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

**North Yorkshire Healthy Schools**

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| **Please insert your school name into this box** |

This action plan is to record progress and evidence towards achieving the PSHE theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold when additional information needs to be either written into the action plan or documents need to be uploaded online as evidence, when you apply for a Healthy Schools award. Pupil voice is an integral part of achieving a Healthy Schools award. We expect evidence detailed throughout the action plan of how pupils are engaged and involved in Healthy Schools; as well as completing the pupil voice section at the start of the action plan.

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

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

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| **Pupil Voice** |
| **Pupil Healthy Schools team**  To make a submission for a healthy schools award the school must have a Pupil Healthy Schools team. This could be an existing group of pupils such as the school council, wellbeing champions, sport leaders or a newly formed group of pupils to support the school achieve the Healthy Schools award.  Pupils must be an integral part of the process as the school works towards achieving each award. **Throughout the action plan, we expect schools to provide information about how pupils have been engaged and involved in Healthy Schools.** This should consist of sharing the criteria with the Pupil Healthy Schools team and actively engaging them in the process of achieving an award. |
| **Growing up in North Yorkshire Survey 2020**  These are some of relevant questions from the survey for this theme that need to be looked at from your own school GUNY report:   * Key stage 1: Question 26 covers what they have had PSHE lessons about * Key stage 2: Question 71 covers how useful pupils found a range of PSHE lessons * Key stage 3 /4: Question 27 covers how useful pupils found a range of PSHE lessons * Special schools: Question 12 asks about a range of PSHE lessons   (other questions from the survey will also feed into the PSHE theme e.g online safety behaviours, bullying behaviours etc)  We encourage this information to be shared with the pupil’s healthy schools team to enable them to identify an aspect that can be improved for this theme. Please write below what the pupil’s healthy schools team have identified as the area for development, what changes have been implemented to make improvements and have pupils found the changes to be positive?  *If your school does not participate in the Growing up in North Yorkshire Survey 2020 we still expect the pupils healthy schools team to have identified an area for development within this theme based on their own experiences / wider school survey etc and what changes have been implemented to make improvements**and have pupils found the changes to be positive.* |
| **Pupil Healthy Schools Team.**  **Please write in here the identified action and implemented changes (this should be supported by a photograph of a healthy schools noticeboard, wellbeing board or an aspect that supports this theme in school)**  **EVIDENCE UPLOAD: your photograph in the theme’s photo upload box online.**  **A suggested approach is the You said…… We did…… Feedback on the changes ….. (we would like more than one example please)**  ***For example:***  ***You said:*** *Not all pupils could talk confidently about their learning in PSHE and the percentage of pupils finding a range of PSHE lessons as useful from the 2018 GUNY survey were quite low:*   * *39% found lessons on emotional health and wellbeing as useful* * *46% found lessons on healthy eating as useful* * *21% found lessons on growing up and body change as useful* * *36% found lessons on alcohol as useful* * *36% found lessons on bullying as useful*   ***We did:*** *The PSHE lead accessed the PSHE subject leadership training and all staff received training on effective delivery of the statutory relationships, sex and health education curriculum. A whole school planned PSHE curriculum has been implemented and the PSHE subject lead is effectively monitoring the taught planned curriculum.*    ***Feedback on the changes / positives****: Pupils can now talk confidently about their learning in PSHE which is taught in every class and from the 2020 GUNY survey:*   * *90% of pupils now find lessons about emotional health and wellbeing as useful’* * *83% of pupils now find school lessons about healthy eating as useful* * *63% of pupils now find school lessons about growing up and body changes as useful* * *60% of pupils how find school lessons about alcohol as useful* * *73% of pupils now find school lessons about bullying as useful*   **EVIDENCE: type in your examples below.** |

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| **Criteria to be achieved for the PSHE theme of the Healthy Schools Award**  **PLEASE provide information to show that all aspects of the criteria are in place in your school.** | **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 staff about effective teaching of the relationships, sex and health education curriculum and have identified some areas that require some staff CPD which is going to be delivered by the spring term.  Spring term: Feedback from the training has been positive and staff now feel more confident delivering PSHE, which can be seen through the monitoring of the curriculum area. |
| **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 and this is visible on the school website  **EVIDENCE: detail in the action plan how this is achieved in school and please provide a link to the school website where there is information about the planned PSHE curriculum** |  |  |
| **Policy**  The school has up-to-date policies that are regularly reviewed and reflect the provision that is provided within the school. The policies are consistent with all safeguarding requirements and have been developed in consultation with the whole school community.   * Relationships and Sex Education policy(RSE) * PSHE policy (or explain how PSHE is integrated into other policies e.g a curriculum policy) * Online safety policy including acceptable use policies for staff, pupils and parents / carers   It is a statutory requirement that parents and carers have been consulted on the RSE policy, Explain how parents/carers have been consulted and any ongoing communication with families about the PSHE / RSE provision.  **EVIDENCE UPLOAD: Upload your Relationships and Sex Education policy but write into the action plan the school web link where the other policies can be accessed** |  |  |
| **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 quality of provision is subject to regular and effective self–evaluation, which is monitored by the SLT and governors**.**  **EVIDENCE: detail in the action plan how the PSHE subject lead effectively leads the subject across the school and monitors the planned PSHE curriculum** |  |  |
| **Curriculum: including assessment of pupils progress, monitoring and evaluation**  There is a taught planned programme for all year groups which is inclusive of the requirements of the statutory relationships, relationships and sex education and health education curriculum; and focuses on the needs of the pupils in that school community. 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 of the PSHE curriculum 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 and this is monitored by SLT and governors.  The governors are ensuring that children are taught about safeguarding including online safety.  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.  **EVIDENCE UPLOAD: Long term PSHE curriculum plan and evidence to show how the school monitors the curriculum and how the school records pupils progress in the PSHE curriculum and write into the action plan how SLT and governors are being informed about the PSHE provision.** |  |  |
| **Ethos and Culture**  There is a positive whole school culture, ethos and environment which promotes resilience, respect, fosters positive relationships and values diversity  The planned PSHE curriculum is fully inclusive of the protected characteristics in the Equality Act 2010 supported by an inclusive whole school culture.  **EVIDENCE: detail in the Action Plan evidence of the school’s positive ethos and culture and how the PSHE curriculum is inclusive of the Equality Act 2010** |  |  |
| **Staff CPD**  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.  All staff have received training on establishing and maintaining a safe teaching and learning environment in the classroom when delivering PSHE lessons.  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).  Expert visitors are used to enhance the teaching, rather than a replacement for teaching by staff.  **EVIDENCE: detail in the action plan the staff CPD and what impact this has had on provision.** |  |  |
| **Working in partnership with parents/ carers**  The school actively works in partnership with parents/ carers to inform them about the planned PSHE curriculum including the statutory relationships, sex and health education curriculum  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. |  |  |
| **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: detail in the Action Plan the range of opportunities that pupils have to take on responsibilities within the school focused on wellbeing and the support for pupils in school and services that pupils are signposted to.** |  |  |
| **NEXT STEPS**  **What are your next identified steps to continue to ensure the effective implementation of a whole school approach to PSHE? If you participated in the Growing up in North Yorkshire survey 2020 what data are you using from the survey to make further improvements to PSHE?**  **Detail below.** | | |