

Hempshill Hall Primary School



Personal, Social, Health and Economic Education (PSHE) Policy 2025

Introduction

The aim of the PSHE curriculum at Hempshill Hall is to provide our pupils with the knowledge, understanding, attitudes, values and skills they need to fulfil their potential as individuals within the community and wider world. Our approach is multi stranded and our children are educated to have a strong sense of belonging and community through a clearly planned out curriculum (inc Jigsaw) that equips them with the skills to successfully manage their lives now and in their future. Our PSHE curriculum promotes mental wellbeing and inclusivity at the heart of its philosophy. Teaching of PSHE engages pupils in discussions, dialogues, role-play and debate, which enables them to make their own conclusions and be confident to share their viewpoint with others clearly. Children are empowered to be confident, resilient and independent with a positive sense of identity, showing value in themselves and others. PSHE at Hempshill Hall makes a key contribution to enabling pupils to consider British Values, appreciating, respecting and celebrating our common humanity, diversity and differences.

Intent, Implementation, Impact

Intent

Pupils will know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Hempshill Hall recognises the value of the Early Learning Goals of: Personal, Social and Emotional Development - Self-regulation, Managing Self and Building Relationships and therefore has committed to building on these key foundations by teaching PSHE through a structured and coherent curriculum throughout the school.

This curriculum is designed to incorporate the following strands: PSHE curriculum, RSE curriculum, Wider Curriculum programme, Pupil Parliament, Enterprise, and Community Engagement.

The Jigsaw programme supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others

PSHE at Hempshill Hall makes a key contribution to enabling pupils to consider British Values, appreciating, respecting and celebrating our common humanity, diversity and differences.

Implementation

- The school uses 'Jigsaw' which brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning
 - The school supplements the Jigsaw scheme with additional units of work which we have identified as a priority for our pupils e.g. knife crime, The Great Project, NSPCC Speak out Stay safe
 - RSE is taught and delivered through Jigsaw in all year groups
 - Trips, visits and enrichment are clearly mapped out across the school and these enhance children's cultural capital
- Money Sense is taught in PSHE sessions using Just Finance Foundation - LifeSavers Money and Values

- Pupil Parliament helps children develop an understanding of democracy and British Values and gives them an active voice
- Children are encouraged to participate in national and local charity fundraising events and have opportunities to make their own suggestions. Enterprise is explicitly taught in Year 5.
- Children contribute and participate in community events.

Impact

- Children contribute fully to the life of their school and the wider community
- Children learn to recognise their own worth.
- Children work well with others and become increasingly responsible for their own learning.
- Children reflect on their experiences and understand how they are developing personally and socially.
- Children learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Children will become active and contributing citizens.
- Children make informed choices as they understand what is right and wrong.
- Children have high aspirations for themselves in the future.

National Curriculum Aims

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our Curriculum

Long term planning

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Each puzzle piece is designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons). Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each piece and balanced across each year group. In F1 we have carefully mapped out the learning to ensure that it prepares the children to begin the Jigsaw programme in F2.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

- In addition to the Jigsaw PSHE sessions, our pupils also have the opportunity in KS2 to experience the positive work from outside providers including D.A.R.T (Drugs Education) and The GREAT Project (a project to promote healthy relationships and raise awareness of domestic abuse). This year we have introduced the Lifesavers PSHE financial education scheme, which promotes healthy relationships with money and spending. These topics are especially relevant to our pupils growing up in Nottingham City and contribute strongly to our cultural capital.
- We also work alongside other agencies such as NSPCC and Nottingham Police Outreach which help educate children about how to keep safe and make good choices.
- A carefully mapped out schedule of residentials and adventurous activities help children develop vital skills such as cooperation, teamwork, resilience. We encourage them to try new things and be brave.

Medium term planning

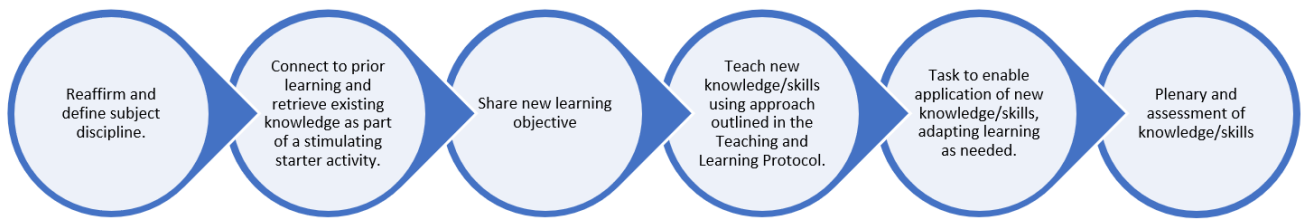
- 'Jigsaw' planning is used to create lesson sequences across each unit of PSHE. This provides support for staff in their teaching of high quality PSHE.
- Carefully mapped out whole school and Key Stage assemblies cover a range of topics including internet safety, bullying, diversity, British values, protected characteristics.

Short term planning

- The above scheme of learning supports individual lesson planning.
- Teachers plan lessons to achieve specific lesson objectives, incorporating methods outlined below.
- Teachers of the EYFS ensure the children learn through a mixture of adult led activities and continuous provision both inside and outside of the classroom.

Teaching Methods

All teaching follows the approach outlined in our whole school Teaching and Learning Protocol document.



At Hempsill Hall Primary School we allocate 1 hour to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers or teaching assistants deliver the weekly lessons to their own classes.

In Year 6 the delivery of the Jigsaw units is slightly altered due to a ten-week DART programme. Many of the key Jigsaw learning objectives are covered in this sequence. Those which are not are incorporated into other half term units.

EYFS lessons follow a similar format in that teachers demonstrate, explain and instruct the children on a specific task which also allows for the building of confidence with new concepts. Learning is continued through continuous provision where children use the resources independently to revisit and explore learning in their choosing time.

Special educational needs & disabilities (SEND)

PSHE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We are inclusive and provide learning opportunities that are adapted to meet the needs of all children: key vocabulary is explained and displayed, memory retention activities enable pupils to re-cap and revisit prior learning and tasks/skills are modelled.

How can PSHE lead to future careers?

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. These skills are vital in any career chosen.

Assessment

Assessment is an essential part of the teaching process for PSHE and is used to help inform planning and ensure provision for any learning gaps that may arise. Assessment is carried out by observations and effective questioning during all lessons. Teachers then use this knowledge to make judgements against the lesson objectives sequenced at the beginning of each unit. An overall termly judgement is made to show whether children are working below, working towards or at the expected standard. Self-assessment and peer-assessment is also encouraged during lessons to promote reflection based on objectives and achievements.

Monitoring

The Curriculum leader, alongside the SLT, is responsible for monitoring and evaluating curriculum delivery and outcomes. This is achieved through planning scrutiny, learning walks, lesson observations, pupil voice, staff discussions, resource audits and maintaining a record of attendees for extra-curricular sessions and competitions.

Learning at home

Our family homework projects allow children to extend their learning, follow their interests and involve parents/carers and wider family members in their learning. Parents are invited into school to celebrate children's work.

Role of Subject Leader

- The subject leader, together with the senior leadership team and governors, are responsible for monitoring and evaluating the quality of teaching and learning of PE across the school.
- The subject leader is responsible for ensuring continuity and progression of knowledge and skills through the coverage of the subject.
- The subject leader is responsible for collecting and analysing school data in consultation with the assessment coordinator.
- The subject leader will undertake any relevant training (including termly NST training) and keep abreast of current initiatives.
- The subject leader will regularly deliver CPD for staff in school.
- The subject leader is responsible for the ordering of resources to enable delivery of lessons.

How does PSHE link to other subjects?

Children are empowered to be confident, resilient, and independent within all areas of their school and home life. They have the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community. Children will leave HHPS confident and ready to begin the secondary phase in their education.

This policy was written in September 2025. The policy will be updated in September 2026.

Additional Policies which support PSHE

Drugs and Alcohol Policy

Behaviour and Relationships Policy

Bullying Policy

Online Safety Policy

RSHE Policy

SEND Policy

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships