Priors Hall – a learning community Personal, Social, Health and Economic (PSHE) Education Policy 26-27

2026 - 2027

'Ready for Learning, Ready for Life'

Curiosity **Kindness** **Resilience** **Respect**

Context, Rationale and Availability

This policy covers our whole school approach to the teaching of PSHE alongside the school's overall SEMH needs. PSHE is a non-statutory subject within the National Curriculum. However, at Priors Hall – a learning community we are committed to the development of the whole child and therefore PSHE is taught consistently with integrity and purpose. All pupils will be given the opportunity to acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The policy is available to parents and carers through our website. If you require a hardcopy of this policy then please contact our school office.

Policy Aims and Objectives

At Priors Hall ALC, we have a strong ethos and core values, which guide children's development. We strongly believe that children should have the opportunity to develop resilience, as research shows that *children who are resilient 'bounce back' from difficult experiences and are less likely to experience mental health problems (Parenting Research Centre, 2017).* Additionally, we want our children to become independent and play an active part in shaping their own lives. Our school values play a vital role in supporting this: Curiosity, Kindness, Resilience and Respect.

Priors Hall ALC is a happy, nurturing school where individuality is celebrated. We aim to provide an environment in which children feel stimulated and are given the tools to become more independent and creative thinkers with lively and enquiring minds. We value the partnership of working with children's parents and carers. We nurture and inspire children to develop confidence and resilience, in an environment where all efforts are valued and children can thrive.

Our school vision and ethos is strongly supported and embedded in the delivery of our PSHE content. At Priors Hall ALC we are committed to ensuring that the emotional and social needs of all our children are met through the delivery of this curriculum, as research shows, *'...pupils with greater emotional, behavioural, social, and school wellbeing had, on average, higher attainment and were more engaged with their schooling.' (Gutman & Vorhaus, 2012).*

As part of providing a broad and balanced curriculum through our agreed PSHE whole school approach, we are able to nurture and support the Spiritual, Moral, Social and Cultural development in children and promote fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives

and become responsible citizens and embrace cultural differences and diversity. We recognise that our school vision is crucial to this learning and should be at the heart of whole school development.

Our School Values

Our school values are embedded throughout the delivered curriculum and our school ethos. These are evident in our expectations and our daily interactions and practice. Values are displayed around school and staff model and identify when children have demonstrated use of these. Acknowledgment is through a whole school reward scheme where the house point teams are named after our four school values. Our school values are Curiosity, Kindness, Resilience and Respect. Our school motto 'Ready for Learning. Ready for Life,' encapsulates everything we stand for and is also embedded in our learning environment.

Creating a safe and supportive learning environment

At Priors Hall ALC we strive to create an emotionally safe and supportive learning environment through teaching children about emotions and enabling them to articulate and share their feelings through daily discussion, in addition to the PSHE curriculum. This is done through a whole school approach using daily wellbeing check-ins which encourages emotional literacy within the setting. This also allows all children and adults to identify wellbeing accurately.

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion by considering all pupils' needs when planning schemes of work and delivery of lessons. Through our school values, we encourage and set expectations for our pupils to consider the needs of others. We will use PSHE education as a way to address diversity issues and to ensure equality.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. All children, regardless of additional needs, will have access to PSHE through our inclusive curriculum and a high standard of quality first teaching. We will not exclude access to PSHE for any pupil.

TEACHING AND LEARNING

Principles and Methodology

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole school approach, which is implemented from Foundation Stage to Key Stage 2.

We will determine pupils' prior knowledge through observation, discussion and pupil voice. The programme will be taught through a range of teaching methods, including practical, engaging and motivational lessons, which use the characteristics of effective learners. We will ensure that all children, including those with additional needs, have access to an inclusive PSHE curriculum. At Priors Hall ALC we aim to help pupils make connections between their learning and 'real life'. We will make cross-curricular connections where appropriate.

Planning, Teaching and Learning

Priors Hall ALC use the myHappymind Plus scheme of work to plan and deliver lessons, this approach is based on the PSHE Association objectives to ensure a broad and balanced curriculum is in place. All lessons are categorised into four key themes: myHappymind, myHappybody, myHappyrelationships, myHappyworld. Foundation stage (EYFS) also follow the myHappymind Plus scheme of work, their content is adapted to meet the Early Learning Goals.

The teaching and delivering of our PSHE programme ensures that teachers provide learning opportunities matched to the individual needs of children including, those with additional educational needs and those with English as an additional language. Pupil voice and related work is recorded on the children's individual iPads on Showbie.

The four themes are:

Core Themes	myHappymind	myHappybody	myHappyrelationships	myHappyworld
Content	This is the main program designed to build positive mental health, resilience, and well-being in children. It includes understanding how the brain works, developing a growth mindset, and learning about emotional regulation.	This theme focuses on Health & Wellbeing (core theme 1 from the PSHE association) objectives, encouraging children to understand the importance of physical health and its connection to mental well-being.	This theme explores Relationships (core theme 2 from the PSHE association), teaching children about the importance of positive relationships and how to build them.	This theme focuses on Living in the Wider World (core theme 3 from the PSHE association), helping children understand their place in the world and develop respect for diversity and differences.

Through these themes, the aim is to:

- Develop self-esteem and confidence
- Work cooperatively with others
- Be respectful towards others
- Be accepting of others
- Have a sense of belonging and identity
- Be polite and have good manners
- Develop curiosity, enthusiasm and independence in their learning
- Be motivated and creative in their learning
- Take risks and be resilient
- Work hard to achieve personal success
- Be responsible and emotionally intelligent
- Understands what constitutes a healthy lifestyle
- Be aware of safety issues (personal safety, e-safety)

These skills are encouraged and developed implicitly throughout the school day, through class lessons, teacher modelling, expectation and aspirations, whole school assemblies and specific praise that identifies the above.

The key areas taught are:

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safe lifestyle
- Developing good relationships and respecting the differences between people
- Developing strong economic skills for life

In the Early Years:

Alongside the whole school programme, we teach PSHE in Nursery and Reception as an integral part of the Early Years curriculum. Class teachers are responsible for teaching and delivering quality weekly sessions, which include well-planned lessons.

In KS1 and KS2:

A planned programme of Personal, Social, Health and Sex Education addresses the whole development of the child as part of a broad and balanced curriculum and follows the statutory government guidelines.

Children are encouraged to make positive and healthy decisions about their life-style and to resist the pressures on them to be involved with behaviour that is unhealthy or detrimental to their well-being. Children are taught about positive and age appropriate relationships.

KS1 focuses on exploratory work, for example through role-play, circle time discussions and linking to real life scenarios involving difference and diversity. Children in KS1 are introduced to terminology to correctly name body parts – which follows DfE safeguarding advice.

In KS2, children discuss topics, such as empathy and bullying. Later, they are introduced to the topics of drug awareness, sex education and relationships.

There is also a strong emphasis on E-Safety throughout the school.

For further information about RSE please see separate policy available on our school website.

Timetabling

Weekly lessons are expected to take place in both KS1 and KS2 and are to be delivered by the class teacher where possible. In EYFS this is delivered through the PSED aspect of Early Years curriculum. Our PSHE education provision is mapped and planned effectively to ensure coverage. Our whole school provision is further enriched by:

- Opportunities for outdoor learning
- PSHE school assemblies
- Celebration assemblies
- My Happy Mind Programme
- Theme days/weeks e.g. Anti-bullying, mental health awareness, E-Safety, Remembrance Day
- Junior Leadership Team / election and participation
- Fund-raising activities e.g. Comic Relief, Harvest, Children in Need
- Visitors to school e.g. Local Fire Service, police & community officers

Promoting Fundamental British Values

We ensure that the fundamental British Values are strongly embedded and promoted through our School ethos and values. We also use Picture News where children discuss recent events to aid their understanding of life in modern Britain and link these to the British Values. This also encompasses the development and awareness of SMSC.

In this way we support children to:

1. Understand **Democracy** by learning to participate and work collaboratively to make decisions through democratic processes, working as a team and voting e.g. School council, Pupil Voice.
2. Understand the **Rule of the law,** understanding that rules matter and are important to keep us safe.
3. Develop and have **Mutual respect** for others even though we might not always agree with their thoughts and feelings.
4. **Show tolerance towards others and accept** that other people have different beliefs from ours and they may believe in different religions.
5. Understand that they are able to make their own choices and express opinions due to **individual liberty.**

Promoting a Healthy Lifestyle

We strongly believe that *'a healthy body means a healthy mind'* and therefore we promote and support children in developing a healthy lifestyle.

We promote the development of healthy living by offering:

- Freshly cooked school meals everyday – healthy portions and balanced meals provided
- Walk to school week
- Sports day
- Range of before & after school clubs
- An enriched outdoor provision for physical development
- Timetabled PE lessons
- Daily fresh fruit
- Free milk for under 5s

Promoting Mental Health

We use the core 'myHappymind' programme to equip all children with the knowledge, skills and tools to develop their mental wellbeing and to thrive in the modern world. All children from Nursery to Year 6 learn through five themes: meet your brain, celebrate, appreciate, relate and engage. The content is progressive and Year 6 have a heightened focus on the transition to secondary school. A parent app allows children to explore the realm of mental health at home and for us to sign post parents to resources to support in the home when necessary.

Assessment, Recording and Reporting

In the Early Years

Class teachers assess children's development and progress in PSHE by making informal judgements as they observe children in their learning and social interactions at school every day. Alongside these judgements, teachers use the PSED objectives (as stated in the Development Matters document) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations, weekly evaluations or photographs/videos. At the end of Reception, teachers report on children's personal, social and emotional well-being against the Early Learning Goals for PSED.

In KS1 and KS2

Class teachers make use of ongoing observations to assess children's progress in PSHE. Recorded work and pupil voice is used in addition to this. This is recorded on children's individual iPads using Showbie. This is used for capturing pupils' knowledge and understanding, as well as monitoring progression.

There is no formal summative assessment for PSHE. Teachers will use formative assessment during the lesson to inform future plans.

Confidentiality and Handling Disclosure

During PSHE sessions, children may disclose a range of issues, including, FGM and sexual exploitation, of which staff are trained to be aware of and discuss appropriate measures when these are raised. We have robust reporting systems in place for safeguarding disclosures of which all staff are aware and receive regular training. If a child has a SEN need that is also classed as SEMH this would follow the graduated response procedure for referral. Please see Safeguarding Policy for further information.

Responding to Pupils Questions

All questions will be given equal value and classrooms provide a safe environment to ask questions. Opportunities are made for those who wish to ask questions anonymously. If a safeguarding issue are raised teachers are expected to follow the Safeguarding policy. We encourage children to discuss and question a range of topics such as, friendship, feelings, staying safe etc.

Links to other School Policies and Areas of the Curriculum

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., Science, Geography, History and in topic planning. Wellbeing is paramount at Priors Hall ALC. Our

positive relationships policy links closely with our school values and our vision for Prior Hall ALC children to become conscientious positive citizens.

Across the units, clear links with Relationships and Sex Education (RSE) policy are notable, with 'Safety and the Changing Body' being the main area to cover the RSE content.

As outlined above, at Priors Hall ALC we aim to have a broad balanced and inclusive curriculum, which is cross-curricular where appropriate.

Involving Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home. The DFE (2019) states,' *Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'*
We are committed to working with parents and carers. We will communicate with parents and carers about children's learning in a variety of forums.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Jenny Forshaw (DSL) Jacqueline White (Assistant Headteacher and DDSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO) and Calla Haycock-Hall (Pastoral Lead and DSO).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.

- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999**. This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governors (Matt Miller) via email on SBoak@IFTL.co.uk or IFTL Safeguarding Lead (Victoria Blackmore) via email on vblackmore@iftl.co.uk.