



PSHCE Curriculum Policy

Person Responsible:	Tom Harrup
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Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

Quorn Hall School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an Important and necessary part of all pupils' education.

It is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives.

The subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Aims & Objectives

The aims of this policy are to:

- To set out the expectations of PSHCE within Quorn Hall School.
- To outline how PSHCE will be delivered across the school.
- To ensure that all members of the school community understand how we support our children in becoming valued members of society.

Personal, Social, Health and Economic Education (PSHCE) and Citizenship should enable children to become healthy, independent and responsible members of society. As a school, we will use the statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

At Quorn Hall School, we encourage our pupils to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth.

The aims of PSHCE is to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues

- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- make the most of their ability.

PSHCE education helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn, achieve and raise aspirations. Our PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing. Our PSHCE programme contributes to pupils' careers education through exploration of further education options and career paths.

Teaching and learning

At Quorn Hall School, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities.

PSHCE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities.
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves.

- We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.

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- At playtimes and lunchtimes opportunities exist for playing cooperatively using play equipment.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.
- Throughout the PSHCE curriculum, children will have opportunities to explore issues connected with living in a multicultural society.

We teach PSHCE in a variety of ways. We have developed our own scheme of work using the platform 'JIGSAW' for PSHCE alongside the guidance given from the PSHCE association.

Our PSHCE policy emphasises the importance of active citizenship and democratic participation through initiatives such as Votes for Schools. This program is embedded within our curriculum to encourage pupil voice, critical thinking, and informed decision-making. Students engage in weekly discussions on current and relevant issues, developing their ability to articulate opinions, respect diverse perspectives, and understand the democratic process. By integrating Votes for Schools, we aim to empower our students to become active, responsible citizens who can contribute thoughtfully to society.

Each year group's PSHCE objectives provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts.

To support class teachers delivering relationships and sex education (RSE), each year group has access to support from our RSE specialist in the school to support with 1:1 sessions and small group activities, underpinned by lesson plans which will help teachers to include all elements of the new statutory guidance for relationships education. Some of the time, we introduce PSHCE through other subjects such as Science, Psychology, and Humanities.

We also develop PSHCE through activities and whole school events, for example Anti-Bullying / Mental health and racism awareness days as well as our annual Sports Day.

Our PSHCE lessons align closely with The Mulberry Bush emotional and social curriculum, ensuring a holistic approach to supporting pupils' personal development. The Mulberry Bush curriculum provides a structured framework to nurture emotional literacy, resilience, and positive relationships, which are core elements of our PSHCE curriculum. Through this cross-referencing, we ensure that students are equipped with the skills to manage their

emotions, build healthy relationships, and develop a strong sense of self. This integrated approach encourages a supportive environment where students can thrive both socially and emotionally.

Fundamental British values

Explicitly within PSHCE lessons, as well as in our everyday interactions with children and embedded in our development of SMSC, we teach about and promote the four fundamental British Values.

These are: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

ICT and Internet Safety

Information and Communication Technology offers an important tool through which the teacher can motivate pupils. It is used to support the individual child's learning, helps with research and enables information to be manipulated and retrieved.

Information and Communication Technology can give invaluable opportunities to develop and apply PSHCE skills and knowledge already learnt.

Our ICT curriculum teaches pupils to be responsible online and educate them about the need to develop a positive and safe online profile.

Inclusion

At Quorn Hall School, we teach PSHCE to all children, whatever their ability. PSHCE and form part of the school curriculum policy to provide a broad and balanced education for all children. Through our PSHCE teaching we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment and Recording

Teachers assess the children's work in PSHCE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep a record of children's skills in this subject, which we discuss with parents during Parents' Evenings and additional meetings/discussions that take place throughout the year. Evidence of PSHCE activities in primary is also recorded in whole class floor books, which can be shared with both parents

and visitors during visits to the school. Teachers report on PSHCE to parents in the annual school report.

Link with other policies

- RSE Policy.
- Positive Relationships Policy - links with citizenship/social education.
- Equal Opportunities Policy - links with the Personal and Social Education strands.
- Health and Safety Policy - links with the Health Education strand.
- Safeguarding Policy - links with safety teaching

Resources

PSHCE resources are constantly being reviewed, changed and improved to ensure that children are receiving the most up to date information that will assist teachers and teaching assistants in delivering high quality PSHCE sessions. This will also support their class and group discussions and how they can link PSHCE to other subject areas.

Monitoring and review

The PSHCE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils.

By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

Colleagues are supported in their teaching of PSHCE by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.