



**HORRIS HILL
SCHOOL**

Personal, Social, Health and Economic Policy & Programme 2022-23

Policy reviewed:	Reviewed by FJBG September 2022
Policy approval:	Approved by Forfar Education September 2022
Date of next review:	September 2023



HORRIS HILL
SCHOOL

Personal, Social, Health and Economic Policy and Programme

2022-2023

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

PSHE Curriculum statement

At Horris Hill, Personal, Social, Health and Economic (PSHE) 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 boys 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 PSHE Association, complemented by topics within Jigsaw.

Implementation

Horris Hill has an embedded PSHE scheme of work for both the Lower School and Upper School. Children from Nursery to Year 2 follow the Jigsaw PSHE programme. Children from Year 3 to Year 8 follow a curriculum devised in line with guidance from the PSHE Association that uses resources from both the PSHE Association and Jigsaw.

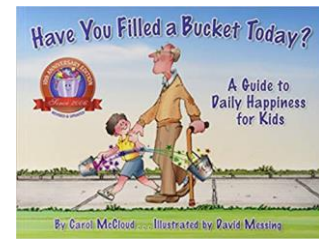
Lower School Programme

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 PSHE 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



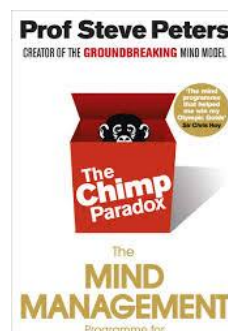
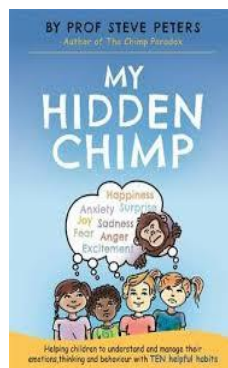
To support the 'Show Me Five' rules the Lower School uses the book 'Have you filled a bucket today?' The story explains the consequences of kind and nasty actions. Each teacher in the Lower School has a bucket. When the teacher sees a kind or good deed they will write a note and place it in the bucket.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

Between YN-2 we support Personal, Social, Health and Emotional Development through the scheme of work Jigsaw - a mindful approach to PSHE. 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. Jigsaw consists of six half term units of work -puzzles. Every puzzle piece has two learning intentions, one specific to PSHE (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



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

Upper School Programme

The content of PSHE 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

PSHE 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, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE in the Upper School covers all three core themes of the PSHE 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 RSE and Health Education are not stand-alone topics, but are essential learning practices embedded within all aspects of our lives.

The Horris Hill PSHE 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 PSHE and SMSC. Assemblies, Form Tutor sessions, chapel services, 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 believe that PSHE plays a vital part of Prep School education and, as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community.

PSHE is an important part of school assemblies where spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; influences on career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

This programme should be read in conjunction with the following policies and procedures:

- The Safeguarding and Child Protection Policy
- The Bullying Policy
- The Good Behaviour and Sanctions Policy
- The Online Safety Policy
- The Rights and Responsibilities Document
- The Online Safety Booklet
- Digital Parenting Guide to Parents

- Safeguarding Briefings to Parents
- Safeguarding Briefings to Staff
- The PSHE Policy
- The RSE Policy
- The Monitors Guide
- The Boarding Council
- The Food Committee
- Form Tutor sessions & assemblies

