



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.

Neurolabs sessions help build a student's understanding of their brain and nervous system in relation to key areas such as 'emotional regulation' and 'learning to learn'. They include the opportunity to put this learning into practice as the student moves through the module from explore to share. They also create life experiments where the student can explore the personal impact of trying out a new strategy in their life at home and at school.

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 the student is confident and has secure relationships they are more likely to make healthy choices and less likely, as they get older, to take part in behaviours such as drug taking, under age sex etc. as a response to their needs not being met. PSHE is a way of learning to get their needs met in a healthy and positive manner that enables them to journey well through life.

Please note that the PSHE policy connects with, and should be read in conjunction with, our [Relationships and Sex Education Policy](#). This policy reflects the new statutory guidance for introduction in September 2026.

The policy also relates to our [online safety policy](#). This area is taught discretely at times and also is linked to our integrated group and personal projects. For example, considering sharing artefacts and information online during the development of our augmented reality history trail around Bruton.

PSHE plans are set up to allow staff the flexibility to integrate the PSHE into the everyday and our wider projects. 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.
- Develop essential economic life skills, covering careers, financial literacy, and understanding modern economic life.

The outline and overview of our PSHE curriculum is shown in the next tab. Some areas are integrated into projects whilst others are taught discretely in sessions like Neurolabs.

PSHE becomes quality learning through reflection – it is not merely about doing an activity. This idea is expanded in the assessment and recording section below.

Assessment and recording

Assessment in PSHE fits with our wider approach to assessment including assessment of learning, assessment for learning and assessment as learning. Teachers will assess what children already know so that we can focus on relevant material for groups and individuals. Assessment can include a wide range of activities including those that ascertain current understanding including notes, drawings and discussion. They can also link to interactive activities using a line across the room to respond to a prompt such as if an activity is safe or unsafe. The students can be asked what was the reason for choosing where they stood on the line. Imagine being asked to judge the risk of cycling to school, this depends on your cycling proficiency, where you live, your age etc.. Assessment can also relate to skills such as assertiveness or applying a strategy in a life experiment in neurolabs. Every project in neurolabs supports reflection to consider what it is I have discovered about myself, others and the world around me.

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.

Student profiles give opportunity for this area to be reported by students, peers, parents and educators.

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.

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	<p>Review Road Safety in Autumn term prior to getting darker and Link to increased responsibility</p> <p>Online Safety - this area is also integrated into the wider integrated and personal projects. This includes age appropriate use of technology, how do you know that someone is who they say they are and neurolabs sessions on keeping safe.</p>
Sex and Relationship education	<p>Sex and Birth</p> <p>How can I cope with my own & other people's emotions?</p> <p>How do I feel about myself as a boy or as a girl?</p> <p>What kind of people do I choose as friends-girl/boyfriends?</p> <p>Who can I talk to if I need help?</p> <p>Taking responsibility to stop bullying</p> <p>I understand that there is not just one way to grieve</p> <p>I understand that different people show their feelings in different ways</p>
Drugs Education	<p>Smoking –</p> <p>What are the facts about smoking?</p> <p>Who smokes & why?</p> <p>What do I need to know & do to be a non-smoker?</p>
Keeping healthy and Active	<p>Taking on new challenges</p> <p>Learning to swim</p> <p>Keeping a record of a new challenge and my improvements -</p> <p>Links to PE</p> <p>Healthy Lunchboxes / School Dinners</p>
Economic Education	Careers

	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 Links to food, languages and wider curriculum I can recognise stereotyping, including misinformation online
Becoming the best I can be - aspirations	Student Profile – I can create my own targets I am willing to try new things and take on feedback I am willing to take on a new challenge Finishing Primary School
Being a part of my community	I can share with you about something I am proud of I can engage an audience as a part of an exhibition Taking responsibility to make HLL great – being a leader
Mental Health	Profile and develop neurolabs 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 Online Safety - this area is also integrated into the wider integrated and personal projects.
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	<p>Neurolabs sessions focus on areas such as safety and include the 4C's - content, contact conduct, and commerce. This area also linkst to other areas such as well-being, managing online identity, healthy online lifestyles, body image, and dealing with online pressures.</p> <p>Cycle Safety</p>
Sex and Relationship education	<p>Sex and Birth</p> <p>How can I cope with my own & other people's emotions? Emotional Regulation</p> <p>How do I feel about myself as a boy as a girl?</p> <p>What kind of people do I choose as friends-girl/boyfriends?</p> <p>Who can I talk to if I need help?</p> <p>Includes online relationships, sharing images etc</p>
Drugs Education	Smoking, Vaping and Alcohol
Keeping healthy and Active	<p>Taking on new challenges</p> <p>Life Experiments</p> <p>Healthy Lunchboxes / School Dinners</p>
Economic Education	<p><u>Careers</u> - working with real life designers, scientists, historians etc.</p> <p><u>Financial Literacy</u> - PBL links eg budgeting for food and equipment for camp, solving real money problems, planning festivals, considering charging and marketing etc.</p> <p><u>Modern economic life</u> - PBL links to sustainability in group projects and personal projects e.g. setting up own business, entrepreneurial development, upcycling, winter warmer project ...</p>
Diversity	<p>PBL connection</p> <p>Learning to Learn - individual and different</p> <p>Recognising misinformation and it's impact.</p>
Becoming the best I can be - aspirations	<p>Student Profile</p> <p>Personal Project</p> <p>Careers in PBL, Gatsby</p>
Being a part of my community	Exhibitions included in projects
Mental Health	<p>Emotional Regulation in Neurolabs</p> <p>Agency in Neurolabs</p> <p>Responding to needs</p>

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	<p>Cycle Safety Online Safety - this area is also integrated into the wider integrated and personal projects.</p> <p>Neurolabs sessions focus on areas such as safety and include the 4C's - content, contact conduct, and commerce. This area also linkst to other areas such as well-being, managing online identity, healthy online lifestyles, body image, and dealing with online pressures.</p>
Sex and Relationship education	<p>RSE - Neurolabs Consent Online Relationships</p>
Drugs Education	<p>Wider use of drugs beyond Alcohol, Nicotine- Neurolabs</p>
Keeping healthy and Active	<p>Taking on new challenges Life Experiments</p>
Economic Education	<p><u>Careers</u> - working with real life designers, scientists, historians etc. <u>Financial Literacy</u> - PBL links e.g. budgeting for events like art for change and working out the value and impact of products in trash to treasure upcycling project, marketing costs etc. In maths – solving real money problems <u>Modern economic life</u> - PBL links to sustainability in group projects and personal projects e.g. setting up own business, entrepreneurial development, global awareness module in the extended diploma. Includes online commerce and safety.</p>
Diversity	<p>PBL connection Learning to Learn - individual and different Art for change project Misinformation and reliable sources - including areas such as self diagnosis / neurodiversity</p>
Becoming the best I can be - aspirations	<p>Student Profile Careers in PBL, Gatsby Personal Project Personal and social learning skills module CFI</p>
Being a part of my community	<p>Exhibitions included in projects - art for change, health heroes etc</p>

Mental Health	Emotional Regulation in Neurolabs Developing human excellence module Responding to needs
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Please note in Key Stage 5 there is a regenerative economics module and inner development module. In addition to this we will continue with the broad themes outlined above relating to mental health, SRE, Drugs, Health, Careers, Diversity and Community through a responsive Neurolabs session.