

PSHE Action Plan 2025-



Overall Objectives:

1. Align the school's PSHE curriculum with the latest DfE statutory guidance, ensuring full coverage and expectations.
2. Ensure all classes deliver PSHE lessons regularly and consistently, using agreed planning formats and resources.
3. Enhance pupils' emotional literacy, resilience, and wellbeing through targeted PSHE activities and whole-school approaches

Objectives	Tasks inc time frame	Success Criteria	Resources/finance	Monitored by	Method of monitoring
Intention	Implementation	Impact			
<p>To review and update policy and lessons including long term plans, to ensure compliancy with DfE guidance</p> <p>By September 2026</p>	<p>Audit current PSHE curriculum against new DfE guidance</p> <p>Identify gaps and areas requiring attention</p> <p>Update long term and medium term plans</p> <p>Share changes with staff and governors (Safeguarding and PSHE Governor)</p> <p>Communicate key updates with parents- newsletter</p>	<p>Curriculum map clearly shows full coverage of statutory content</p> <p>Staff report increased confidence</p> <p>Parents aware of the curriculum changes</p>	<p>DfE statutory guidance documents</p> <p>PSHE Association resources</p> <p>School curriculum maps</p>	<p>CL</p> <p>H</p> <p>VP</p>	<p>Termly book looks</p> <p>Planning scrutiny</p> <p>Learning walks with focus on PSHE delivery</p> <p>Feedback from stakeholders</p> <p>Review at curriculum governor meeting</p>

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<p>Ensure all classes deliver PSHE lessons regularly and consistently, using agreed planning formats and resources.</p>	<p>Establish a whole-school PSHE timetable slot.</p> <p>Share recommended resources and model lesson examples</p>	<p>All classes deliver weekly PSHE lessons.</p> <p>Planning is consistent across year groups.</p> <p>Pupils can articulate what they are learning in PSHE.</p>	<p>PSHE scheme of work</p> <p>Pupil voice questionnaires</p> <p>Learning walk/ Governors ROV</p>	<p>CL H VP</p>	<p>Half-termly planning checks</p> <p>Pupil voice interviews</p> <p>Lesson drop-ins</p> <p>Feedback surveys</p>
<p>Enhance pupils' emotional literacy, resilience, and wellbeing through targeted PSHE activities and whole-school approaches</p>	<p>Monitor regular wellbeing check-ins (e.g., feelings zones, worry boxes).</p> <p>Deliver short resilience-building sessions or assemblies.</p> <p>Implement a simple peer-support or buddy system.</p> <p>Provide</p>	<p>Pupils demonstrate improved emotional vocabulary.</p> <p>Reduction in low-level behaviour or wellbeing concerns.</p> <p>Pupils report feeling safe and supported in school.</p>	<p>Wellbeing tools (feelings charts, worry boxes)</p> <p>Assembly materials</p> <p>Intervention resources (e.g., ELSA-style activities)</p> <p>Time for small-group sessions</p>	<p>CL H VP</p>	<p>Behaviour and wellbeing logs</p> <p>Pupil voice surveys</p> <p>SENCo/DSL feedback</p> <p>Termly review of interventions</p>

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	small-group interventions for pupils needing additional support.				
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