Day – Trailblazer and pupil input on Growth Mindset) | | | |  |  | |  |  |
| To embed mental health charter with staff and provide strategies to help them with the pressures of work and mental health.  (Autumn 1 review charter. Autumn 2 work with staff) | | | |  |  | |  |  |
| To train new staff to set up social groups/ Change for Life Clubs for vulnerable pupils alongside children who set good role models to encourage communication.  (Autumn) | | | |  |  | |  |  |
| Provide CPD for staff on Zone of Regulation and implement these with the children.  (Spring) | | | |  |  | |  |  |
| To set up a RSHE PSHE for parents to attend.  (Set up parent discussion/feedback desk at parent meetings in Autumn. Set up parent meeting Spring) | | | |  |  | |  |  |
| To ensure more books in classrooms for children to access daily around RSHE yearly topics.  (Spring / Summer) | | | |  |  | |  |  |
| To use pupil voice to ensure the PSHE and RSHE curriculum is personalised across school including included in other subject areas.  (Autumn Term 1 SEND questionnaire / Autumn 2 PSHE/RSHE pupil voice both feed into changes.) | | | |  |  | |  |  |
| To provide more CPD for mindfulness for staff and children.  (Autumn) | | | |  |  | |  |  |
| To develop baseline assessment procedures for some areas of learning.  (In place by Summer) | | | |  |  | |  |  |
| CPD for staff to identify anxiety. What is normal and when we need to put support in place.  (Spring Term) | | | |  |  | |  |  |
| To support vulnerable children with resilience – window of resilience and strategies to help cope.  (Spring build up resources and CPD for agencies – Thrive / EP. In place by end of Summer.) | | | |  |  | |  |  |
| Headteacher to attend Thrive training to become a Thrive practitioner.  (Date needs to be rearranged. Hopefully this will begin Spring ) | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Training for staff –Mental Health, RSHE, Trailblazer  Staff Well Being resources  Thrive resources  Books for mental health | | £200  £150  £100  £150 | | | | Christine Patton-Wood | | |
| **Evaluation** | | | | | | | | |
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