



St Hilda's School

HARPENDEN

Caring, Curious & Confident

Personal, Social, Health & Citizenship Education Policy (PSHCE)

Name of Policy	Personal, Social, Health & Citizenship Education Policy (PSHCE)
Reviewed by	Dan Sayers Katy Griffin Natalie Atkins
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Next Review Date	November 2026
To be Read in Conjunction with	<ul style="list-style-type: none">Relationships and Sex Education Policy
Legislation Referenced	

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

CONTENTS

1. INTRODUCTION
2. AIMS OF THE PSHCE CURRICULUM
3. PSHCE CURRICULUM PLANNING
4. TEACHING AND LEARNING STRATEGIES
5. LEARNING SUPPORT AND DIFFERENTIATION
6. EARLY YEARS FOUNDATION STAGE
7. CURRICULUM MANAGEMENT
8. LINKS WITH OTHER CURRICULUM AREAS
9. ASSESSMENT AND RECORDING
10. RESOURCES

1. INTRODUCTION

At St Hilda's School, we welcome all girls irrespective of race, religion, culture or disability. Christian teaching and an appreciation of British values is essential to the life of the school and our core values are those of tolerance, respect for others, integrity, industry and achievement. Our aim is to achieve the highest standard of education in a happy, safe and purposeful working environment, instilling in all pupils a love of learning, independent thinking and good manners. We strive to nurture each girl's individuality, developing talent and ability to the full.

2. AIMS OF THE PSHCE CURRICULUM

- To prepare pupils for the opportunities, responsibilities and experiences of later life.
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- To help pupils recognize their own worth, to learn how to work well with others and to become responsible for their own learning and behaviour.
- To enable pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- To help pupils 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.
- To ensure that pupils are aware of the importance of Mental Health and Wellbeing and that they have strategies to deal with stressful circumstances.
- To increase knowledge and understanding about safety and relationships, to help them recognize when they and others are at risk and to equip them with the skills, strategies and language needed to take appropriate action.
- To provide relationships and sex education (see RSE policy and curriculum).

3. PSHCE CURRICULUM PLANNING

The PSHCE curriculum plan highlights the main topics and skills that are taught within each year group and this is reviewed annually by the Head of PSHCE, in order to ensure that it contains a balance of topics.

The Subject Progression document detailing the progression of PSHCE knowledge and skills throughout the school is used alongside the Jigsaw Scheme of Work for PSHCE to guide teachers in establishing objectives and planning lessons that build on previously learned skills and knowledge. This syllabus progression draws on the National Curriculum framework, the DfE guidance on PSHC, the Jigsaw Scheme of Work and the PSHE Association guidance. Medium Term Plans show the specific weekly learning objectives and the ways in which these will be taught and assessed. These are accessible on the Jigsaw online portal by the Teachers, the Head of Department and the Director of Studies.

PSHCE is timetabled weekly in each class. It is also taught through cross-curricular opportunities, for example Relationships and Sex Education within Science. The biology of sex education is taught in Science lessons but the Relationships aspect is also tackled in PSHCE lessons.

In addition to this, we provide enrichment activities to support the curriculum such as a meeting with a local councillor, 'Magistrates' Day' and the Hazard Alley Trip.

The Grafham Water Residential in Form IV, the Geography Field Trip in Form V and the French Trip to Normandy in Form VI are residential experiences that make important contributions to the pupils' personal, social, emotional and citizenship development.

Assemblies support the delivery of PSHCE and Citizenship through planned themes and are used to launch specific themes, for example respect, caring and sharing.

4. TEACHING AND LEARNING STRATEGIES

The School has adopted the 'Jigsaw' Scheme of Work for PSHCE. Various teaching and learning strategies are also used to deliver PSHCE, which take into account pupils' age, development, understanding and needs. Pupils work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Whole-class teaching methods are combined with group activities, and pupils take part in role-play, discussions, practical classroom activities and workshops. The internet is used for research and the Clevertouch screens and smart boards allow lessons to be interactive.

Effective PSHCE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends.
- Mindfulness activities

5. LEARNING SUPPORT & DIFFERENTIATION

All pupils are encouraged to take part in class discussions. Extra support or extension work will be given if required. Pupils will be supported according to their learning needs by:

- The use of multi-sensory methods of teaching
- The provision of learning aids such as worksheets
- Allowing work in groups and pairs which enables peer support

6. EARLY YEARS FOUNDATION STAGE (EYFS)

In the EYFS, PSHCE development is taught both formally and informally throughout the year in both the Nursery and Reception. All children are informally assessed at the beginning of the year, as part of our baseline assessments and progress is tracked throughout the year against the Early Years Outcomes and recorded on both the Ages and Stages forms and also on the Herts Progress Tracker. The Reception children's summative attainment is also recorded on the Early Years Foundation Stage Profiles. All this information is fed into the end-of-year reports and shared with parents during our Parent Consultation evenings.

PSHCE in the EYFS is divided into three sections: Self-confidence and self-awareness, Managing feelings and behaviour and Making relationships; however, aspects of PSHCE are also found in other areas of the EYFS curriculum.

These include –

- Communication and Language – Listening to others, recalling past events, using talk to connect ideas, building up vocabulary that reflects the breadth of their experiences and using language to imagine and recreate roles and experiences in play situations.
- Physical development – Negotiates space successfully when playing, racing and chasing games; can tell adults when they are hungry or tired; can usually manage to wash and dry hands, can dress with help; eats a range of healthy range of food stuff; show some good understanding that good practices about exercise, eating, sleeping and hygiene can contribute to good health; shows understanding of the need for safety when tackling new challenges.
- Literacy – Enjoys an increasing range of books
- Understanding the World – Shows an interest in the lives of people who are familiar to them; remembers and talks about significant events in their own experiences; recognizes and describes special times or events for family and friends; shows interest in different occupations and ways of life; knows that some things make them unique; can talk about some of the similarities and differences in relation to friends and family; enjoys joining in with customs and routines; comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; look closely at similarities, differences, patterns and change.
- Expressive Arts and Design – Builds up a repertoire of songs; engages in imaginative role play based on first-hand experiences; captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

7. CURRICULUM MANAGEMENT

The Head of PSHCE will facilitate the planning and teaching of PSHCE by:

- Reviewing the policy and schemes of work throughout the school
- Ordering and updating resources
- Providing INSET as required so that all staff are confident to teach the subject and have sufficient subject knowledge
- Keeping staff abreast of new developments
- Taking an overview of the delivery of the Early Years curriculum and PSHCE Jigsaw Scheme of Work within lessons to ensure balance and progression across the school.
- Attending appropriate courses to update knowledge of current developments, where budget allows. Other members of staff will attend appropriate courses, where budget allows.

8. LINKS WITH OTHER CURRICULUM AREAS

PSHCE contributes to the learning of all curriculum areas.

- Computing: Research using the internet, PowerPoint presentations and internet safety. All year groups from Form I upwards have regular E-safety activities in Computing lessons.
- English and Drama: Debating, points of view, role play, presenting
- Maths: Money, budgeting
- Science: Sex and relationships education, family trees, healthy living, exercise, nutrition
- Art/DT: Designing posters on safety matters etc.
- Languages: intercultural understanding
- Humanities, Music: Understanding our world through history, geography music etc. Working together, different points of view.
- Religious Education: understanding and tolerance of different belief systems.

9. ASSESSMENT AND RECORDING

- Medium-term plans and short-term plans outline clear learning objectives and these are expressed to pupils at the start of each lesson.
- Ongoing teacher assessment informs planning.
- Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups.
- Children will be involved in self-assessment.
- Floor books are used to capture and document pupils' collaborative thinking, questions, and learning experiences during PSHCE lessons, through the contribution of pupils' writing, drawing, comments and photographs. QR codes are used to link to work captured electronically e.g. video or sound files.
- The teacher will assess learning informally at the end of each topic to determine whether pupils have achieved the expected outcomes. These are recorded on the School's Formative Assessment Document.
- Part of the termly QUEST assessments includes a self-assessment of pupils' feelings about themselves and their school.

Topics covered in PSHCE will be reported to parents via the termly form teacher newsletters and progress in the personal and social aspects of PSHCE will be reported to parents via the annual report within the class teacher's comments.

Medium Term plans across the school curriculum highlight any activities that contribute to Social, Moral, Spiritual and Citizenship development of pupils.

10. RESOURCES

- Jigsaw Scheme of Work
- Folens PSHE and Citizenship series (Books 1 to 6)

- LCP files for PSHE and Citizenship (KS1 and KS2)
- Developing Citizenship for Forms V & VI
- Hazard Alley Safety resources
- Quality Circle Time in the Primary Classroom
- Books
- Relevant resources of the Science Department
- Online videos and websites
- New resources are ordered for each academic year as needed.

This policy will be reviewed annually by the Head of PSHCE / Senior Management Team in line with the school's review schedule for policies.