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| **Holy Trinity C of E Primary School**  **School Improvement 2025-26** | | | | | | | | |
| **Subject** | **PSHE & RSHE** | | | | | | | |
| **Staff** | **Katie Marsden** | | | | | | | |
| **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** |
| Staff CPD in using Jigsaw to assist with confidence | | | |  |  | |  |  |
| Implement individual books for children to replace whole class floor books. | | | |  |  | |  |  |
| Staff meeting to share new guidance and priorities (Autumn) | | | |  |  | |  |  |
| Upskill myself as subject lead by completing relevant CPD | | | |  |  | |  |  |
| Ensure all documentation is up to date and line with government changes and inform staff when necessary. | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
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| **Evaluation** | | | | | | | | |
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