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Intelligence already gathered	Floor books need to be consistently used for PSHE. Year 5 and 6 PSHE needs some development. Rise in PSE related issues within year 5/6 relating to friendships, body image and online safety. Some positive use of floor books and seesaw.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p> <p>The PSE Curriculum represents our school community and covers key themes relevant to our school context (Links to SIP 1.4)</p>	<i>Review the current PSE curriculum identifying what is working well and areas for development.</i>	AB/AM Autumn term	<p>HLTAS have a clear understanding of the expectations for learning which sits outside the jigsaw curriculum. Anti-Bullying week, Mental health have dedicated time within the timetable for all pupils.</p> <p>Learning of PSHE was memorable and children could articulate what PSHE is and why it is important (KS2); floor books supported pupils understanding of their learning (KS1)</p> <p>Subject leaders have a clear overview of the progression in PSHE and the pitch and expectations.</p>	HLTA voice to share what is working well Monitoring of current PSE curriculum to identify areas for development	<p>Staff voice on the delivery of PSHE, recording and learning outcomes- gather through drop ins.</p> <p>Map out key events in the academic year to ensure coverage of these is equitable or responsive to school need</p> <p>Relaunch Learnful in year 2 and year 3.</p> <p>Review the range of learning.</p>
	<i>Identify key themes, teaching points, national curriculum for each year group.</i>	Spring term		Linking national curriculum to our current teaching of PSE to identify key themes and main teaching points	
	<i>Map out a broad and balanced range of learning that is consistently taught throughout each year group.</i>	Summer term		We will begin mapping out PSE to ensure a broad and balanced range of learning can be taught	
	<i>Provide drop ins for HLTAs in PSHE to develop their understanding of PSHE in each year group.</i>	Spring term		HLTAs attend drop in Answer any questions HLTAs may have Unpick misconceptions	
<p>6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children</p> <p>PSE Lessons are well structured and consistent across buildings (Links to SIP 6.5)</p>	<i>Set out clear expectations for recording of PSE in PD floor books.</i>	Autumn term	PSHE recording is consistent and considers workload for staff teaching Jigsaw curriculum. Monitoring shows that all pupils are represented within floorbooks, pride is taken in learning and children can articulate this.	Recording of PSE in floor books will follow the expectations All floor books will follow the same expectations	<p>Explicit elements of the PSHE curriculum and supporting staff to make those connections clear to understand how pupils connect all the strands of PD, learnful, votes for schools, jigsaw, assemblies, collective worship.</p> <p>Well-being leaders to have more opportunities during key event weeks.</p>
	<i>Monitor books for high quality work in floor books and on SEESAW that represents a range of children in the class.</i>	Autumn term Spring term Summer term	Pupil voice showed that pupils want clarity on the PSHE heading and what it links to.	Monitoring will identify if work is high quality Different abilities will be present when looking in the floor books	
	<i>To use pupil voice to identify strengths and next steps within teaching and learning in PSE.</i>	Autumn term Spring term Summer term	Well-being leaders are responsible for positive reinforcement of expectations at lunchtimes- they know their roles and are providing positive praise at lunchtimes	Pupils will share strengths and their best learning	
	<i>Establish the new group of well-being leaders and create an agenda.</i>	Autumn term Spring term Summer term	In focusing on Children’s mental health, staff at all levels raised the profile of pupils having a voice. Targeted work completed by the family support worker responded to themes and trends on CPOMS. Having identified children’s attitude towards talking about their mental health was reserved additional learning during this week emphasized the importance of talking and provided a forum for discussion.		