

PSHE & British Values Action Plan
Academic Year 2019-20

INTENT (What we hope to do and why we want to do it)	IMPLEMENTATION (How we are going to do it)		IMPACT (The outcomes we hope to achieve)
Target	Actions	Timescale and resources	Measures of success SOME/MANY/MOST
To improve the quality, effectiveness of PSHE, including British Values across the whole school.	<ul style="list-style-type: none"> ● Programme of CPD to be delivered by Subject Leader for each unit of the Jigsaw Curriculum. ▪ Staff to be provided with updated guidance on PSHE as it becomes available from the DfE, local authority, PSHE association. ▪ Heighten staff awareness of, and confidence in using, curriculum resources to follow the Jigsaw scheme of work. ▪ Staff to share good practice during staff meetings. 	2019-20	<ul style="list-style-type: none"> ● All children see themselves as reflective learners, appreciating their own development of social and emotional skills whilst informing their perspective on life and their interest in and respect for different people's feelings and values.
To ensure there is a whole school framework to the assessment of PSHE which is evaluated termly.	<ul style="list-style-type: none"> ● Each class to complete an assessment sheet at the end of a unit of work to identify any children which have found the skills taught challenging and not meeting expectations. ● Class teachers to discuss any concerns with the Subject Leader and SLT ● Interventions for individual / groups of children to be put in place as deemed necessary. ● Assessment judgements to be recorded termly on PSHE Subject tracker allowing Subject leader and SLT to monitor impact. 		<ul style="list-style-type: none"> ● All children will show acceptance and engagement with the fundamental British Values of the rule of law, individual liberty and mutual respect. ● Standards and frequency of PSHE teaching will increase. ● Staff are confident in the delivery of the curriculum including the sensitive and controversial aspects of the PSHE curriculum i.e. SRE.
To raise the profile of British Values in school.	<ul style="list-style-type: none"> ● Specifically teach and introduce to children during the first week of the school year. ● Weekly assemblies with a focus each week on a British Value. ● Assemblies each week which focus on tolerance of those of different faiths and beliefs. ● Links to be made through the delivery of the Jigsaw curriculum to British Values. ● British Values display to be updated weekly showing the focus for the week. ● Weekly Picture news of current issues to be displayed around school and assemblies showing current affairs around the world. ● Website to be updated and evidence of British Values in action to be posted. ● British Values Policy to be written/updated. ● Charity work to be developed across school, looking at close to home and overseas. ● All children will develop the ability to recognise the difference between right and wrong within the context of the British criminal system. Children will show acceptance and engagement with the fundamental British Values of the rule of law, individual liberty and mutual respect. This will come about through effectively planned lessons making maximum use of lesson time and high quality resources to inform and to challenge stereotypes. ● Pupils will be encouraged to discuss and debate issues showing respect for the ideas and opinions of others. 		<ul style="list-style-type: none"> ● Staff talk confidently about the lessons they have delivered and share good practice with others. ● Parents have the opportunity to learn about the PSHE curriculum and participate in their own development of knowledge around the areas of SRE. ● A clear monitoring and assessment framework is in place for PSHE to track children's development and provide interventions as necessary. ● Children will be able to hold thoughtful conversations about aspects of PSHE and British Values with their peers and adults. ● Consistent, high quality teaching will be evident throughout school.

PSHE: Non-negotiable targets in each year group

EY

- Pupil can begin to calm with support from familiar people
- Pupil begins to show basic understanding of what is right and wrong in familiar situations
- Pupil carries out most aspects of personal hygiene independently, for example by washing their hands after using the bathroom, without prompting. They recognise the need for help and appropriately ask for this, for example by asking for help to fasten their shoes.
- Pupil uses familiar equipment and resources independently and can look after their own belongings.
- Pupil can follow simple instructions from an unfamiliar adult, in unfamiliar situations.
- Pupil knows how to stay safe in familiar settings and when carrying out familiar routines.
- Pupil can maintain appropriate attention to familiar adults, tasks and group activities within familiar settings. They join in with group tasks and turn taking activities with confidence.
- Pupil can identify and confidently locate equipment and resources required for a lesson.
- Pupil is beginning to make simple choices about their behaviour and when questioned, think about the consequences of their actions. They make considered decisions with reduced support.
- Pupil is able to identify whether they need help with their work and are beginning to reflect on how their work can be improved.

1.

- Pupil can express basic feelings, e.g. feel joy, anger, sadness, fear.
- Pupils can begin to empathise with others.
- Pupil begins to sustain relationships and take on roles with peers.
- Pupil initiates and listens to what others say in a conversation.
- Pupil recognises the need for good personal hygiene and demonstrates this.
- Pupil can negotiate with others in a variety of situations with support and can organise resources for unfamiliar routines or activities consistently.
- Pupil can identify who is best placed to help them.
- Pupil begins to understand an increasing number of social rules, is able to list ways of staying safe and can describe some ways to keep healthy.
- Pupil can organise themselves in familiar activities with little or no support and can maintain attention in familiar tasks in small groups.
- Pupil can accept changes outside of common routines and can show co-operation and maintains attention in small group.
- Pupil is beginning to identify some barriers to learning and with support attempts to overcome them.
- Pupil is able to approach a problem with a strategy although will often find a single solution and is able to show basic evaluation skills.
- Pupil is beginning to make more choices regarding their learning behaviour and is able to self-regulate to minimise the disruption of learning of others.

2.

- Pupil more able to communicate needs and feelings e.g. more complex emotions such as shyness, surprise, elation.
- Pupil can think about actions that make people happy
- Pupil begins to play and negotiate with others in a variety of situations.
- Pupil demonstrates an awareness of how to take part in different situations and can learn from mistakes.
- Pupil can follow a weekly plan with increasing independence and, when introduced to a new routine or activity, pupil listens carefully and undertakes these successfully.
- Pupil is beginning to show more confidence in talking, sometimes to people who are unfamiliar and is developing resilience by responding appropriately when challenged. Pupil can read some body language and non-verbal cues in order to sense what a familiar person is feeling.
- Pupil is able to discuss what they and others did and their contribution to activities. They can vary talk and hold the attention of the listener and listens well in larger or more formal situations.
- Pupil is able to organise and participate in familiar routines more independently and responds to others with increasing appropriateness.

3.

- Pupil can identify feelings in a range of situations and say whether they are positive or negative feelings.
- Pupil can recognise a range of feelings in others.
- Pupil can identify a range of coping strategies.
- Pupil can contribute to the achievement of group goals and shows an awareness of the aims and roles.
- Pupil can take part in and organise self in new activities and routines, negotiating with others effectively.
- Pupil can maintain good relationships and pupil is increasingly resilient, resisting peer pressure.
- Pupil understands how to stay safe in a range of contexts.
- Pupil listens, shows understanding of, and takes part in a range of activities and routines, taking others into consideration and from this, developing and adapting ideas and suggestions as part of a group.
- Pupil begins to evaluate and review activities and tasks, using this to inform future tasks.

4.

- Pupil can vocalise more complex emotions e.g. embarrassment, shame, guilt, pride, empathy.
- Pupil is able to deal with more stressful situations or intense emotional situations.
- Pupil can use simple strategies for helping others feel better.
- Pupil can take part in discussions in a variety of ways, contributing and maintaining a variety of healthy relationships. They can respect the rights and views of others.
- Pupil is increasingly confident with interacting with others in a wide range of situations.
- Pupil is aware of the qualities of a good citizen and demonstrates many of these qualities. They are beginning to gain life skills that will be needed in the wider world and can identify, with support, how healthy lifestyles can be developed.
- Pupil takes on active roles and responsibilities when working in a group, reassessing strategies when needed and evaluating what they have learned to inform future planning.
- Pupil is beginning to show resilience when faced with challenges or unexpected events.

5.

- Pupil is able to manage emotions by rethinking their own goals and motives e.g. decide no point being angry about something they can't change. E.g pupil can redirect energy.
- Pupil can show optimism in face of failure
- Pupil demonstrates different ways of coping with uncomfortable and challenging thoughts and feelings.
- Pupil is more able to consider their own identity and self-awareness.
- Pupil works with others to resolve conflict and has developed strategies to resolve conflict through negotiation and compromise.
- Pupil knows how to make appropriate decisions about risk taking.
- Pupil is increasingly self-aware and self-reflective, responding to others and adapting actions and ideas accordingly.
- Pupil can manage risks in a range of familiar situations and make judgements and decisions around issues which affect healthy lifestyles and well-being.
- Pupil makes valuable contributions, taking into account and responding appropriately to different points of view, offering reasons and evidence to support their views.
- Pupil is developing their resilience, organising strategies for overcoming barriers or setbacks.

6.

- Pupil can recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- Can empathise with other people's feelings in relationships, including parents and carers.
- Pupils recognise what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- Pupil is able to keep safe in a wider range of situations.
- Pupil is able to identify different groups that can be discriminated against.

- Pupil knows their identity in relation to the family, wider community and world.
- Pupil is able to set goals for personal skills and knows how to include others on activities. They have a right to an opinion and are increasingly able to express their own opinions.
- Pupil is developing strategies to keep physically and emotionally safe. They can identify learning opportunities and strategies to meet personal need and achieve goals. They are able to delay gratification when required and can wait for rewards for prolonged periods of time,
- Pupil makes valuable contributions, taking into account and responding appropriately to different points of view, offering reasons and evidence to support their views.
- Pupil is developing their resilience, organising strategies for overcoming barriers or setbacks.

PSHE Non-negotiable for resources in classrooms

Class Charter – Rules & Targets

British Value Display

Shout Out Board

Voting Station – KS1 (Could be something as simple as voting for which book to read at the end of the day)

Debate Station – KS2 (Voting for a topic of discussion)