



Personal Social Health Education (PSHE) theme

**This is an example of a PSHE completed action plan by a primary school for the North Yorkshire & York Healthy Schools.**

- Some images, data and links to the school website have been removed as they are personal to the school.
- These responses in the action plan do not need to be repeated by other schools but are an example of how this school has showcased their evidence to achieve the PSHE theme.

<p><b>Criteria to be achieved for the PSHE theme of the Healthy Schools Award</b></p> <p><b>PLEASE provide information to show that all aspects of the criteria are in place in your school.</b></p>	<p><b>Outline what you already have in place in your school to meet these criteria and how you know it is working.</b></p>	<p><b>ACTIONS – outline what you have put in place since working on the Healthy Schools scheme to meet these criteria.</b></p>
<p><b>Overview of the planned PSHE curriculum on the school website</b></p> <p>A well taught and planned PSHE curriculum is in place for all pupils and information is available on the school website:</p> <ul style="list-style-type: none"> <li>• Intent, implementation and impact for the PSHE curriculum</li> </ul>	<p>Please find attached the link for the PSHE page on the school website. This page includes the long-term plan, the intent, implementation and impact for PSHE, the curriculum progression and information on the RSE curriculum (link to school PSHE page on the website was provided)</p> <p>The Senior Leadership Team has a commitment to the implementation of good teaching of all foundation subjects within school, including PSHE.</p>	<p>In line with the school policy, we have a structured PSHE curriculum that is taught across school. This follows guidance from the RSE, PSHE and online safety policy. Since putting this in place, staff feel more confident that the whole subject is being taught and the senior leadership team can see clear evidence of how PSHE progresses. Recent pupil voice has shown that the children can confidently talk about</p>

<ul style="list-style-type: none"> <li>• Overview of the planned PSHE curriculum for all year groups</li> <li>• Relationships and Sex Education policy</li> </ul> <p>EVIDENCE: please provide a link in the action plan to the school website where there is information about the planned PSHE curriculum</p> <p>UPLOAD EVIDENCE: Relationships and Sex Education policy</p>	<p>The Senior Leadership Team works alongside the Subject Lead to do regular deep dives into the teaching and impact of PSHE. This includes pupil voice, book scrutinises and assessing the PSHE curriculum.</p> <p>All policies across school are updated frequently through a timetable shared with all staff. Policies must be checked alongside governors</p>	<p>PSHE and what they learn about during these lessons.</p> <p>Following our previous Ofsted report, the Senior Leadership Team has focused on the teaching of all foundation subjects. This is included in the School Improvement Plan for this year as the second improvement aim. Further to this, the fourth aim on the school improvement plan focuses upon computing. Within this, there are actions outlined which relate to online safety. This has become a focus for our school due to the feedback from the Growing Up North Yorkshire survey. Detailed in the school improvement plan, there are actions which include:</p> <ul style="list-style-type: none"> <li>• The implementation of Project Evolve lessons once a half term for each year group;</li> <li>• Providing staff training through the National Online Safety hub;</li> <li>• Provide online safety resources for parents.</li> </ul>
<p><b>Curriculum: including assessment of pupils progress</b></p> <p>There is a taught planned programme for all year groups (including links to the EYFS) which is inclusive of the requirements of the statutory relationships, relationships and sex education and</p>	<p>We have developed a structured curriculum which follows the same topics for each year group, where the children can build on their knowledge every year..</p> <p>As the same topics are covered in each year group, there is clear progression in the subject overview. Please see attached the Long term plan</p>	<p>Following our Growing up in North Yorkshire results 2022, online safety has been a high priority to the school. The survey found that 18% of children have experienced someone writing or showing them upsetting things online, with 25% in the girls responses; 27% of boys had experienced someone publishing something false about you and</p>

health education curriculum; and focuses on the needs of the pupils in that school community including contextual safeguarding concerns.

The planned PSHE curriculum is fully inclusive of the protected characteristics in the Equality Act 2010 supported by an inclusive whole school culture.

The planned curriculum has adequate curriculum time.

Pupils are making progress in achieving the expected educational outcomes for PSHE.

EVIDENCE UPLOAD: Long term PSHE curriculum plan

- write into the action plan how the school records pupils progress in the PSHE curriculum

To assess the PSHE curriculum, every half term each year group do an assessment of their learning from the previous half term forms across the year groups. This is in different formats. In Year 1 this could be a recorded discussion with their class teacher where they assess what they have spoken about, and in Year 6 this could be a written assessment.

PSHE is taught weekly in every year group with between 45 minutes to a 1-hour lesson. This is on each year group's timetable which is handed to the Headteacher to monitor that every subject is being taught. The subject lead carried out a deep dive into PSHE alongside the Governors. During this, they observed lessons, scrutinised the long-term plan and monitored the effectiveness of the PSHE curriculum.

14% of children felt like they have experienced bullying online. (See image below for full results):

We have adopted the 'SMART' online policy which all the children can recite. This is used in all year groups, and it is displayed in every classroom



We have started to teach an online safety lesson every half term in each year group. This has been taken from Project Evolve. ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting

	<p>Me and My Relationships</p> 	<p>Becoming an Active Citizen</p> 	<p>resources and professional development materials.</p>  <p>Furthermore, we found that the children weren't always aware of how SMSC and British values were taught in school. During a pupil voice in January, we found many children could not talk about this. At the start of March, the subject lead XX actioned this by collating all of the evidence we do onto our website. As part of our PSHE learning, we have highlighted key words which the children should know. This is now in vocabulary boxes on the PSHE planning. These quick-fire recaps have improved the children's confidence to speak about different aspects of our school.</p>
	<p>Keeping Myself Safe</p> 	<p>Me and My Future</p> 	
	<p>My Healthy Lifestyle</p> 	<p>Moving On</p> 	

<p><b>Subject Leadership</b></p> <p>There is a named PSHE subject lead in school with protected time and clear responsibilities.</p> <p>All aspects of the PSHE curriculum are regularly reviewed and evaluated to monitor the impact of the provision and to ensure all pupils are making progress in achieving the expected educational outcomes for PSHE (this could include lesson walk throughs, PSHE book looks, pupil voice). The monitoring of the PSHE curriculum is part of the curriculum monitoring cycle with SLT and governors.</p> <p>EVIDENCE: detail in the action plan how</p> <ul style="list-style-type: none"> <li>the PSHE subject lead effectively leads the subject across the school and effectively monitors the planned PSHE curriculum</li> <li>how SLT and governors are being informed about the quality of the PSHE provision.</li> </ul>	<p>We have a named subject lead: XX</p> <p>XX is also our mental health lead with XX as their deputy.</p> <p>As the PSHE subject lead, XX has responsibilities which include long term planning, lesson observations, book looks, pupil voice and the implementation of PSHE across school.</p> <p>XX has developed an PSHE Intent Implementation and Impact document. Our impact states: <i>At XX Primary School, personal, social and health education (PSHE) including relationships sex education (RSE) enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.</i></p> <p><i>We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We believe that preparing our children for opportunities and experiences later in life is crucial to their personal development.</i></p>	<p>The subject lead used the Growing Up in North Yorkshire survey to help create an action plan for this academic year. These were identified as the areas for development with action points listed underneath:</p> <ol style="list-style-type: none"> <li>Continue to develop children's understanding of staying safe online.</li> </ol> <p>Incorporate half-termly sessions on online safety (age appropriate) to address concerns raised within Growing Up In North Yorkshire Survey (Y6 and Y2). Link with Computing (SIP priority 4) Project Evolve.</p> <ol style="list-style-type: none"> <li>Continue to raise self-esteem and recognise everyone as unique and important as well as their own self-worth.</li> </ol> <p>Promote positive behaviours surrounding body image and impact of media/internet on young people (results of GUINY Survey). Whole school to take part in Anti-Bullying Week November 2022</p> <ol style="list-style-type: none"> <li>Children to have a greater awareness and understanding of the importance of a healthy diet and lifestyle. Promote the importance of a healthy diet and lifestyle (benefits of sleep/relaxing before bedtime). Ensure all children are</li> </ol>
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	<p>See attachment-</p> <ul style="list-style-type: none"> <li>• PSHE action plan and self-evaluation form</li> <li>• PSHE long term plan</li> </ul> <p>As part of the subject leader role for PSHE, XX has carried out deep dives alongside SLT and governors to assess the effectiveness of the curriculum.</p> <p>The subject lead has identified these areas as strengths for PSHE in the start of year self-evaluation form:</p> <ul style="list-style-type: none"> <li>• Vocabulary lists introduced are being used effectively and built upon each year</li> <li>• RSE delivered as according to statutory guidelines (2021) in Years 5 (Puberty) and 6 (Conception)</li> <li>• Planning is thorough and clear from all year groups, accurate format used effectively</li> <li>• Growing Up In North Yorkshire Survey completed and results used/analysed to inform SEF</li> <li>• Clear LTP and MTP document available for all staff showing progressive content</li> </ul>	<p>aware of the physical activities on offer to them in school.</p> <p>4. Use quality texts to support themes/issues raised through PSHE.</p> <p>Continue to order and encourage use of up-to-date quality texts to support children’s learning – particularly to ensure the curriculum is LGBT+ inclusive.</p> <p>5. Pupil voice to monitor the areas for development on the action plan.</p> <p>Carry out pupil voice activity with selection of children across the school to find out about their understanding and learning from the subject.</p> <p>6. Raise awareness for pupils of opportunities that are available for them in the future.</p> <p>Consider adult visitors to come in and talk about their roles in society (as fits with planning) to enhance children’s understanding of the real world and opportunities on offer to them.</p>
<p><b>Staff CPD</b></p> <p>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.</p>	<p>All staff have regular access to CPD. Across the year, all staff regularly discuss the classroom pedagogy and whole school approach to learning. This CPD and open discussions between staff has included foundation subjects like PSHE. We have discussed how to establish a safe learning environment. Action point number one states:</p>	<p>In Autumn term, the subject lead and computing subject lead led a staff meeting about the project evolve which is being introduced through action point one on the PSHE SEF. The meeting involved showing the staff how the system worked; outlining the</p>

<p>All staff have received training on establishing and maintaining a safe teaching and learning environment in the classroom when delivering PSHE lessons.</p> <p>All Staff feel confident teaching PSHE with access to on-going CPD based on their identified needs.</p> <p>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.</p>	<p>1) Continue to develop children’s understanding of staying safe online. Following a whole school pupil voice, we found that children in as young as in Year 4 had a phone. To meet part of this action within the wider community, we had a visit from the local PCSO in the Autumn term. The police spoke to all of the KS2 children in an assembly about the importance of online safety and using a mobile phone. The Year group with the most prevalent issue with using social media platforms was Year 6, so the PCSO did a second visit and spoke to this year group individually so that the information was more bespoke to them.</p>	<p>topic plan for every half term across the year groups; and how we would evidence this. See attached: Online safety and project Evolve. Following this meeting, the staff felt happy with teaching this, and they have been able to implement these lessons every half term. This has been evidence in the subject deep dive. As part of our development of online safety across the whole school, we have focused on how PSHE and online safety looks in the EFYS curriculum. To support the staff in their teaching, both members of teaching staff have attended a course through the National College – Computing and online safety in Early Years The subject lead networks with other PSHE leads across the local area. She has recently been on a CPD course at a local school where they have shared best practise. Other courses that the subject lead has done includes:</p> <ul style="list-style-type: none"> <li>• Focus Education PSHE Ofsted and Deep Dives</li> <li>• SMSC and British Values Training</li> <li>• PSHE Assessment</li> </ul> <p>In the wider staff, we have accessed training such as:</p> <ul style="list-style-type: none"> <li>• Year 5 teacher – Primary School Puberty Training</li> <li>• Statutory RSE curriculum updates for all teaching staff</li> </ul>
<p><b>Working in partnership with parents/ carers</b></p>	<p>We supply parents with frequent updates regarding online safety. At least once a month, there is a newsletter focusing on one area of online safety, for example a focus was on Fortnite. This informed</p>	<p>To continue to work better with parents to inform them about online safety, we have a focus on the School Improvement Plan with actions outlined to Provide Online Safety</p>

<p>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 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.</p> <p>EVIDENCE: detail in the action plan how families are informed about the PSHE curriculum and any links on the school website to supporting information for families.</p>	<p>parent of the dangers and the age restriction on this game. Another week we had a focus on YouTube for the newsletter as some Y1 children had spoken about using YouTube at home. This information was to help inform parents about how they could make YouTube child friendly and looking at the restrictions that they could put in place.</p> <p>Schools PSHE Action Plan</p> <ul style="list-style-type: none"> <li>The school informs parents of any teaching from the RSE curriculum through a PSE guide for parents and sending an additional letter to inform parents prior to their lesson. Please see attached, RSE guide for parents: Understanding Relationships and Health Education - a guide for primary school parents</li> </ul>	<p>resources for parents and improve engagement in Online Safety information and discussions. This is being achieved by:</p> <ol style="list-style-type: none"> <li>Continue to use National Online Safety weekly resource and share via Facebook.</li> <li>Parental information made available at parental open evenings.</li> <li>Parental event linked to Safer Internet Day (a date in February each year).</li> <li>Pupils to produce resources to take home as part of PSHE/Computing sessions on Online Safety. Working in partnership with parents/ carers</li> </ol> <p>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.</p> <p>The school publishes details of the PSHE curriculum on their school website in parity with other subject areas.</p> <p>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.</p>
<p><b>Extra Curriculum Provision and Support</b></p>	<p>Within the wider school, there is a range of activities and clubs for the to participate. The children can be a part of:</p>	<p>Action point number two from the PSHE SEF states:</p>



The taught PSHE curriculum links to and compliments the wider whole school activities to promote and support wellbeing.

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 support for pupils in school and services that pupils are signposted to.

- School council
- Eco warriors
- Peer mentors
- Digital leaders
- House Captains

The school council have regular meetings in school and there are representatives from every class from Year 2 upwards. The children are voted for in class to practise democracy. School council are involved in organising a range of activities, for example they carry out a monthly litter pick around the local town which draws a lot of volunteers. Please see attached: picture of School Council display.



The eco warriors are new since September and meet regularly and have made an impact to school already. Examples include creating 'switch it off' labels which have gone next to every light switch in school and holding their own assembly to inform

2) Continue to raise self-esteem and recognise everyone as unique and important as well as their own self-worth. One of the ways we are meeting this action is through the whole school taking part in Anti-bullying week. This included whole key stage assemblies celebrating everyone's differences, as well as the whole school taking part in odd socks day.



Action point number six from the PSHE action plan states:

6) Raise awareness for pupils of opportunities that are available for them in the future.

To meet this action, school council have started their latest project. We have had a range of visitors come to school who have a wide range of different jobs. We have called this "When I grow up". Since January, there

school of the importance of saving energy. Please see attached: Eco Warriors display.



The peer mentors take it in turns to go onto the KS1 playground to lead games with the younger children. Please find attached their display: (image was provided of pupils who are peer mentors from the peer mentoring noticeboard)

In line with the PSHE action plan, point three is:  
3) Children to have a greater awareness and understanding of the importance of a healthy diet and lifestyle.

As part of this action, we offer a wide range of sporting clubs in school. These are both at lunchtimes and after school. Some of these include:

- Yoga
- Hockey
- Skipping
- Multi-sports
- Karate

has been one visitor a month. We have had a doctor (GP), the manager of the local café, local business owner and we have a sport phycologist planned for April. This has been on display in the school for the children to read. In the assemblies, the children meet the visitor, and the school council team asks them questions. The visitors have been asked to focus on speaking to the children about what they did in school, how they engaged in their learning, and further qualities that have helped them to be successful.



	<p>Furthermore, we offer a range of clubs which promote and support wellbeing:</p> <ul style="list-style-type: none"> <li>• Gardening</li> <li>• Colouring</li> <li>• TTRS and homework</li> <li>• Yoga and mindfulness</li> </ul> <p>Recently the children really enjoyed engaging in the latest Healthy Schools online event. Year 3 participated in the movement event, where they thought about active learning; Year 4 participated in 'Does being in nature make you feel happy?' Year 5 took part in 'Grow the food on your plate.' There was a lot of positive feedback from all of the children!</p> <p>At Bedale we provide additional support for children's wellbeing in multiple ways.</p> <ul style="list-style-type: none"> <li>• We have a member of staff who is trained in Compass Pheonix who works with selected pupils who need support with their emotional wellbeing. Please find attached the website for Compass Phoenix that we use: North Yorkshire (Compass Phoenix)</li> <li>• The SENCo leads a weekly 'wellbeing' club for KS2 SEN children to have a safe space to relax.</li> <li>• In class zones of regulation for individual children.</li> <li>• Multiple staff train in Lego therapy. This happens in weekly clubs across school.</li> </ul>	
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 2022 what data are you using from the survey to make further improvements to PSHE?**

Detail below.

- To monitor the implementation and effectiveness of the Project Evolve Online Safety sessions at the end of this academic year.
- Ensure there is a range of texts used across the school to ensure equality and diversity of protected characteristics and check texts are varied and not repeated in different year groups.
- Continue to take part in the Growing Up In North Yorkshire Survey to identify needs specific to our school.