

<b>Action Plan</b>				
<b>School: Kilby Primary School</b>		<b>PSHE/RSE</b>		<b>Date: 2024 - 2025</b>
<p>Issue:</p> <p>Issue: With our 2-year rolling programme of units, and the concept of a spiral curriculum design our units of work are not being completed fully. The units of work need to fit into our school vision and ethos taking account of the other subjects in the school that PSHE falls into, including our class and collective worship assemblies.</p>				
<p>Overall objective: To design a PSHE/RSE curriculum that showcases our school vision and ethos which will raise the standards of teaching and learning from Reception through to year 6</p>				
<p>Personnel with overall responsibility: Sally Connell</p>				
<b>Objectives Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Outcome</b>	<b>Impact</b>
To produce a PSHE/SE Curriculum Overview for 2024-2025 that fits our school vision and ethos (There is a new PSHE/RSE curriculum pending).	SC PSHE/RSE Lead	Summer Term	The curriculum design in which key concepts are presented throughout the curriculum, with deepening layers of complexity from reception through to year 6.	Teachers are better equipped to teach the units of work from early years through to year 6.
To introduce the 'Everyone's Welcome' books and planning that teaches the Equality Act 2010 (9 protected characteristics).	SC PSHE/RSE Lead	Spring Term	To ensure that the children have a good understanding of the 9 protected characteristics and can confidently name and explain each one supported by the picture books and activities.	Teachers are better equipped to teach the 9 protected characteristics of the Equality Act 2010 using the picture books and planning.
Termly monitoring activity to ensure high quality PSHE/RSE teaching and learning and progress towards action plan objectives.	SC PSHE/RSE Lead	Termly – Starting in the Autumn Term 2024	The books reflect the quality of teaching in class and are of a high quality in terms of presentation, learning and assessment.	Children make good progress in PSHE/RSE from their starting points, even when disadvantaged by other factors.

			Ensure that SEND children access work at the correct level of development with high expectations for their learning.	
Floor books for PSHE and RSE content.	SC PSHE/RSE Lead	Implement in the Autumn Term 2024  Monitor termly.	Floor books will evidence the sequence of learning and understanding by pupils when working collaboratively.  Termly monitoring of floor books to assess how well the books capture the PSHE/RSE curriculum. Ensuring that the books are sequenced and well presented?	Discuss how we continue to develop how we present our floor books for PSHE. Monitor termly. Monitor books in Summer 2025 Provide feedback and share good practice and use of floor books with staff.