



HALL GREEN SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

Adopted:	6 November 2024
Next Review:	November 2027
Governing Committee:	Pastoral and Curriculum
Responsibility:	Deputy Headteacher PSHE Lead

Statement of intent

Hall Green School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Hall Green, our PSHE curriculum is strongly tied to our Relationships, Sex and Health Education (RSHE) and pastoral care programme. This policy should be read in conjunction with our RSHE programme, which lays out finer detail of that area.

In line with our core values of compassion, ambition, responsibility and excellence, the vision for students, staff and others linked to our school is to aim always to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best. (Excellence).
- Our school is a welcoming and inclusive community where everyone is valued. (Compassion)
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words. (Compassion.)
- The needs and interests of all pupils, irrespective of gender, sexuality, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum. (Responsibility).
- Our environment is safe and clean with everyone sharing responsibility for it. (Responsibility).
- Our culture is one of continuous improvement, creativity and enthusiasm. (Ambition.)
- Parents and carers will be informed about the policy via the school website along with curriculum content. (Responsibility).
- This policy will be used alongside the school curriculum policy, the school special needs policy and the school career and work experience policy in order to ensure a comprehensive PSHE education. (Responsibility)

At times it may be necessary to amend curriculum content to address specific issues. (Responsibility).

Key roles and responsibilities

- 2.1 The governing body has overall responsibility for the implementation of Hall Green's PSHE Policy.

- 2.2 The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability, sexual orientation or any other protected characteristic.
- 2.3 The governing body has overall responsibility for reviewing the PSHE Policy every three years.
- 2.4 The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.5 The Headteacher will be responsible for ensuring the overall implementation and management of the PSHE Policy.
- 2.6 The Deputy Headteacher and PSHE Co-ordinator are responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7 Together, the Deputy Headteacher and PSHE Co-ordinator will:
 - (a) Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
 - (b) Agree the overall aims, objectives and priorities of the PSHE curriculum.
 - (c) Establish a shared view of best practice to which all pupils are entitled.
 - (d) Develop and review this policy.
 - (e) Agree the priorities for pupils' personal and social development.
 - (f) Identify the major opportunities for meeting these priorities through PSHE lessons and across the curriculum.
 - (g) Provide appropriate support and training for staff delivering PSHE.
 - (h) Monitor the PSHE programme including the use of outside agencies.
 - (i) Evaluate the PSHE programme using pupil voice.
 - (j) Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
 - (k) Attend relevant courses and network meetings.
- 2.8 As required by statutory guidance, the governing body and Headteacher will consult with parents to ensure that the RSHE and PSHE policies reflect the needs and sensibilities of the wider school community.

2.9 Hall Green School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education.

2.10 Hall Green School will ensure that pupils are also involved in the creation of this policy through the periodic use of pupil voice.

Aims of the PSHE curriculum

2.1. Pupils will learn the following skills and understanding:

1. Self-awareness and Emotional Literacy

Emotional regulation: Understanding and managing emotions effectively in different situations.

Self-reflection: Recognizing strengths, weaknesses, and areas for personal growth.

Self-esteem and confidence: Building a healthy sense of self-worth and resilience.

Empathy: Understanding and respecting the feelings and perspectives of others.

2. Relationships and Interpersonal Skills

Communication: Developing effective verbal and non-verbal communication skills, including active listening.

Conflict resolution: Learning strategies for managing and resolving conflicts in a constructive way.

Speaking up: Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

Dialogue: Engage in respectful dialogue with others who may hold different opinions about sensitive issues.

Healthy relationships: Understanding the principles of respectful, supportive, and safe relationships (romantic, platonic, family, peer).

Consent and boundaries: Recognizing the importance of consent, personal boundaries, and how to assert them.

3. Sex and Relationships Education (SRE)

Sexual health: Understanding puberty, sexual development, contraception, and sexually transmitted infections (STIs).

Gender and sexuality: Exploring and respecting diverse sexual orientations and gender identities.

Digital relationships: Navigating relationships in the digital world, including online safety, cyberbullying, and healthy online interactions.

4. Mental Health and Wellbeing

Mental health awareness: Understanding mental health issues, including anxiety, depression, and stress.

Coping strategies: Developing healthy ways to cope with pressure, stress, and emotional challenges.

Resilience: Building the ability to recover from setbacks and stay positive in the face of adversity.

Mindfulness: Practising techniques to increase self-awareness and present-moment awareness.

5. Physical Health and Lifestyle

Healthy eating: Understanding the importance of nutrition and making informed choices about food.

Physical activity: Recognizing the role of exercise in maintaining physical and mental health.

Substance abuse prevention: Awareness of the risks associated with smoking, alcohol, drugs, and other harmful substances.

Sleep hygiene: Understanding the importance of regular sleep and how to develop good sleep habits.

6. Citizenship and Social Responsibility

Respect for diversity: Recognizing, understanding, and celebrating cultural, ethnic, and social diversity.

Community involvement: Encouraging participation in community activities and understanding social responsibilities.

Sustainable living: Awareness of environmental issues and how individual actions can impact the planet.

Rights and responsibilities: Understanding the rights and responsibilities of being a member of society, including legal rights and duties.

7. Economic and Financial Education

Money management: Understanding the basics of budgeting, saving, and spending money responsibly.

Financial literacy: Awareness of financial systems, banking, credit, and debt management.

Careers education: Exploring career options, understanding job markets, and developing skills for employment.

Entrepreneurial skills: Encouraging an understanding of how to generate and manage business ideas or projects.

8. Critical Thinking and Decision-Making

Problem-solving: Developing strategies to analyse situations and make informed decisions.

Critical thinking: Being able to evaluate information, challenge assumptions, and consider multiple viewpoints.

Risk assessment: Understanding potential risks in decision-making and how to assess and mitigate them.

Goal setting: Setting realistic, achievable goals and learning how to work towards them.

9. Digital Literacy and Online Safety

Responsible use of technology: Understanding the ethical use of digital tools, social media, and the internet.

Online safety: Recognizing the risks associated with online activity, including cyberbullying, privacy, and data security.

Digital citizenship: Encouraging positive online behaviour, including respect for others' rights and avoiding online harm.

10. Leadership and Teamwork

Collaboration: Developing the ability to work effectively as part of a team and understand group dynamics.

Leadership skills: Encouraging pupils to take initiative, lead by example, and inspire others.

Decision-making in groups: Learning how to contribute to group decisions and resolve disagreements.

11. Personal Safety

Self-defence: Understanding strategies for personal safety, both online and offline.

Awareness of risky situations: Identifying potentially harmful or dangerous situations and knowing how to respond.

Emergency procedures: Understanding basic first aid and emergency protocols.

In addition to these areas, the curriculum should promote values such as **respect, integrity, fairness, and equality**. It should also aim to create a safe and supportive environment for pupils to learn and grow, fostering a sense of belonging and inclusion for all students.

By developing these skills, pupils are not only preparing for academic success but also becoming well-rounded individuals who are equipped to navigate the complexities of adulthood and contribute positively to society.

Prevent duty

It is recognised that acquisition of the skills above will improve pupils' resilience to being drawn into violent extremism. As such, this policy is an important part of the school fulfilling the Prevent duty.

Fundamental British Values

The following values underpin our PSHE delivery:

- Democracy
- The rule of law
- Tolerance
- Mutual respect
- Individual liberty.

Teaching methods and learning style

- PSHE is taught primarily through the fortnightly PSHE lesson but also in a number of different ways: through curriculum subjects, through Year group assemblies, through Form

Time activities, and through visiting speakers and workshops. A range of teaching and learning styles is used to teach PSHE.

- We use visiting speakers, such as health workers and the police, or outside agencies, such as Loudmouth Theatre Company or Crimestoppers to broaden the curriculum and share their real life experiences. Checks are carried out on any outside speaker or agency and recorded in our register of outside speakers. Any such speakers are closely monitored by the supervising teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- There is an element of PSHE in pastoral care and we ensure that PSHE and pastoral care teams work together to ensure that there is a safe environment where pupils feel comfortable discussing personal and/or sensitive topics.
- Teaching will take into account the ability, age and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.
- We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.
- All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

Reporting and confidentiality

- Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their form or subject teacher or another member of staff about this.
- Pupils will be encouraged to have an open dialogue regarding any such issues with their form teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility and refer to the school safeguarding policy.
- Pupils are regularly reminded of how to report safeguarding concerns.

- Where particularly sensitive topics are to be discussed the PSHE co-ordinator will inform the welfare officer, who, if appropriate, will talk in advance to vulnerable pupils who they feel may find this topic difficult to discuss.

Key stage 3 and 4 programme of study

The programme of study will cover:

- Facts about drugs and alcohol.
- Contraception and safer sex.
- Sexually transmitted infections and AIDS.
- Safety in the home and on the street.
- Online safety.
- Healthy eating and the importance of exercise.
- Eating disorders.
- The political system of democratic government in the UK, including voting and how Parliament works.
- The justice system and the police (covered in an assembly)
- Money management, debt and budgeting.
- Responsibility and lifestyles.
- Mental health.
- How to maintain physical, mental and emotional health and wellbeing including sexual health.
- Parenthood and the consequences and responsibilities of teenage pregnancy.
- How to assess and manage risks to health and how to stay, and keep others, safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health.
- The role and influence of the media and social media on lifestyle.

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters.
- The concept of consent in a variety of contexts (including in sexual relationships).
- How to respect equality and be a productive member of a diverse community.

Monitoring

As for any other lesson, teachers will keep an attendance record of pupils' attendance at PSHE sessions. Every half term the Deputy Head and the PSHE Coordinator will inspect a report of attendance at PSHE lessons with a view to identifying pupils with a particular pattern of absence specifically from PSHE lessons. Such pupils will then be spoken with to assess whether there is deliberate avoidance of the subject and issues raised will be addressed.

All materials for PSHE lessons are available on the website and posted on Class Charts (except for those on sex education).

The PSHE Coordinator ensures that pupils who have missed PSHE sessions which are key for safeguarding are provided with catch up information on their return to school.

Sequences of PSHE lessons are evaluated using pupil voice, both to monitor pupils' learning of relevant information and the quality of the delivery.

PSHE lessons are also monitored using learning walks and a periodic "department review" process, similar to that used for the academic curriculum.

Appendix 1. Overview of PSHE curriculum.

Date		Year 7	Year 8	Year 9	Year 10	Year 11		
Mon	09/09/24	PSHE Introduction/ Setting goals	PSHE Introduction/ Setting goals	PSHE Introduction/ Setting goals	PSHE Introduction	PSHE Introduction		
Mon	23/09/24	Bullying	Peer Influence	Vaping	Work Experience Launch & draft CVs	Mental Health Revisited		
Mon	30/09/24	Study Skills	Study Skills	Study Skills Crimestoppers: Hate Crime	Study Skills			
Mon	07/10/24	Healthy Relationships	Addictive Behaviours: Gambling	Addictive behaviours: Substance abuse	Unifrog Intro CV Building & the Placement Tool	Post 16 Options & Booklets		
Mon	21/10/24	Unifrog: What is a Career?	Lethal Highs	Gangs & Violence	Unifrog Exploring Employer Profiles	Unifrog Intro Interests & Personality Quizzes		
Half term: Monday 28th October to Friday 1st November 2024								
Mon	11/11/24	Attendance	Attendance	Attendance	Attendance	Unifrog Post 16 Research & plan next steps		
Mon	18/11/24		Loudmouth: Safe and sound					
Mon	25/11/24	Unifrog: What is an entrepreneur?	Unifrog Intro Interests & Personality Quizzes /Loudmouth	Consent	Sexual Pressure	Aimhigher Benefits of Higher Education assembly	Yr 9 Sexting	Yr 10 Inappropriate sexual behaviour

Mon	09/12/24	Unifrog: Who am I & Exploring possibilities	Unifrog Intro Interests & Personality Quizzes / Loudmouth	Domestic Violence	Cultural & religious diversity	Financial Choices: Budgeting, Saving, Debt		
End of term holiday: Monday 23rd December 2024 - Friday 3rd January 2025								
Mon	06/01/25	Unifrog Intro Interests & Personality Quizzes / Educate and Celebrate	Different types of employment	Personal Hygiene	Electoral Systems	Financial Choices: Managing finances in the world of work	Yr 7 Future Skills Survey tba	Yr 11 Future Skills Survey tba
Mon	20/01/25	Unifrog Intro Interests & Personality Quizzes / Educate and Celebrate	Challenging Gender Stereotypes	Loudmouth: Talking Heads	Extremism, terrorism, prevent	Financial Choices: Working and Earning		
Mon	03/02/25	Disability		Unifrog Intro Interests & Personality Quizzes/ Yr 9 choosing what to study at KS4	Loudmouth: Trust me	Unifrog: Money talks: apprenticeships vs. higher education	Healthy Online behaviour	
Fri	07/02/25			Crimestoppers: Knife Crime				
Half term: Monday 17th to Friday 21st February 2025								
Mon	24/02/25	Educate & Celebrate	Mentally healthy lifestyle	Unifrog Intro Interests & Personality Quizzes/ Yr 9 choosing what to study at KS4	Facts About Fertility		When do you need help form time?	

Mon	10/03/25	Peer on peer abuse	Anger Management	Contraception	Pregnancy and Miscarriage	Future Skills Survey & post 16 Applications
Mon	24/03/25	Child Sexual Exploitation	Eating disorders	Sexually Transmitted Infections	Choices in relation to pregnancy	Future Skills Survey & post 16 Applications
Mon	07/04/25	Female Genital Mutilation	Sleep routines	Dangers of Pornography	Loudmouth: Calling it out	LinkedIn?
End of term holiday: Monday 14th - Friday 25th April 2025						
Mon	28/04/2025			Loudmouth: Working for Marcus		
Mon	05/05/25	Bank Holiday: School Closed				
Mon	19/05/25	Body Image	Social Media	Honour based violence	Stress Management	
Half term Monday 26th to Friday 30th May 2025						
Mon	09/06/25	Internet Harms: Online Vs Reality	Conflict resolution	Mindfulness	Treatment of Sexually Transmitted Illnesses	
Mon	23/06/25	Finance	Digital Literacy	Budgeting/Finance	Healthy relationships	
Mon	07/07/25	Finance	Unifrog: Creating the life you want	Healthy Routines	Healthy Online behaviour	
End of term Holiday: Tuesday 22nd July - Friday 29th August 2025						

Unifrog: Preparing to go on work experience in the hall TBA

Key	
	Study Skills Session
	Careers Session
	Careers Session using Computers
	RSHE Curriculum delivered by specialist
	External PSHE provision

Appendix 2

This is a working document which shows how Citizenship topics, (other than those already covered in the academic curriculum) are covered in the PSHE programme. Up to July 2024, this was covered in the vertical tutoring system, where we aimed to cover each topic at least once every two years. The column for 2023-25 shows a transitional arrangement where some topics were covered in 2023-24 within vertical tutoring, while others are planned to be covered in 2024-25 (and going forward) within the horizontal tutoring structure.

Topic	Reason	How we covered it 2021-23	2023-25
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	KS3 Citizenship	PSHE in form Oct 2022 – Parliament Assembly – the role of the monarch MME Oct 2022 Assembly – coronation – JRO May 2023	Year 10 – PSHE session on different electoral parties. Year 9 – the role of the courts and a mock trial.
The operation of Parliament, including voting and elections, and the role of political parties		See above Assembly ASI Jan 2023	Year 10 – PSHE session on different electoral parties.
The precious liberties enjoyed by the citizens of the United Kingdom		Individual liberty assembly May 2022 ASI	ASI assembly to all forms “Human rights and international law”
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		PSHE in form December 2022 (1. Rules and Laws 2. Police and sentencing) Leadership assembly	Year 9 – the role of the courts and a mock trial.
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities		Reinforced in every PSHE session with links to charities and support organisations School charities, food bank collection, jolly jumper day, clothing bank	Reinforced in every PSHE session with links to charities and support organisations School charities, food bank collection, clothing bank. Recent Iftaar event and the fundraising that has happened as a result.

The functions and uses of money, the importance and practice of budgeting, and managing risk		PSHE in form – budgeting -How to manage risk Maths scheme of work year 8	Year 9 PSHE 14/3/2024 Maths scheme of work year 8
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	KS4 Citizenship	PSHE in form 2022 Will revisit in 2022-23 Assembly ASI Jan 2023	Year 10 – PSHE session on different electoral parties.
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond		PSHE in form Assembly on democratic processes in UK and other countries MHD	Year 10 – PSHE session on different electoral parties.
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		PSHE in form– what is democracy Assembly - MHD	Year 10 – PSHE session on different electoral parties.
Local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world		Assembly – monarchy including commonwealth MME Oct 2022 Assembly – ASI – local, regional and international governance	Year 7 or Year 8
Human rights and international law			ASI assembly to all forms “Human rights and international law”
The legal system in the UK, different sources of law and how the law helps society deal with complex problems		PSHE in form – the justice system (Nov 23)	Year 7
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		Inclusive school – leaves PSHE – Year 7 induction Anti-radicalisation assembly Cultural day 5/5/2023 Form time PSHE Sept 2022	Assembly ASI “British values and protected characteristics” Need to build in with two separate year groups – maybe 7 and 10?

		Assembly – Black history month Oct 2022 Assembly on the role of influencers (esp Andrew Tate) Nov 2022 Assembly – Holocaust Jan 2023	Eventual aim to deliver an assembly or PSHE lesson on this theme for every year group
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity		National Citizenship Service Assembly Remembrance assembly Nov 2022 House charity activities – ongoing Form time PSHE on Charity and kindness Jan 2023 Assembly led by School Council (on insecurities) Jan 2023	House Charity activities- Include bake sale and sweets sale
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		PSHE in form time term 3 2021-22 -tax and how it is spent -credit and debit -interest and loans	Year 7 or Year 8

Appendix 3

Similar to above, this is a working document which shows how a number of inputs on British Values were covered under VT in 2021-23 and how they are planned to be covered in 2023-25 in the transition from vertical to horizontal tutoring.

Content	Reason	How we covered it in 2021-23	2023-25
Democracy	British Values	PSHE in form Oct 2022 – Parliament Assembly ASI Jan 2023 on how parliament works Assembly on democratic processes in UK and other countries MHD Assembly – ASI – local, regional and international governance	Year 10 – PSHE session on different electoral parties. Year 9 – the role of the courts and a mock trial.
Tolerance	British Values	Inclusive school – leaves PSHE – year 7 induction Assembly – Black history month Oct 2022 Assembly – Holocaust Jan 2023	Assembly ASI “British values and protected characteristics”
Mutual respect	British Values	Inclusive school – leaves PSHE – year 7 induction Assembly – Black history month Oct 2022 Assembly on the role of influencers (esp Andrew Tate) Nov 2022 Remembrance assembly Nov 2022	Assembly ASI “British values and protected characteristics”
Individual liberty	British Values	Individual liberty assembly May 2022 ASI	ASI assembly to all forms “Human rights and international law”
Rule of law	British Values	PSHE in form December 2022 (1. Rules and Laws 2. Police and sentencing) PSHE in form – the justice system (Nov 23)	ASI assembly to all forms “Human rights and international law”

Appendix 4

Similar to above, this is a working document which shows how a number of inputs on the safeguarding curriculum were covered under VT in 2021-23 and how they are planned to be covered in 2023-25 in the transition from vertical to horizontal tutoring.

Safeguarding

Content	Reason	How we covered it in 2021-23	2023-25
Extremism and anti-radicalisation	Safeguarding audit	Anti-radicalisation assembly	Extremism, terrorism and prevent Y10 7/5/2024
Domestic Violence	Safeguarding audit		6/6/2024 Y9
Faith-based abuse	Safeguarding audit		6/6/2024 Cultural and religious diversity
Hate crime	Safeguarding audit	Form time PSHE w/c 10/7/2023	One hour workshop to all groups from year 9, delivered by Crimestoppers on "Hate Crime"
HBV	Safeguarding audit		Y9 11/1/2024
Forced marriage	Safeguarding audit		
Safeguarding children with disabilities	Safeguarding audit		Y7 6/6/2024
Induced or fabricated illness	Safeguarding audit		Y7 6/6/2024