

# Personal, Social and Health Education (PSHE) Policy



# Hollygirt School NOTTINGHAM

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**To be read in conjunction with the following policies:**

- Behaviour and Discipline Policy
- Complaints Policy
- Safeguarding and Child Protection Policy

This policy will be reviewed annually.

## 1. Definitions, Rationale and Ethos

This policy covers our school's approach to Personal, Social and Health Education (referred to in this policy as PSHE). PSHE at Hollygirt School is an integral part of the curriculum and the general pastoral framework.

All pupils are recognised as individuals and we aim to identify and satisfy the physical, social, emotional, moral and spiritual needs of each pupil.

Embedded within Hollygirt School's PSHE curriculum is the opportunity for pupils to understand their own needs and to understand the needs of others, so that they can evaluate opinions and lifestyles different from their own. This is intended to enable all our pupils to be confident of their own role and position in society.

Relationships and Sex Education (RSE) is taught as part of the PSHE curriculum details of which are explained in the RSE policy.

### 1.1 Statutory Guidance

Teaching stresses that children need knowledge and skills that will enable them to make informed and ethical based decisions about their wellbeing, health and relationships in line with [Relationships and Sex Education \(RSE\) and Health Education DfE guidance 2025](#)

## 2. Curriculum Overview

### 2.1 Year 6

RSE in Year 6 is taught as part of our PSHE curriculum. Other aspects may also be covered through Science lessons and other subjects where cross-curricular links exist.

PSHE objectives will mostly be covered through dedicated PSHE lessons but also through assemblies, form times, workshops or other lessons where appropriate, e.g., external speakers and the [DAaRT](#) (Drugs, Alcohol and Resilience Training) programme.

To teach these objectives, we follow a [PSHE Scheme of Work](#) from The PSHE Association ; it consists of three strands and the topics are further broken down as follows:

#### Relationships

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

#### Living in the Wider World

- Belonging to a Community
- Media Literacy and Resilience
- Money and Work

#### Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

Topics of puberty and sex education are delivered through planned aspects within Science and PSHE, through the Health, Growing and Changing topic, in an age-appropriate manner.

### 2.1.1 Health Education

Children from year 6 to year 11 are taught about healthy lifestyles, providing them with the information that they need to make good decisions about their own health and wellbeing.

Health Education, as set out in DfE guidance, focuses on the following areas:

Year 6

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Year 7 to year 11

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention and understanding the healthcare System
- Personal safety
- Basic first aid
- Developing bodies

A variety of teaching approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.

## 2.2 KS3 and KS4

Our PSHE programme covers statutory guidance on Relationships and Sexual Education (RSE) as described in Section 1.1.

In Key Stage 3 (KS3) and Key Stage 4 (KS4), a [PSHE Scheme of Work](#) from The PSHE Association is also followed. In this the curriculum also takes a thematic approach to secondary PSHE education, covering all three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At KS3, pupils continue to build on the knowledge, skills, attributes and values that have developed during their Prep School years. PSHE acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. At KS4,

pupils deepen their knowledge and understanding, extend and practice skills, and further explore attitudes, values and attributes acquired during KS3.

The curriculum is planned, but responsive to local needs and national agenda i.e., responding to the news and what is happening in our community.

PSHE at Hollygirt ensures opportunities for pupils to develop our values: **Kindness, Honesty, Resilience** and **Hard work** and Form Tutors will differentiate work to meet the needs of our pupils.

### 3. Timetabling

For Years 6 to 11, there is one lesson per week timetabled for PSHE but additionally, there may be extra PSHE sessions, for example, with external speakers, or PSHE days.

### 4. Safe and Effective Practice

Teachers adopt a positive approach to the teaching of PSHE. Pupils are involved in discussions, both as groups and as a whole class. Pupils' questions are answered by using accurate, unbiased information, truthfully and openly, appropriate to the age, ability and background of the pupils. Teachers know when it is not appropriate to express their own views on topics or in answers to questions.

Teachers provide access to balanced information and different views which will help pupils form their own opinions. They make it clear that racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable.

Teachers work within the school's values, policies and the law. Teaching training is delivered through continued professional development and INSET sessions to ensure understanding and consistency across the school. Teachers are sensitive to the needs of individuals and individuals' own experiences. Teachers provide a safe learning environment by ensuring they do not inspire, glamourise or instruct harmful behaviours. PSHE education is part of the whole school approach to supporting pupil wellbeing. Where appropriate, sources of information will be provided to pupils and where they can access support, both in and out of school.

At the start of lessons, together with the pupils, teachers should develop ground rules; these may need to be adapted for different topics. These rules will help teachers to manage the discussions that develop through lessons.

Pupils should be able to ask questions. Pupils are able to ask questions anonymously. All staff teaching PHSE are supported by PSHE leads and may ask for help in managing difficult questions.

Distancing techniques can provide the opportunity for pupils to be more objective in lessons. These will include stories and fictional scenarios which will form part of lesson discussion.

Under the provisions of the Equality Act, we will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated, personalised, sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## 5. Assessment and Evaluation

It is important that learning in PSHE is assessed so that:

- Pupils have opportunities to reflect on their learning;
- Teachers know that learning has taken place and are able to identify future needs;
- Assessment improves learning;
- DfE statutory guidance for PSHE and RSE states that schools should have the same expectation as in other subjects.

Learning will be assessed against lesson objectives and pupils will receive feedback from their teachers and peers.

Pupils can demonstrate their progress through various assessment strategies including:

- Baseline - existing knowledge and skills;
- Recall – remembering and using learning from previous lessons;
- Assessment for learning – learning objectives, self and peer assessment, questioning techniques, feedback;
- Assessment of learning – skills as well as knowledge;
- What you know? What do you want to know? What have you learned?;
- Develop oracy through discussions, role play, debate, and learning conversations;
- Self-reflection – end of lesson learning log – “Today I learned...”

Evidence of learning is demonstrated in pupils’ workbooks. Gathering evidence should not be a time-consuming exercise, but it should effectively reflect learning, understanding and achievements. Evidence could be a photograph, a learning conversation etc.

## 6. Roles and Responsibilities and Staff Training

The PSHE programme is led by PSHE leads. All teachers are supported by PSHE leads. Staff training may include PSHE leads attending specific courses and the PSHE Association conference. Additionally, there is training through INSET days and Educare units. Staff may request training as part of their own CPD.

Outside speakers will augment the programme where appropriate, and all discussions will be tailored to the maturity and understanding of the pupils.

## **7. Safeguarding**

PSHE is embedded within safeguarding practice. Staff understand that subject matter such as PSHE has a higher chance that it could lead to disclosures and that all concerns are to be reported in line with the safeguarding and child protection policy. External providers are to follow all safeguarding protocols. This policy supports and aligns with KCSiE.

## **8. Confidentiality and Advice**

In the event of disclosure of pregnancy or advice on contraception, the school will always encourage pupils to talk to their parents first, but opportunities are created for pupils to approach individual members of staff should they feel the need for further information or time to discuss individual problems.

Confidentiality of the pupils will be respected as much as possible, save where there is a breach of law. Any problems which cannot be dealt with in school would, where appropriate, be referred to a trained professional, with the permission of the pupil, parent and Headteacher/Designated Safeguarding Lead.

## **9. Monitoring, Reporting and Evaluation**

The quality of PSHE education is monitored through our quality assurance cycle. This includes lesson observations, book scrutiny and regular reviews of the programme, Learning Walks (visits to PSHE lessons), along with pupil, staff and parent voice will be used as quality assurance methods for the PSHE curriculum.

## **10. Engaging Parents and Other Stakeholders**

Parents will be given the opportunity to discuss the PSHE Policy and curriculum when it is reviewed annually. Prior to this, pupils and staff can express their views on the curriculum. The overview of the curriculum is published on our website and parents can ask to meet with PSHE teachers to discuss this further. For lessons which do not fall within the Science curriculum, parents will be written to, prior to sex education lessons, with more information on topics.

## **11. Review**

This policy will be reviewed annually by the PSHE leads in discussions with the Deputy Headteacher. Parents will be given the opportunity to discuss this policy and the curriculum; feedback forms will be sent out in the Spring Term. We encourage this two-way dialogue.

## 12. Concerns & Complaints

If parents or carers have any concerns or comments to make regarding their child's learning experiences at Hollygirt School, we invite them to contact their child's teacher in the first instance. If the issue is sensitive, please let the Head of Prep or Headteacher know as soon as possible.

Any complaints should be made in line with the Hollygirt School Complaints Policy, available on our website.