



## **PSHE Policy**

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### **PSHE Guidance for Educators**

Personal Social and Health Education forms an essential part of our curriculum. At times this is taught proactively and at times this in response to an issue. PSHE can be facilitated in a range of ways including:

1. Discreetly taught within Neurolabs sessions
2. Community sessions as we start our day together
3. Integration to wider learning experience or be developed through wider experiences including residential trips; assemblies etc..
4. Integration to projects
5. Related to a module within Crossfields

PSHE can be taught through circle time / group work and enhanced through project-based learning and areas such as the arts.

As with other areas of the curriculum we need to consider the Why, How, What and How Well of the learning experience. The why needs to be connected to each individual so that the personal aspect of PSHE links to a learner's aspirations and becoming the best they can be. Another factor to consider is the balance between knowledge, skills (including assertiveness) and building quality relationships. If I am confident and have secure relationships I am more likely to make healthy choices and less likely, as I get older, to take part in behaviours such as drug taking, under age sex etc. as a response to my needs not being met. PSHE is a way of learning

to get my needs met in a healthy and positive matter that enables me to journey well through life.

PSHE plans are set up to allow staff the flexibility to integrate the PSHE into the everyday. They are a minimum outline and not exhaustive. PSHE must be relevant. It is the educators responsibility to ensure that all areas are covered during the year. The year plan will include areas that are revisited each year as the child journeys through the school.

As a school we want to enable young people to flourish in line with the Hummingbird's mission **to empower young people with agency in their own evolution throughout life.**

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

**PSHE becomes quality learning through reflection – it is not merely about doing an activity**

### **Assessment and recording**

Teachers will assess what children already know so that we can focus on relevant material for groups and individuals.

Assessment should be carried out by:

- individuals themselves
- their peers
- teachers

Adults from outside the school e.g. Mill on the Brue are used to feedback to staff about how their children work in groups.

The outline and overview of our PSHE is shown in the next tab.

### **Inclusion**

Our school is working to be inclusive. PSHE positively supports the school's inclusive intentions. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

## **The learning environment**

The classroom is regarded as the “home base” and is the best place for most PSHE lessons. Each class has a board for celebrating neurolabs. Part of PSHE is the contribution to the whole-school environment, inside and outside. Responsibility for, and pride in, the whole-school is regarded as essential.

## **Outside visitors, using other agencies and out of school activities**

The school will at times use outside agencies to contribute to the PSHE programme. These are indicated in curriculum plans. Teachers are expected to make arrangements and prepare well in advance for these to take place. These visitors will have been carefully checked.

Out-of-school activities add greatly to the quality PSHE provided. However, it is important that pupils have the time to reflect upon their experiences and the ways in which they and others were affected.

## **Home and the role of parents and carers**

Young people are expected to undertake some PSHE activities at home. In the programme there are suggested homework activities in nearly all the units of work. They might be expected to interview parents about “The night I was born” for sex education or ask grandparents and other older people they know for details of how bullying was dealt with in their school days.

## **Leadership and management**

The school has a Neurolabs and PSHE leader in Nicki Lorenzini, who has responsibility for providing strategic direction and monitoring the quality of provision. A part of this process is CPD for themselves and all staff.

All teachers are responsible for monitoring student progress and the quality of PSHE provided but the Neurolabs Lead, in collaboration with the headteacher, takes a lead in this. Consultation with parents and the involvement of pupils in both planning and monitoring are encouraged at all stages.

## **Monitoring**

### **A checklist for Classroom teachers**

- Do lesson outcomes include clear learning outcomes?
- Do tasks engage pupils actively in their learning and provide opportunities to work with each other?
- Does planning meet the needs of all pupils?
- Are pupils given opportunities to reflect on their personal and social learning?
- Do you need help with clarifying the purpose of the work or teaching strategies?
- Have you involved pupils in the evaluation?
- Were the aims and objectives met?
- What did pupils learn in terms of:

New knowledge/ concepts?

New skills?

Attitudes and values?

- What worked and what was missing?

- What will you change next time?

## **Review**

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

# Curriculum Overview

The following tab shows a draft outline of areas covered by Upper Primary (8-11 Programme), Key Stage 3 (11-14 Programme) and Key Stage 4 (Level 2 Crossfields Programme).

More detailed information is on the curriculum drive.

### Upper Primary (8-11 Programme)

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Keeping safe                   | Review Road Safety in Autumn term prior to getting darker and Link to increased responsibility<br><br>Online Safety                                                                                                                                                                                                                                                                                            |
| Sex and Relationship education | Sex and Birth<br>How can I cope with my own & other people's emotions?<br>How do I feel about myself as a boy or as a girl?<br>What kind of people do I choose as friends-girl/boyfriends?<br>Who can I talk to if I need help?<br>Taking responsibility to stop bullying<br>I understand that there is not just one way to grieve<br>I understand that different people show their feelings in different ways |
| Drugs Education                | <b>Smoking –</b><br>What are the facts about smoking?<br>Who smokes & why?<br>What do I need to know & do to be a non-smoker?                                                                                                                                                                                                                                                                                  |
| Keeping healthy and Active     | Taking on new challenges<br>Learning to swim<br>Keeping a record of a new challenge and my improvements - Links to PE<br>Healthy Lunchboxes / School Dinners                                                                                                                                                                                                                                                   |
| Managing money                 | Within maths – solving real money problems                                                                                                                                                                                                                                                                                                                                                                     |
| Diversity                      | Role models from communities that have been discriminated against e.g. Martin Luther King, Emily Pankhurst, Tom Daley                                                                                                                                                                                                                                                                                          |

|                                          |                                                                                                                                                                             |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | Celebrating diversity and where people come from – Bigger role in Diversity Week<br>Links to food, languages and wider curriculum<br>I can recognise stereotyping           |
| Becoming the best I can be - aspirations | Student Profile – I can create my own targets<br>I am willing to try new things and take on feedback<br>I am willing to take on a new challenge<br>Finishing Primary School |
| Being a part of my community             | I can share with you about something I am proud of<br>I can engage an audience as a part of an exhibition<br>Taking responsibility to make HLL great – being a leader       |
| Mental Health                            | Profile and develop neurolabs<br>What might help me improve my health?                                                                                                      |

### Key Stage 3 (11-14 Programme)

Revisit any prior learning as appropriate or develop other areas that need to be considered as relevant to children's lives

Neurolabs / Wellbeing and PSHE info on Drive

|                                |                                                                                                                                                                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Keeping safe                   | Review Road Safety in Autumn term prior to getting darker and Link to increased responsibility<br>Online Safety<br>Cycle Safety                                                                                                                      |
| Sex and Relationship education | Sex and Birth<br>How can I cope with my own & other people's emotions?<br>How do I feel about myself as a boy as a girl?<br>What kind of people do I choose as friends-girl/boyfriends?<br>Who can I talk to if I need help?<br>Emotional Regulation |
| Drugs Education                | <b>Smoking and Alcohol</b>                                                                                                                                                                                                                           |

|                                          |                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------|
| Keeping healthy and Active               | Taking on new challenges<br>Life Experiments<br>Healthy Lunchboxes / School Dinners |
| Managing money                           | Within maths – solving real money problems, PBL links                               |
| Diversity                                | PBL connection<br>Learning to Learn - individual and different                      |
| Becoming the best I can be - aspirations | Student Profile<br>Personal Project<br>Careers in PBL, Gatsby                       |
| Being a part of my community             | Exhibitions included in projects                                                    |
| Mental Health                            | Emotional Regulation in Neurolabs<br>Responding to needs                            |

#### **Key Stage 4 (Crossfields Level 2 Programme)**

Revisit any prior learning as appropriate or develop other areas that need to be considered as relevant to children's lives

Neurolabs / Wellbeing and PSHE info on Drive

|                                          |                                                                                                                 |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Keeping safe                             | Cycle Safety<br>Online Safety                                                                                   |
| Sex and Relationship education           | RSE - Neurolabs                                                                                                 |
| Drugs Education                          | Smoking and Alcohol - Neurolabs                                                                                 |
| Keeping healthy and Active               | Taking on new challenges<br>Life Experiments                                                                    |
| Managing money                           | Within maths – solving real money problems, PBL links                                                           |
| Diversity                                | PBL connection<br>Learning to Learn - individual and different<br>Art for change project                        |
| Becoming the best I can be - aspirations | Student Profile<br>Careers in PBL, Gatsby<br>Personal Project<br>Personal and social learning skills module CFI |
| Being a part of my community             | Exhibitions included in projects - art for change, health heroes etc                                            |
| Mental Health                            | Emotional Regulation in Neurolabs<br>Developing human excellence module                                         |

|  |                     |
|--|---------------------|
|  | Responding to needs |
|--|---------------------|