PSHE at Hodnet School 2025-27

To be reviewed September 2026 due to legislation

Enabling all children to flourish in a safe, nurturing and welcoming learning environment.

This policy should be read in conjunction with the following policies:

- Curriculum policy
- Early Years policy
- Assessment policy
- Behaviour policy
- SEND policy
- Teaching and Learning policy
- Marking and Feedback policy
- Safeguarding & Child Protection policy

Safeguarding statement of intent:

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

Whole School Curriculum Intent

At Hodnet Primary School, we endeavour to provide a broad and balanced, but flexible, curriculum which meets the needs of our children, and enables every child to fulfil their potential. We pride ourselves on our ability to tailor our curriculum to the interests and needs of our children and involve the children in their own learning as much as possible. Our curriculum reflects our school aims for every child; encouraging positive relationships based upon mutual trust and respect whilst maintaining a 'can do' strive for success attitude. Our ambitious curriculum has been designed to follow the statutory requirements for all children from the Early Years Foundation Stage and the National Curriculum. We ensure that children have the opportunity to experience the curriculum and express themselves as an individual.

The key principles behind our curriculum design are based on these wishes for our children:

To be happy, respectful and kind

To be confident with a strong sense of self-belief

To be resilient

To be excited and inspired by learning

To be an independent learner and a creative thinker

To have high aspirations

To be creative

To have eyes open to a world beyond their immediate surroundings

To be an effective communicator

To have the knowledge and skills they need to succeed

PSHE curriculum mission statement.

Our PSHE lessons encourage children to reflect on their contribution and responsibility to their local community as well as their wider role in society. Strategies are developed for maintaining positive mental health and the importance of making healthy choices to support an active lifestyle is promoted, whilst raising awareness of situations that will require help. Children are equipped with an understanding of risk and the knowledge and skills necessary to make safe and informed decisions in an everchanging society. An adaptive curriculum will address world events in an age-appropriate manner to help children navigate thoughts and feelings. PSHE includes aspects of school life not confined to the classroom, therefore we provide our learners' opportunities to make choices and decisions in the issues which affect our lives.

Through RSE lessons, learners will become confident in accepting changes to their body and emotions as they grow up. They will discuss different types of families and relationships and how to respect and nurture these.

The overarching aim is to enable children to have a positive role in the global community whilst taking responsibility for their health and using informed judgements to stay safe.

PSHE Curriculum Implementation

We expose our children to enriching experiences, immersing them in progressive knowledge and skills and equipping them with personal characteristics required to succeed in life.

The 1Decision scheme of learning is used to teach PSHE across the school, including EYFS, where the eight themes are revisited across all year groups. EYFS use circle time to cover PSHE as well as discreet lessons. St John's Ambulance is used for first aid across both key stages with core skills such as 'Calling for Help' repeated each year. When possible, this will be supplemented by visits from the Air Ambulance or visits from the emergency services. The dental team visit KS1 for dental hygiene demonstrations.

RSE is taught each year via the 1Decision or Respect Yourself programme of learning, linking to science lessons where appropriate. The NSPCC deliver their assembly and lessons every two years. For more sensitive subjects, the class teacher is encouraged to deliver the lesson.

Curriculum Impact

We measure the impact of our curriculum intent through periodic formative assessments. Children's prior knowledge is formally baselined in Year I and Year 4 in the 1Decision units. This is followed up with summative assessments of those strands in Year 6 and 3. Assessments are made throughout the lesson to assess both progress and knowledge. This can be done in a number of ways including discussions, quizzes and retrieval tasks.

For KS1 and KS2, this work is often evidenced in PSHE books. In EYFS, learning is evidenced through Tapestry linked to the Early Years Goals. Children also take part in Pupil Voice questionnaires to feedback on their learning and understanding of PSHE allowing the PSHE Lead to review progression of knowledge and key vocabulary.

PSHE impacts the whole child so evidence can be observed in daily interactions. For example, how children behave towards their peers, adults around the school and beyond is an indication of the impact learning has had on them. Their actions and daily choices reflects PSHE knowledge too. For example, there are opportunities to demonstrate making healthier choices at dinner times, to model road safety when crossing roads or to explain internet safety when creating passwords in computing. This enables teachers to observe progress through the opportunities created in the school environment, or equally, notice areas to reinforce with individuals or as a whole class.

Curriculum sparkles!

At Hodnet we encompass the key drivers of Cultural Capital by ensuring our curriculum has that bit of extra sparkle by including the following enrichment opportunities:

	Weekly magic!	Termly specials!	Visits/visitors	One offs	Extra bits
EYFS	• Forest Schools • Class Library • Picture news	• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Curriculum assembly	• New baby • Library • Fire station • Pets / animals • Dentist visit	• Sports day in house teams	• Diwali party • Chinese New Year celebration • Birthday celebrations
KS1	• Forest Schools • Daily run • Picture news	• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Curriculum assembly	• Shrewsbury Fire station • Dentist visit	• Selected inter schools sports competitions • Sports day in house teams	
LKS2	• Daily run • Picture news	• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert • Curriculum assembly	• Severn Trent Water	• Swimming • Multiple inter schools sports competitions • Sports day in house teams	• Stepping Out road safety • Fire Officer Safety talks • NSPCC pants
UKS2	• Daily run • House point collectors – house captains • Pupil responsibilities • Newsround • Picture news	• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural) • Church celebration / concert •		• Swimming gala • Multiple inter schools sports competitions • Sports day in house teams	• Oakerwood Residential trip. 1 week. • Bikeability programme • CPR first aid • NSPCC pants, stay safe speak out