



Personal Social Health Education (PSHE) theme

This is an example of a PSHE completed action plan by a secondary 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.

PSHCEe action plan

Pupil Voice

Pupil voice questionnaires to all pupils sent out termly.

Response from questionnaire and in response to focus groups chaired by head of department has included:

- More LGBT inclusive sex education in more sympathetic small groups- *now taught solely by head of department in form classes not as a whole year group or external provider.*
- More on disability and inclusion- *new noticeboard celebrating neurodiversity- see appendices; and form classes for form time on autism*
- More ways to resist peer pressure- *extra assemblies by PCSO and more practical suggestions embedded in modules on risky behaviours.*

Growing up in North Yorkshire Survey or for York schools the School Health and Wellbeing Survey (or other school data if the survey was not accessed by the school)

- Please see Evidence upload for detailed action plan drawn up jointly by heads of years 7-13, deputy head pastoral and head of PSHCEe following publication of GUNY.
- All sections where behaviours were risky or where school data was markedly different to local data triggered some kind of response action or check to see if our curriculum and pastoral support in school met those needs.
- Reviewed half termly and all areas addressed. Waiting now to compare to next GUNY data to evaluate effectiveness.


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.	Outline what you already have in place in your school to meet these criteria and how you know it is working.	ACTIONS – outline what you have put in place since working on the Healthy Schools
<p>Overview of the planned PSHE curriculum on the school website</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"> • Intent, implementation and impact for the PSHE curriculum • Overview of the planned PSHE curriculum for all year groups • Relationships and Sex Education policy <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>Studying PSHCEe at XXX (link to the school website) has the overview of our curriculum map and a video introduction by the head of department about our ethos and values.</p> <p>The PSHCE policy is here XX (link to the school website)</p> <p>The RSE policy is here (link to the school website)</p>	<p>Reviewed and updated termly not annually now.</p> <p>Response to GUNY survey coordinated between deputy head, heads of year and PSHCE head of department to ensure effective response- see evidence upload <i>GUNY action plan 2022</i></p>

<p>Curriculum: including assessment of pupils progress</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 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.</p> <p>EVIDENCE UPLOAD: Long term PSHE curriculum plan • write into the action plan how the school records pupils progress in the PSHE curriculum</p>	<p>Please see detailed <i>curriculum map</i> in Evidence uploads.</p> <p>Spiral curriculum design means all key skills and ideas are repeated in each year group e.g. resisting risky choices, being a confident user of support and health services. We use skills ladder as well as knowledge outcomes to ensure progress in both aspects of PSHCEe learning.</p> <p>All modules in Years 7-11 are assessed via 10 question multiple choice quiz and data entered into central department spreadsheet to allow for review in terms of vulnerable groups and progress.</p> <p>Years 7-9 have a formal PSHCEe examination as part of summer assessment week and percentage is reported to parents.</p> <p>Years 7-11 are given an ATL score each term for PSHCEe in line with academic subjects to emphasise importance of subject.</p>	<p>More systematic review of department data from Easter once new system had bedded in.</p> <p>Carousel of specialist topics in Y10 and Y11 from September has been very well received by pupils, parents and staff- this single lesson weekly replaced old system of using form time, with mixed success and variability a real issue.</p>
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<p>Subject Leadership</p> <p>There is a named PSHE subject lead in school with protected time and clear responsibilities. 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"> • the PSHE subject lead effectively leads the subject across the school and effectively monitors the planned PSHE curriculum • how SLT and governors are being informed about the quality of the PSHE provision. 	<p>Named PSHCE Coordinator lead for KS3 existed for many years.</p> <p>SLT and heads of year are updated half termly via email from Head of PSHCEe to ensure smooth coverage between form time and PSHCEe lessons; pastoral support staff are kept informed so they can support vulnerable or affected pupils e.g. those suffering recent bereavement.</p> <p>Head of department attends a Pastoral Governors subcommittee once per academic year to keep them abreast of curriculum and changes.</p>	<p>Now have a head of PSHCEe KS3 and KS4 with 2 periods per week PPA. These include usual head of department duties but also learning walks, work scrutiny and lesson observations in line with academic departments and overseen by Assistant Head Teaching and Learning. Biennial departmental review.</p> <p>Line managed/ appraised since by Deputy Head Pastoral/ DSGL in line with NYC guidance.</p>
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<p>Staff CPD</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. 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 teaching PSHE with access to on-going CPD based on their identified needs. Expert visitors are used to enhance the teaching, rather than a replacement for teaching by staff.</p> <p>EVIDENCE: detail in the action plan the staff CPD and what impact this has had on provision.</p>	<p>Ad hoc department meetings in the past have been replaced by 3 times yearly demarcated time in training days for teaching staff.</p>	<p>From September , there are plans to designate some training day time to all staff on form time and PSHCEe teaching delivery.</p> <p>From September , staff have been sent video training by Head of PSHCEe to complete- all done.</p> <p>Expert visitors eg XX on vaping, XX on online safety, are used in addition to lessons on these topics.</p> <p>Head of PSHCEe has now completed national certificate for PSHCEe leads, designated safeguarding lead training and is working on NPQLTD with focus project on supporting staff delivering PSHCEe topics in form or lessons.</p>
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<p>Working in partnership with parents/ carers</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>Parents are written to by Headteacher in term prior to teaching RSE and given option to opt out as appropriate. Parents expressing concerns are rung by Head of PSHCEe: currently 100% opt in after conversations to allay parental fears.</p>	<p>From September , parents receive half termly safeguarding and signposting bulletin from Deputy Head Pastoral (example <i>bulletin</i> and <i>pupil signposting</i> in evidence uploads).</p> <p>Additional parent information evenings e.g. on online safety, knife crime, sexting have been delivered by Head of PSHCEe or by local police, See evidence uploads</p>
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


<p>Extra Curriculum Provision and Support</p> <p>The taught PSHE curriculum links to and complements 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.</p> <p>EVIDENCE: detail in the Action Plan the support for pupils in school and services that pupils are signposted to.</p>	<p>Signs in all pupil toilets point to support in school and outside school e.g. Compass Buzz and NHS services. See evidence upload (poster at the end of this document)</p> <p>Vulnerable pupils have support plans which are now identified on register for all staff with a  heart symbol.</p>	<p>From September , parents receive half termly safeguarding and signposting bulletin from Deputy Head Pastoral (example as evidence upload).</p>
<p>NEXT STEPS What are your next identified steps to continue to ensure the effective implementation of a whole school approach to PSHE? Detail below</p> <p>Training for all staff on PSHCEe topics being explored as part of directed time from September with Assistant Head Teaching and Learning.</p> <p>Continue to host/ attend NYC PSHCEe network days.</p>		

Example pupil signposting sheet- in all toilets

WHO CAN I TALK TO?

- SCHOOL HEALTH WORKER
Admin Corridor
- ANY MEMBER OF STAFF
you feel comfortable talking to
- YOUR FRIENDS
- YOUR FORM'S
PASTORAL PREFECT OR
WELLBEING CHAMPION
- YOUR FAMILY
Parents, siblings,
grandparents or
other relatives
- YOUR FORM TUTOR
or
HEAD OF YEAR
- IN PASTORAL
opposite the Maths Block
- SEN MATTERS
and the
SEN team in the SEN Hub
(Hall foyer)
- DESIGNATED
SAFEGUARDING
LEAD STAFF
- YOUR GP
They can give you
advice & refer you
to support groups

**CONVERSATIONS
CHANGE LIVES**

 <p>SAMARITANS—03000945717 www.samaritans.org</p>	 <p>BEAT EATING DISORDERS—0808 801 0677 www.beateatingdisorders.org.uk</p>
 <p>CHILDLINE—08001111 www.childline.org.uk</p>	 <p>YOUNG MINDS www.youngminds.org.uk</p>
 <p>SHOUT—text 85258 www.giveusashout.org</p>	 <p>KOOTH—Crisis Services www.kooth.com</p>
 <p>HOPLINEUK—Suicide Prevention Ring—08000684141 Text—07860039967 www.papyrusuk.org</p>	 <p>COMPASS BUZZ—07520 631168 Confidential text messaging www.compass-uk.org/buzz-us/</p>
 <p>THE GO-TO—emotional wellbeing & mental health https://thegoto.org.uk</p>	 <p>COMPASS PHOENIX—0800 008 7452 Mental health support www.compass-uk.org/services/compass-phoenix</p>
 <p>CALM HEALTHLINE—0800 585858 www.thecalmzone.net</p>	

There is ALWAYS someone who'll listen