

# ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

## P.S.H.E Policy

Policy Reviewed: September 2025

*'Educating a community of life-long learners'*



## P.S.H.E. Policy

### **Introduction**

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

### **'A.R.H. - Educating a community of life-long learners'**

### **Rationale:**

Our personal, social and health education (P.S.H.E.) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Alderman Richard Hallam, children's wellbeing, happiness and safety are our first priority, and P.S.H.E. is a key vehicle through which we share this with children.

Our P.S.H.E. curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

### **Aims and Objectives:**

#### **Health & Wellbeing**

For children to:

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

#### **Relationships**

For children to:

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.
- To understand what consent is across a range of situations.

For more details on this area please refer to the RSE policy.

#### **Living in the Wider World**

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Next review date: September 2026

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For children to:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.

### **P.S.H.E. in the curriculum:**

The P.S.H.E. programme will be led by the P.S.H.E Leader with the support of the management team. Lessons will be taught by class teachers and H.L.T.As.

P.S.H.E. is delivered within a whole school approach which includes:

- Dedicated curriculum time in which P.S.H.E. is explicitly taught
- Teaching P.S.H.E. through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- P.S.H.E. activities and school events e.g. First aid week.
- Pastoral care and guidance
- Visiting speakers

### **School Closure**

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Seesaw. Through Seesaw, Teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Seesaw account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. P.S.H.E. will be taught through videos, tasks and family conversations to be held at home.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. Upon returning to school teachers will build on the work carried out at home with more detailed lessons and deeper discussions.

### **Roles and responsibilities**

#### **The governing board**

The governing board will approve the P.S.H.E. policy and hold the headteacher to account for its implementation.

#### **The headteacher**

The headteacher is responsible for ensuring that P.S.H.E. is taught consistently across the school.

#### **P.S.H.E. leader**

It is the responsibility of the P.S.H.E. lead to ensure:

- Both staff and parents are informed of our P.S.H.E. policy.
- Staff are supported in delivering these lessons to a highly effective standard.
- Monitoring of this policy is on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy and curriculum.

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## **Teaching Staff**

Staff are responsible for:

- Delivering P.S.H.E. in a sensitive way
- Modelling positive attitudes to P.S.H.E.
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring the rules of delivering a P.S.H.E. lesson are adhered to

## **Relationships within School**

Relationships at Alderman Richard Hallam Primary School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff; children are to take responsibility for their own behaviour. All staff provide excellent models for children and work hard to promote a safe, happy environment. The children have an active School Council where one child from each class is elected to represent the class's views.

## **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need. Teachers are encouraged to adapt their teaching so all children can achieve the learning objectives.

## **Assessment, Recording and Reporting:**

Teachers assess the pupil's work by making informal judgments as they observe them during lessons:

- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- We keep records of the contribution to the life of the school and community in photos through Seesaw.
- Our weekly well done assemblies.
- Certificates home celebrate personal achievements with regards to developing positive attitudes to learning.

Teachers can use the questions from the progression document each half-term to determine the knowledge and understanding the children have gained. Teachers can base their assessments on how the children express their thoughts and ideas verbally and written. The HLTA books show the collective understanding of the class in terms of assessment and progression.

As part of assessment, we have an End of Year Expected Standard sheet that dictates the end of year standard within P.S.H.E. Each foundation subject has objectives set out by the National Curriculum. These are primarily assessed throughout the topics using the Learning Objectives for each lesson. Assessments take place throughout lessons. Teachers assess during the course of a P.S.H.E lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others.

The teachers will record achievement of pupils using Arbor. The end of year expectation sheet for P.S.H.E details what children should know and be able to do in P.S.H.E by the end of the year. This informs summative assessment in Arbor. This will inform future planning needs. The P.S.H.E lead will collect yearly attainment data. This will allow the lead to see progress and attainment in P.S.H.E across the school. This information will be used to assist teachers to inform future planning.

## **Policy written by: Cheryl Pickering (P.S.H.E. Subject Lead)**

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