



**HORRIS HILL
SCHOOL**

Personal, Social, Health and Economic Education Policy & Programme 2025-26

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2022	
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HORRIS HILL SCHOOL

Personal, Social, Health and Economic Education Policy and Programme 2025-2026

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

PSHEE Curriculum statement

At Horris Hill, Personal, Social, Health and Economic (PSHEE) education is an embedded part of our broad and balanced curriculum. Pupils' Spiritual, Moral, Social and Cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through PSHE and the wider curriculum by supporting the pupils to become healthy and responsible members of society, as well as preparing them for life and work in the modern world. This document should be used in conjunction with the RSE Policy.

Aim

The aim of our PSHE curriculum is to deliver a programme that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Horris Hill, PSHE education enables the children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide the children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a balanced and broadly-based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities and responsibilities and experiences for later life. The programme uses the model and resources provided by the PSHEE Association, complemented by topics within Jigsaw, to fulfil the National Curriculum 2014 and is in line with government guidelines.

Implementation

Horris Hill has an embedded PSHEE scheme of work for both the Lower School and Upper School. This is a curriculum devised in line with government guidelines, the National Curriculum 2014 and takes guidance from the PSHEE Association. The curriculum is built using resources from both the PSHEE Association and Jigsaw and these are updated each academic year. PSHEE is also built into school life through our board and ranging activities programme,

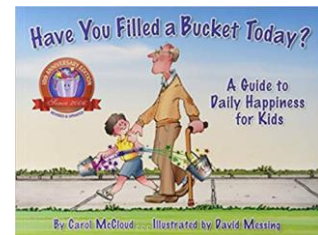
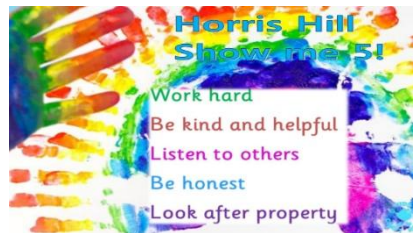
assemblies, chapel services, cultural awareness activities and through Our School Charter, which outlines our school values and expectations.

Lower School Programme

It is essential that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. We are a caring community, whose values are built on mutual trust and respect for all. At the heart of our PSHEE curriculum are the 'Show Me Five' rules which permeate every aspect of school life, providing safe guidelines for everyone to follow. The 'Show Me Five' rules are reinforced during circle times, 'Show Me Five' assembly and the weekly 'Huzzah Assembly' where children gain certificates for following the 'Show Me Five' rules.

The 'Show Me Five' Rules

- Work hard
- Be kind and helpful
- Listen to others
- Be honest
- Look after property



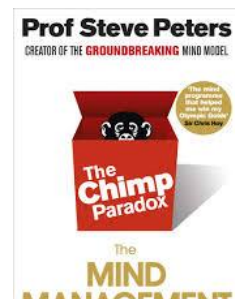
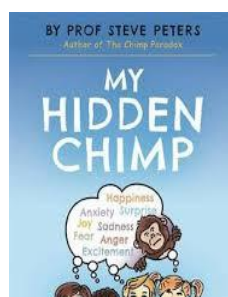
To support the 'Show Me Five' rules the Lower School uses the book 'Have you filled a bucket today?' The story explains the consequences of kind and nasty actions. Each teacher in the Lower School has a bucket. When the teacher sees a kind or good deed they will write a note and place it in the bucket. The notes will be read during 'Huzzah Assembly'.

Between YN-2 we support Personal, Social, Health and Emotional Development through a scheme of work designed using the PSHEE Association and Jigsaw - a mindful approach to PSHEE. This scheme of work allows us to ensure that children have time to reflect, manage their behaviour and emotions, learn about relationships and respect for self and others, as well as how to keep themselves safe. The PSHEE Association scheme of work works on a questions-based model, and this is blended with Jigsaw's six half term units of work (puzzles). Every puzzle piece has two learning intentions, one specific to PSHEE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills. Jigsaw covers all aspects of health and well-being in a progressive scheme of work, including all the DfE statutory requirements for Relationships Education. The Jigsaw programme is also supported by 'Chimp Assembly' based on the book 'My Hidden Chimp' by Steve Peters.

During 'Chimp Assembly' children will be introduced to how their brain functions and why they feel the way they feel. Children will be guided through the ten healthy habits and strategies to manage the chimp. 'Chimp Assembly' seeks to promote emotional literacy, building self-awareness, self-esteem, empathy and a sense of personal empowerment. Each week during the Chimp assembly a department challenge is set based on the ten healthy habits. Teachers observe and report back during Huzzah assembly whether the challenge has been completed.

The 'Ten Healthy Habits'

- Smiling
- Saying Sorry
- Talking about your feelings
- Asking for help



- Showing good manners
- Trying new things
- Accepting no means no
- Learning to share
- Doing what you have to do
- Managing the chimp

Jigsaw overview:



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

PSHEE Association overview:

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

Upper School Programme

The content of PSHEE in the Upper School recognises our shared responsibility to promote positive relationships amongst the children, to help them understand the world in which they are growing up and to prepare them for the opportunities, responsibilities and experiences of adolescent and adult life. Horris Hill seeks to provide a safe and stimulating environment which will enable all children to learn about spiritual, moral, cultural, mental, physical and emotional development.

The aim of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world.

The aim of Relationships and Sex Education (RSE) is to provide pupils with age appropriate information, to explore attitudes and values and develop skills to empower them to make positive decisions about themselves. This will help them respect themselves and others and allow them to move with confidence from childhood through adolescence into adulthood by putting in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online.

Horris Hill will help children:

- Value and respect themselves
- Value and respect others for who they are
- Value healthy, stable and caring relationships based on mutual respect as the basis of a society in which people care for one another
- Value and respect difference in religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights as outlined in the Rights and Responsibilities published document
- Value discussion so that pupils can be active participants and gain confidence in talking about relationships, health and mental well-being
- Appreciate the importance of Fundamental British Values

PSHEE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHEE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHEE in the Upper School covers all three core themes of the PSHEE Association Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

The programme and has regard to 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (September 2021).

The programme is also supported by a number of external resources, websites and programmes including Jigsaw. These helped to provide a variety of material and teaching strategies to keep the learning engaging and current.

[Links to RSE](#)

We believe that PSHEE, RSE and Health Education are not stand-alone topics, but are essential learning practices embedded within all aspects of our lives.

The Horris Hill PSHEE curriculum supports and extends beyond the aims of the RSE requirements for schools, whilst deepening the skills and opportunities that are needed to thrive in a changing world.

[Wider curriculum](#)

All subjects can contribute to PSHEE and SMSC and we strive to include elements of PSHEE in every area possible. Some of these include: Assemblies, Form Tutor sessions, chapel services,

Geography, Mathematics, LAMDA, drama, sport, music, debates, our various committees and positions of responsibility as well as our wonderful grounds further enhance the experiences for the pupils.

Outcomes

- Children will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty.
- Children will demonstrate a healthy outlook towards school
- Children will achieve age related expectations across the wider curriculum
- Children will become healthy and responsible members of society
- Children will be on their journey preparing them for life and work in modern Britain.

At Horris Hill we believe that PSHEE plays a vital part of Prep School education and, as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHEE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. PSHEE is an important part of school assemblies where spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Delivery and Assessment

PSHEE is mostly delivered in standalone lessons by the class tutor or teacher to pupils from YR-8. These lessons use a range of teaching and learning styles, encouraging the children to engage in discussions, investigations and practical tasks. PSHEE is also delivered by staff across the school network in a range of different settings; assemblies, activities, Kitchen Garden lessons, Chapel services, and cross curricular opportunities such as Geography and Maths lessons.

The majority of assessment in PSHEE is informal and through observation. Children's understanding is evaluated through discussion, in groups and individually with children. More formal assessments are carried out at the end of each unit of work (usually around a half term) to evidence what the children have learnt.

Teaching PSHEE to children with special needs and disabilities

We teach PSHEE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and citizenship we take into account the targets set for the children. Where additional support is required, children work with our SENCO teacher to deepen their understanding of PSHEE topics and related aspects such as relationships with others.

Parental Involvement

Each term the overview is sent to parents (see an example below) which details the topics their children will be covering in PSHEE. Parents are invited to discuss this with the Head of Boarding and Pastoral Care, should they wish. Parents are also encouraged to continue these conversations with their children outside of school.

Example of a half term update to parents:

Autumn 1:

Year Group	Topic	Learning Objectives
Year R	Starting School	<ul style="list-style-type: none"> • learning the new school routines and rules • learning the names of our new friends • learning about the names of some feelings and starting to know the difference between these • building confidence and independence in the new school environment • changing and toileting – learning to be more independent
Year 1	Relationships	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Year 2	Relationships	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Year 3 & 4	Friendships	<ul style="list-style-type: none"> • about the importance of friendship & what makes a good friend • how to build positive and healthy friendships • how to solve disagreements and conflicts • to recognise hurtful behaviour and bullying, and how to get help • to respect and accept differences and appreciate similarities between people • about the qualities of healthy friendships, including online • that healthy friendships make people feel included • how to recognise and include others who feel lonely • how to seek support if feeling lonely or excluded • to recognise and manage friendships that feel unsafe or uncomfortable • how to ask for support if necessary

Year 5	Respect and Bullying	<ul style="list-style-type: none"> • about mutual respect, being polite and how personal behaviour can affect others • how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles • how to behave respectfully online • about stereotypes and how they influence behaviour • about the impact of bullying and hurtful behaviour, including online • strategies for responding to bullying and hurtful behaviour witnessed or experienced • how to challenge discrimination, seek help and report concerns
Year 6	Personal Identity	<ul style="list-style-type: none"> • about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • how to recognise positive things about themselves and their achievements • how to set goals to help achieve personal outcomes • how to manage setbacks and perceived failures • how to reframe unhelpful thinking • about new opportunities and responsibilities that come from increasing independence
Year 7	Economic Wellbeing	<ul style="list-style-type: none"> • about financial choices including saving, spending and budgeting • about attitudes and values in relation to finance, including debt and pay day loans • how to manage influences over financial decisions • how to manage emotions in relation to finance • to recognise risk and financial exploitation and access help and advice
Year 8	Careers	<ul style="list-style-type: none"> • how to identify their life and career aspirations • how to identify personal strengths and skills for employment • how to challenge stereotypes and expectations that limit aspirations • about routes into different careers • how to evaluate progression routes

		<ul style="list-style-type: none">• about how a person's online presence can affect employability• how to manage online presence including on social networking sites• how to manage emotions in relation to future employment
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This programme should be read in conjunction with the following policies and procedures:

- The Safeguarding and Child Protection Policy
- The Anti-Bullying Policy
- The Good Behaviour and Sanctions Policy
- The Online Safety Policy
- The Rights and Responsibilities Document