**Personal Social Health Education (PSHE) theme**

**North Yorkshire Healthy Schools**

This action plan is to record progress and evidence towards achieving the PHSE theme. The additional evidence required to support the criteria is detailed in bold type. You are asked to either write extra details into the action plan or upload additional documents online as evidence, when you apply for a Healthy Schools award.

Once all criteria have been achieved, please work through the PHSE ‘Theme content’ section online, adding evidence where required. Finally upload your completed action plan and Pupil Voice questions. Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award.

A reminder that one completed theme = Bronze award, two (plus Staff Wellbeing) = Silver award and all four themes = Gold award.

Please see the website Resources page for support, documents and information in relation to this theme. Any problems, contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| **Criteria to be achieved for PSHE** | **Explain how each element of the criteria is already being met/ in place in school and the impact it is having.**  eg we have implemented a updated PSHE curriculum that meets the governments statutory requirements for RSE and health education and the needs of our pupils. We have a named PSHE lead who is monitoring the taught planned curriculum | **Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award.**  eg we have consulted with the whole school community on the updated relationships and sex education policy to ensure it is in line with the governments statutory requirements for September 2020 but it needs to be ratified at the next governors meeting |
| **Senior Leadership Commitment**  The leadership and management of the school provides visible leadership and champions the importance of a well taught and planned PSHE curriculum for all pupils. |  |  |
| **Policy**  The school has up-to-date policies that are regularly reviewed and reflect the provision that is provided within the school and have been developed in consultation with the whole school community.  Statutory policies:   * Relationships and Sex Education policy * Anti-bullying policy * Equality information and objectives * Smoke free policy for both adults and pupils   Policies that are not statutory but highly recommended:   * Online safety policy including acceptable use policies for staff, pupils and parents / carers * Substance Misuse policy (drugs and alcohol ) * PSHE policy (or PSHE is integrated into other policies) * Emotional Health and Wellbeing policy   **EVIDENCE UPLOAD: policy documents** |  |  |
| **Subject Leadership**  There is a named PSHE subject lead in school with protected time and clear responsibilities and who has parity to other subject leaders in status and resources.  The subject lead has access to regular CPD to support the effective delivery of PSHE and they have opportunities to disseminate the learning to other members of staff.  The quality of provision is subject to regular and effective self–evaluation which is monitored by the SLT and governors**.**  **EVIDENCE: Write into the action plan how the PSHE subject lead monitors the planned PSHE curriculum** |  |  |
| **Curriculum: including monitoring and evaluation**  There is a taught planned programme for all year groups which is inclusive of the requirements of the relationships, relationships and sex education and health education curriculum that is becoming statutory for all schools in September 2020. The planned curriculum has adequate curriculum time and is regularly monitored and evaluated in parity to other similar subject areas.  The PSHE subject lead works in partnership with other subject leads to ensure the PSHE programme complements other subject areas e.g citizenship, science, computing, RE and PE. This should ensure it does not duplicate the content and that PSHE focus is explicit. All aspects are regularly reviewed and evaluated to monitor the impact of the provision and to ensure pupils are making progress in achieving the expected educational outcomes for PSHE.  The PSHE delivery uses interactive learning that focuses on skills and attributes developed through the context of subject knowledge and the curriculum uses a positive approach which does not attempt to induce shock, fear or guilt.  The school effectively uses the bi-annual Growing up in North Yorkshire (GUNY) survey data to provide information to support the planning and reviewing of the curriculum and to ensure it is meeting the needs of the pupils.  Staff have received CPD opportunities to enable them to effectively teach a planned PSHE curriculum**.**  **EVIDENCE UPLOAD: Long term PSHE curriculum planning** |  |  |
| **Ethos and Culture**  There is a positive whole school culture, ethos and environment which promotes resilience, respect, fosters positive relationships and values diversity  All staff have received training on establishing and maintaining a safe teaching and learning environment in the classroom when delivering PSHE lessons.  **EVIDENCE: Write an example in the Action Plan of the evidence of impact of a positive ethos and environment in your school.** |  |  |
| **Staff CPD**  All Staff feel confident and comfortable teaching PSHE with access to on-going CPD based on their identified needs. (For secondary schools if possible a specialised PSHE teaching team).  Ideally a member of staff has achieved the National PSHE CPD programme (this qualification is available in North Yorkshire).  Expert visitors are used to enhance the teaching, rather than a replacement for teaching by staff.  **EVIDENCE UPLOADS: staff PHSE CPD log/ course certificates and / or write into the action plan a log of CPD and what impact this has had on provision.** |  |  |
| **The school has an active approach to pupil engagement (voice).**  There are a range of opportunities for pupils to express their views and influence decisions in relation to PSHE. (Please see the pupil voice questions for this criteria which need to be completed by pupils).  **EVIDENCE: Provide detail in the Action Plan of opportunities for pupil voice and an example of changes made as a result.** |  |  |
| **Working in partnership with parents/ carers**  The school actively works in partnership with parents/ carers to inform them about the planned PSHE curriculum especially in line with the new statutory requirements from September 2020.  The school publishes details of the PSHE curriculum on their school website in parity with other subject areas.  Families are aware of the schools focus on PSHE and can access information to support their own and their child’s learning and understanding for the different topic areas.  **EVIDENCE UPLOAD: relevant parent letter or newsletter information** |  |  |
| **Extra Curriculum Provision and Support**  The taught PSHE curriculum links to, and compliments the wider whole school activities to promote and support wellbeing.  Pupils are encouraged to reflect on their learning and to transfer what they have learnt into wider aspects of school life and from school to their lives in the wider community.  Opportunities are provided for pupils to make real decisions about their lives and school life so they can demonstrate their ability to take responsibility for their decisions.  Pupils are signposted to appropriate support both within school and supporting external agencies. For example this could include information about how to access support for health issues, sexual health, substance misuse and mental health concerns.  **EVIDENCE: Provide examples in the Action Plan of the range of agencies that pupils are signposted to.** |  |  |