

Hunsley Primary

Personal, Social, Health and Economic Education Policy (PSHE) Version 3

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Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
Implementation Date:	Spring Term 2023
Review Date:	Autumn Term 2024
Target Audience:	All Staff, Parents / Carers, Pupils
With reference to the following Hunsley Primary policies:	Hunsley Primary Safeguarding Policy and related suite of policies, including Hunsley Primary Medicines Policy and Hunsley Primary Intimate Care Policy Hunsley Primary Behaviour, Sanctions and Rewards Policy Hunsley Primary Relationships and Sex Education Policy Hunsley Primary SEND Policy & Hunsley Primary Statement of Inclusion

PSHE Education Policy

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Introduction

This statement outlines the principles and values underpinning the expectations of Hunsley Primary regarding provision of pupils' personal, social, health and economic education (PSHE).

1. Aims of Provision

As reflected in our Hunsley Primary Vision, Value and Ethos Statement below, we understand that we must provide a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils both at Hunsley Primary and in wider society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All young people have a right to factual information, free from bias and the subjective personal beliefs of those who teach them. In order for our children to embrace the challenges of growing up and to have a happy, healthy and safe adulthood, they need to be able to make informed decisions about their wellbeing, health and relationships. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience to know how and when to ask for help. We understand also that children who are knowledgeable and confident about relationships and health are more likely to have positive, fulfilling relationships.

When reflecting on our PSHE provision both in the curriculum and our wider provision across the school day, we consider two key points:

- The diversity and unique qualities our pupils and families possess
- The ever-changing moral, political, ethical and spiritual landscape in which our children live

It is therefore vital that the school responds in its planning and delivery of the wider personal, social, health and economic education curriculum by being agile, inclusive, fully meeting statutory requirements set down at national level and anticipating concerns, opportunities and challenges for our pupils and their families that might arise.

Hunsley Primary will ensure that the PSHE provision offered to all children remains effective and meaningful by adhering to the following four principles:

- We will know our pupils very well, through establishing excellent communication from the outset with parents, carers and families, as well as wider agencies involved in the wellbeing of each child, to ensure that we are in a position to support, encourage and educate each child to the best of our collective abilities;
- We will remain outward facing and engage in professional dialogue through joint practice development, staff CPD, partnership working with other schools (such as the Trust partners) and agencies, and membership of professional groups. In this way, we will access the best materials and resources, ensure our curriculum provision is moderated and inspired by likeminded professionals and strive to keep the content of provision current, meaningful to the diverse lives of the pupils in our community and anticipate local, national and global issues;
- We will embed collaborative review of PSHE, SMSC (Social, Moral, Spiritual and Cultural) and RSE (Relationship and Sex Education) provision into our curriculum review processes, and will ensure that the provision we offer is fair, balanced, broad and representative of fundamental British values;
- We will ensure that pupil voice and pupil leadership are prioritised each day, seeking to find diverse ways of hearing and capturing pupil voice and encouraging leadership skills in the classroom, as well as the wider school community, to enable those opportunities to move from the school into the local,

national and global communities and to afford our children every opportunity to flourish as individuals in the future beyond school

2. Equality, Inclusion and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, inclusion and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

3. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation (‘working scientifically’) at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

4. Definitions

Taken from the DfE 2013 Guidance:

‘Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’

5. Systems and Procedures

5i: The PSHE Curriculum

With reference to the above statement taken from the DfE Guidance (2013), the school delivers PSHE in all aspects of the curriculum, but specifically using the JIGSAW scheme of learning in our weekly TalkTime lessons. These lessons follow a unifying, consistent format from EYFS to the end of Year 6, ensuring that all lessons maintain the expected format, have consistent and standardised resources, are transparent in their

guidance of teaching staff to deliver without bias and follow the JIGSAW 'Charter', which ensures that the children have a guide to remaining supportive and being supported in their classroom communications. Through review of the curriculum, and through additional provision (such as the NSPCC Speak Out, Stay Safe programme), school leaders also further tailor the curriculum map to meet specific needs identified for our own context, as advised by the DfE guidance on best practice.

The curriculum follows a consistent theme-based structure, familiar in every subsequent year:

1. **BM** (Being Me in My World)
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)
Being and keeping safe and healthy
5. **RL** (Relationships)*
Building positive, healthy relationships
6. **CM** (Changing Me)*
Coping positively with change

*See also the Hunsley Primary Relationships and Sex Education Policy

5ii: Inclusion, Safeguarding and Further Support of Pupils

PSHE can provide a forum for pupils to share worries or make disclosures, in that it helps them to talk openly and with confidence in a safe context. All Hunsley Primary staff are trained and given 'refresher' training (at least annually) in safeguarding and will demonstrate sensitivity, inclusivity and care when discussing topics during PSHE lessons.

Staff are also very aware that some pupils require a more personalised delivery or even an alternative curriculum model to meet their specific learning and development needs. All pupils are treated as individuals and, as such, specific needs are met through consultation with parents / carers, the pupils themselves, where appropriate, and with the school Inclusion Lead and relevant teaching staff, to ensure that needs are met and learning is planned in line with any existing Individual Support Plan, Education, Health and Care Plan, Behaviour Support Plan or other specific documentation, such as an Individual Risk Assessment.

Each class has a range of supportive resources to ensure pupils' worries and feedback are heard, including Worry Boxes; access to Support Staff or Teachers, during and after the lesson, as needed; and access to an Emotional Literacy Support Assistant (ELSA), through the pastoral referral system.

Where JIGSAW lessons trigger a child to disclose a safeguarding concern, this is referred directly to the Designated Safeguarding Lead through the school's safeguarding process.

5iii: Staff Training and Development

It is essential that teaching staff are able to confidently and consistently deliver the curriculum. Training which is nationally verified and standardised is delivered via the JIGSAW team and all Hunsley Primary teachers will receive training on how to utilise the resources. Further support is available post-training on the JIGSAW

website and from the school's senior team and subject leader. Support staff and teaching staff access this training and guidance.

Regular monitoring and evaluation feedback from staff, through team Teaching Development Meetings, floodlighting and spotlighting, enables senior leaders to ascertain how the training is being applied in their delivery of the curriculum, and whether further support or training is required to help deliver the most effective programme of learning across the school.

Siv: Applying the Curriculum

Through wider curriculum activities and pupil leadership, such as our assembly rota; clubs such as Eco group; sports and healthy-living activities; pupil voice; enterprise and charity-working, and cross-phase liaison (with the secondary school), we will provide opportunities for pupils to apply their PSHE knowledge and skills; express their ideas; feel valued in their contribution and develop real-life skills of negotiation and collaboration.

Through our consultation with families, work of Parent Partners and Parent Ambassadors, educational visits and joint activities with partner schools, we will ensure that children have opportunities to learn from a range of adults, professionals and visitors in diverse contexts, to see how contributions are made by adults in the working community and to develop an understanding and an appreciation of the wider, diverse and inclusive society they are part of.

Through our TalkTime lessons, House Team Development Days, Active Listening sessions and our assemblies, we will strive to create a culture of discussion, democracy, listening skills and confidence. For example, we have set down the expectation that all pupils have regular opportunities to learn to listen well to one-another in groups, making thoughtful, relevant contributions and developing a collaborative, considered approach to personal expression and an awareness of their place in our community and our society by understanding that others have diverse views and experiences.

6. Monitoring the Impact of the Curriculum

The effectiveness of provision will be measured in a range of ways. We will measure the impact of provision on pupil outcomes through data such as:

- Attendance statistics, indicating pupil wellbeing and engagement at school
- Literacy, oracy and communication skills, which indicate our pupils' abilities and confidence in self-expression, discussion and debate
- Behaviour-related statistics (incidences of bullying, sanctions and exclusions for example), which allow us to measure and evaluate the impact of social, moral, cultural and personal development
- Numeracy and mathematics skills, which indicate our pupils' developing financial and economic understanding
- Rewards statistics, which enable the school to capture a range of personal, moral and social achievements, including pupil leadership.
- Curriculum review processes, indicating the level of pupil engagement with the subject, for example how well the pupil responds to targets, engages in dialogue with adults and is able to take responsibility for their own learning

- Hunsley Primary Characteristics of Learning grades given in data collections and reports, enabling us to measure the effectiveness of provision on pupil engagement
- Uptake of extra-curricular activity and pupil leadership opportunities

7. Review of Provision

Each term, the curriculum review cycle will enable staff to collectively review and moderate provision. We will seek examples of best practice from bodies such as the PSHE Association, to make sure our approaches and curriculum offer cater for the diverse age ranges and interests of our growing pupil body. We will target training and professional development to ensure statutory provision, such as Sex and Relationship Education is met. We will allocate responsibility for PSHE to a 'Subject Leader', to give a higher level of priority and accountability to this very important element of a broad and balanced curriculum.

8. Review of the Policy

The Policy will be reviewed every 2 years and revisited when required; for example, alongside curriculum changes.

Appendix

[Link to the JIGSAW PSHE](#) curriculum overview – located on Hunsley Primary website.

[Link to the JIGSAW RSE](#) curriculum overview – located on the Hunsley Primary website