



# Subject Self Evaluation Form

## Subject: PSHE

### School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster. The proportion of pupils eligible for a free school meal is slightly below average although many families are on low incomes and need support through regular food banks and uniform referrals. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits. We have identified that 20% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance. A significant minority of our families live in the flats surrounding schools in overcrowded, damp accommodation without access to a garden.

Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last five years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity. Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.

The school currently holds:  
The Healthy Schools' Enhanced Award  
Sports Mark – Platinum Award  
Music Mark  
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

### Baseline

#### Personal, Social and Emotional Development

**Making Relationships** – 40% below expectations (weakest aspect). No GDS in any aspects

**Listening** 72% EXS+ Listening 29% GDS

**Speaking** 67% EXS+ Speaking 17% GDS

**Understanding** 74% EXS+ Understanding 25% GDS

## School vision

### School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

### Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



## Intent

Anne Longfield, Children's Commissioner for England (November 2017), says 'I think schools understand that high wellbeing means high attainment too. They do not see these as competing agendas necessarily. They can see that they are linked.'

At Katherine Semar, we fully support this vision and believe PSHE to be an important, and compulsory, part of the curriculum.

### To promote a healthy mind and body

Mental health is taught alongside physical health in our health education component of PSHE. We give our children a frame in which they can build themselves a healthy lifestyle both online and offline. We have a mindful approach to PSHE with an emphasis on emotional literacy, mental health, SMSC and spiritual development. Throughout the teaching and learning, mindfulness philosophy and practice is woven. We equip children for life, help them to know and value who they are, and how they relate to other people in this ever-changing world. Another principal part of our PSHE explores a number of different forms of relationships in line with the 2010 equality act.

## High expectations

Inclusivity is at the heart of the teaching and learning, with outcomes presented in a creative way allowing for all children to work to their full potential, and all outcomes to be celebrated. We have whole school assemblies to promote the beginning of each new chapter, drawing links to our school values. All year group explore each topic of learning alongside each other allowing whole school learning themes. This is emphasised through weekly achievement assemblies that are themed around the week's PSHE learning. Ranging from Early Years to Year 6, throughout the teaching sequences, a wide variety of children's books are referred to and explored to support the learning outcomes. Through reflection upon Early Years baselines, specifically that there were no children achieving greater depth in Managing Feelings and Behaviour, we have introduced Zones of Regulation school wide as a tool for children to reflect on their emotions and provide tools for them to self-regulate. We link our PSHE provision to Religious Education, Philosophy for Children and other subjects so it complements the whole school curriculum. Our spiral curriculum provides opportunities for the children to revisit and deepen learning.

## Implementation

Our INSPIRE curriculum offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, our curriculum delivers engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

### Long Term Aims:

- PSHE encompasses many areas of the curriculum.
- Our PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world.
- We tailor our PSHE programme to reflect the needs of our pupils and use Jigsaw 3-11 PSHE for Schools in England to structure our curriculum. We use 'distancing techniques' to implement PSHE. Where sensitive issues are explored, children are encouraged to develop positive strategies usually through considering the perspective or experience of a third party, for example, a character in a story.
- This planning tool divides the PSHE and Citizenship curriculum into six themes which are re-visited by each year group (from Early Years to Year 6).
  - The themes are:
    - Being Me in my World – Zones of Regulation
    - Celebrating Difference
    - Dreams and Goals
    - Healthy Me – including Health Education in line with 2020 regulations
    - Relationships – including RSE in line with 2020 regulations
    - Changing Me - including RSE in line with 2020 regulations
- We have six core values that underpin all learning. These are: be kind, be respectful, be confident, be resilient, be curious and be positive.

- Through explicit teaching of Zones of Regulation, we strive to address underlying deficits in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward independent regulation.

#### Challenge and Support for all Learners:

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be higher prior attaining or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

#### Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

### **Impact**

As a school, from Autumn Term 2021, we have used MAPP data to record, assess and monitor each strand of our PSHE curriculum.

#### **2022-2023 – PSHE data**

	Y1	Y2	Y3	Y4	Y5	Y6
Expected +%	100%	93%	95%	97%	97%	99%
Higher Standard	0%	25%	42%	27%	28%	40%

#### **2023-2024 - Autumn term data**

	Y1	Y2	Y3	Y4	Y5	Y6
Expected +%	97%	98%	95%	99%	97%	100%
Higher Standard	27%	8%	25%	43%	30%	33%

#### General Trend:

- Above 90% working at the expected standard, and
- Generally, data has improved as children move through the school – with increasing numbers of children achieving expected and a higher standard. Some data may be skewed as only one term's worth of data from the current academic year.
- Number of children working at a higher standard is maintained or improved upon in consecutive years

2022-2023 Full Data



Total	51	49	53	50	51	63	Total	50	54
Foundation%							Foundation%		
Working Towards%		8	6	4	4	2	Working Towards%	4	4
Expected + %	100	92	94	96	96	98	Expected + %	96	96
Higher Standard%		27	43	30	27	43	Higher Standard%	13	36

<b>Boys</b>	-	-	-	-	-		<b>Boys</b>	-	
Total	29	32	20	29	28	40	Total	31	29
Foundation%							Foundation%		
Working Towards%		9	5	3	7		Working Towards%	5	4
Expected + %	100	91	95	97	93	100	Expected + %	95	96
Higher Standard%		16	40	14	14	30	Higher Standard%	8	25

<b>Girls</b>	-	-	-	-	-		<b>Girls</b>	-	
Total	30	28	40	31	33	38	Total	29	36
Foundation%							Foundation%		
Working Towards%		4	5	3		3	Working Towards%	2	3
Expected + %	100	96	95	97	100	97	Expected + %	98	97
Higher Standard%		36	43	39	39	50	Higher Standard%	18	43

**2023-2024 - Autumn term data**

	Y1	Y2	Y3	Y4	Y5	Y6
Expected +%	97%	98%	95%	99%	97%	100%
Higher Standard	27%	8%	25%	43%	30%	33%

General findings: The data shows that there are a greater number of children working at a higher standard in KS2.

- There are significantly more children in KS1 than KS2 working towards the expected standard.
- Approximately 94% of all children are working at the expected standard across both key stages.
- The same number of EAL and non EAL children are working at the expected level.
- Fewer EAL children are working at a higher standard than non EAL children.
- There are more girls reaching the higher standard in key stage 2.
- In KS1 there are significantly more disadvantaged children working towards the expected standard in PSHE than non- disadvantaged children. The gap narrows in KS2 as the children utilise the tools learned from our spiral curriculum.

Previously, we have also used the SHEU survey to assess and monitor.

SHEU (2018) survey identified:

- pupil's overall have a very healthy lifestyle and understanding of being healthy compared to Essex e.g. 56% of children eat vegetables or salad on most days (Essex 43%), 68% children eat fresh fruit and vegetables daily (Essex 61%) and only 16% of KSS children eat sweets/chocolate on most days compared to Essex (28%). 32% of pupils responded that they consider their health often or always when eating (Essex 25%).
- 94% of pupils understand why exercise and sports are good for them (Essex 90%).

- 82% of children enjoy physical activities at school compared to 78% Essex in the SHUE survey.
- 78% of pupils responded that they are active for 1 hour or more at least three days a week (Essex 66%).
- 65% of pupils feel the support they have in school will help them achieve their future goals (Essex 57%).
- SHUE survey identified 3 in 10 boys want to lose weight at our school (KSS 30%, Essex 25%). The overall percentage is 28% of pupils would like to lose weight (29% Essex).
- SHUE survey identified only 6% of children worry 'quite often' about Social media which is slightly lower compared to Essex (7%).

### Significant developments in the subject

- Jigsaw scheme of work was embedded and developed in its second year and now into its third. It has resulted in planning and teaching being more current and relevant to children's needs today. It addresses the higher than Essex and National issues that our children have relating to body and self-image, relates to an aspect of children's SMSC development each term and meets the new statutory guidelines for PSHE.
- Following training (2019), focused teaching each year and assemblies, all children have an understanding of the zones of regulation to recognise and regulate their emotions with particular success for children who have difficulties in this area and this is embedded in the PSHE curriculum, which was revised in Summer 2021 to make it focus more sequentially so it build on prior learning.
- RSE training accessed in 2019. New RSE guidelines are being followed and policy is in place after stakeholder consultation. Missed RSE lessons due to Covid were carried out to all year groups in 2020.
- A wide range of fiction books have been purchased to support delivery of the PSHE scheme of work and categorised into different themes for teaching staff to access.
- PSHE vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group
- Early years milestones incorporated into subject progression document.
- Year 6 took part in online learning through 'crucial crew' which dealt with the important theme of county lines (2021).
- Validation of Enhanced Healthy Schools Visit was conducted in December 2021.
- Using Jigsaw to support the Early Years framework (September 2021). Plans adapted by class teachers.

### Strengths

- Star of Week linked to themes.
- Weekly PSHE education has been part of our curriculum for many years.
- Children are supported to use knowledge and skills obtained in PSHE lessons to support social and emotional development throughout the day.
- Enhanced Healthy School status.
- Whole School Council.
- Class, Environment, Wellbeing and Curriculum Ambassadors.
- Playground Star of the Week.
- Key festival and events around the world celebrated.



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- Following training, focused teaching and weekly assemblies, all children have an understanding of the zones of regulation to recognise and regulate their emotions with particular success for children who have difficulties in this area.
- New RSE guidelines are being followed and policy is in place after stakeholder consultation. Missed RSE lessons due to Covid were carried out to Year 6 in September 2020 and are planned for delivery to other year groups.
- A wide range of fiction books have been purchased to support delivery of the PSHE scheme of work and categorised into different themes for teaching staff to access.

#### **Areas for development**

- Zones of regulation run throughout whole year.
- Monitoring of PSHE throughout the school, including regular book scrutiny.
- How much needs to be evidenced in books?
- Continue recording data on MAPP and analyse.
- SHUE ceased being available for free. We are looking at alternatives that will provide us with data that is useful.
- To embed the RSE guidance into teaching new RSE expectations.

#### **Monitoring and evaluation systems**

At Katherine Semar we believe that the most effective way to monitor the impact of our PSHE policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in PSHE:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **SHEU**

Each year we take part in the Essex SHEU survey (School's Health and Wellbeing Survey Prepared by the Schools Health Education Unit). This benchmarks our school against other schools in Essex for aspects of children's health and well-being. The results are then analysed and used to inform our school development plan. SHUE ceased being available for free, we are looking at alternatives that will provide us with data that is useful.

- **Work Scrutinies**

Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Pupil Conferences**

Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.

- **Governor Visits**

As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.

Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of PSHE at our school and their feedback actively informs subject development through our curriculum action plan.

## SMSC

### Spiritual

- Mindfulness included each week during PSHE.
- Yoga/ mindfulness as an optional lunchtime club available to all children.
- **Being Me in My World**

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

### Moral

- **Dreams and Goals**

Includes goal-setting, aspirations for yourself and the world and working together.

- **Healthy Me Ages 8-9 (Piece 2)**

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

- **Celebrating Difference**

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

### Social

- **Relationships**

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

- **Celebrating Difference**

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

- **Changing Me**

This puzzle includes sex and relationships education in the context of coping positively with change.

### Cultural

- **Celebrating Difference**

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

- **Being Me in My World**

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

<b>Training</b>
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Please see Training Folder.
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<b>Enrichment</b>
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Enhanced Health School status.
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Visits from outside agencies (Olympians, firefighters, artists, parents...).
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