

HURST GREEN PRIMARY SCHOOL



PSHE Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff		√	
Curriculum support	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Business Governors
Review frequency	Every two years
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Contents

1. Policy Purpose	3
2. What is PSHE and Citizenship?	3
3. Position of PHSE education in the National Curriculum	4
4. Aims.....	3
5. Legal and Statutory Framework.....	5
7. Curriculum Content and Delivery	5
8. PHSE and Citizenship curriculum planning.....	5
9. Curriculum Content and Delivery	6
10. Ensuring Equality	8
11. The role of the PSHE	8
12. Feedback	8
13. Strategies for reporting	8
14. Monitoring, Evaluation and Review.....	9

1. Policy Purpose

This policy reflects **Hurst Green Primary School's** commitment to embedding myHappymind across PSHE and mental wellbeing provision. It outlines how the structure and content of myHappymind and myHappymind Plus are implemented across the school, while aligning with statutory Relationships, Health Education, and PSHE guidance.

The vision of myHappymind and myHappymind Plus is to ensure every child develops the knowledge and skills they need to thrive, not only in school, but in life.

2. What is PSHE and Citizenship?

"PHSE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to 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". (PHSE Association, 2014)

Through a carefully planned and progressive curriculum, we aim to:

- Build pupils' confidence, resilience and empathy
- Equip pupils with strategies to support emotional regulation, wellbeing and positive relationships
- Prepare pupils for the opportunities, responsibilities and experiences of modern life
- Meet and exceed the statutory requirements for PSHE, Relationships Education and Health Education

Our approach is grounded in the belief that PSHE is most impactful when it is:

- **Consistent** - delivered regularly across the school in a structured, sequenced curriculum
- **Relevant** - adapted to meet the needs of specific cohorts, including SEND, neurodiverse and vulnerable pupils
- **Engaging** - supported by high-quality, age-appropriate and evidence-informed resources, including myHappymind video lessons, character-led activities, journals and worksheets

This ensures that all pupils experience a coherent and inclusive programme that builds emotional literacy, wellbeing and lifelong personal and social skills.

3. Aims

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;

- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

myHappymind Plus actively promotes fundamental British Values, including:

- **Democracy** - encouraging pupils to have a voice in their learning and school life
- **Rule of Law** - supporting understanding of rules, responsibilities and consequences, in social and emotional contexts
- **Individual Liberty** - fostering self-awareness, decision-making and personal responsibility for wellbeing
- **Mutual Respect and Tolerance** - building understanding, empathy and appreciation of diversity in beliefs, cultures and experiences This ensures that pupils not only meet statutory requirements but also develop the necessary skills to thrive personally, socially and as responsible members of their community.

4. Position of PSHE education in the National Curriculum

Within the National Curriculum 2014 PSHE education remains a non-statutory subject however, section 2.5 of the National Curriculum framework document states that:

- *'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Along with the National Curriculum framework, the DFE also published a guidance document on PSHE education 2014, which states that the subject is:

- *'An important and necessary part of all pupils' education'*

Furthermore:

- 'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, economic education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

5. Legal and Statutory Framework

This policy aligns with statutory requirements for Relationships Education, Health Education and RSE (DfE, 2019) and supports the statutory duty for schools to provide a written Relationships and Health Education policy that is accessible to parents and carers.

The myHappymind and myHappymind Plus programme complements statutory PSHE by providing structured emotional literacy, wellbeing and self-regulation teaching. It supports statutory safeguarding obligations, promotes positive mental health and enriches the school's wider curriculum aims.

All teaching is fully inclusive and complies with the Equality Act 2010, promoting respect for diversity, equality of opportunity and understanding of protected characteristics. Lessons are designed to be accessible to all pupils, including those with SEND, pupils who are visually impaired, pupils who are deaf and pupils with additional vulnerabilities.

6. How PSHE and Citizenship is organised in the school:

PSHE and SMSC are integral parts of our curriculum. They happen during every working moment. It is the environment in which the whole school operates. It is therefore one of the most important parts of our curriculum.

7. Curriculum Content and Delivery

By using myHappymind and myHappymind Plus, schools remain compliant with statutory guidance for Relationships Education, while also covering non-statutory PSHE objectives, providing a well-rounded, high-quality curriculum. At Hurst Green, staff deliver lessons in an age-appropriate, developmentally suitable and inclusive way, ensuring pupils of all abilities can access learning. Lessons are high-quality, engaging, and evidence-informed, helping pupils understand and apply concepts both in school and at home. Strategies and activities are practical and transferable, and the programme is delivered via an innovative learning platform that combines interactive lessons with the use of journals and worksheets for reflection and recording. Pupils use journals and worksheets to explore their learning, reflect on progress, and practise emotional regulation strategies. Staff are trained to support pupils effectively, including SEND, neurodiverse and SEMH pupils, and to embed safeguarding principles throughout teaching.

8. PHSE and Citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. Some of the objectives are covered in dedicated PSHE times. Many of the objectives are covered through other

areas of the school's curriculum e.g. RE, Assemblies and the 'creative curriculum'; attitudes and expectations of behaviour modelled and promoted by adults in the school.

We also develop PSHE and citizenship through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters, school trips to visit places of worship and each year group participates in regular school trips. We offer a residential trip to Astley Burf in Year 6, where there is a particular focus on developing pupils self-esteem and giving them opportunities to develop leadership and co-operation skills.

9. Curriculum Content and Delivery

myHappymind and myHappymind Plus delivery incorporates statutory Relationships Education and Health Education, enriched by the myHappymind programme, which includes:

- **myHappymind** - Core programme
- **myHappymind Plus** - Complete PSHE coverage including health, wellbeing, relationships and life skills
- **British Values** - Promoted through assemblies, classroom activities and interactive sessions

myHappymind Plus is made up of three core content pillars, which run alongside the myHappymind core programme:

- **myHappybody** - Health & Wellbeing
- **myHappyrelationships** - Relationships
- **myHappyworld** - Living in the Wider World

myHappymind Plus provides schools with additional resources to support British Values:

- **Whole-School Assemblies:** one for each British Value, complete with assembly plans to guide delivery and ensure clear messaging
- **Classroom Activities:** a whole-school guide to follow-up
- activities that each class can complete in their own classroom
- **Interactive Sessions:** designed to complement classroom activities, engaging pupils in discussion, reflection and practical application of each British Value

Strand	Module/ Content Pillars	Description/ Core Content
myHappymind	Meet Your Brain	Helping children to understand how their brains work and teaching strategies for regulation such as Happy Breathing.
	Celebrate	Building children's self-esteem through recognising and celebrating their Character Strengths.
	Appreciate	Developing an Attitude of Gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.
	Relate	Introducing relationship-building skills such as Active Listening to ensure children have the foundations to form friendships, be heard and understand others.
	Engage	Introducing the power of Goal Setting to children so that they aspire, dream and learn to persevere.

myHappymind Plus	myHappybody	Health & Wellbeing: Healthy Lifestyles (Physical Wellbeing), Mental Health, Ourselves, Growing and Changing, Keeping Safe and Drugs, Alcohol & Tobacco
	myHappyworld	Living in the Wider World: Shared Responsibilities, Communities, Media Literacy and Digital Resilience, Economic Wellbeing: Money, Economic Wellbeing: Aspirations, Work & Career
	myHappyrelationships	Relationships: Families and Close Positive Relationships, Friendships, Managing Hurtful Behaviour and Bullying, Safe Relationships, Respecting Self and Others

British Values	Democracy	Promoting a democratic process.
	Rule of Law	Teaching the importance of laws and rules, their purpose in protecting society, and the consequences of breaking them.
	Individual Liberty	Ensuring children understand their rights and freedoms, while also learning to exercise them responsibly within a safe environment.
	Mutual Respect	Teaching children to respect the protected characteristics of others and to treat everyone with respect.
	Tolerance of Different Faiths and Beliefs	Encouraging an understanding and appreciation of different cultures, faiths and beliefs, and promoting respect for all people regardless of their background.

10. Ensuring Equality

At Hurst Green we are committed to ensuring equality of education and opportunity for all children. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning for teaching, learning and pastoral support. We regularly identify those children who may be missing out, difficult to engage, or feeling in some way to be apart from what we seek to provide.

We aim to develop a culture of inclusion and diversity in which all pupils are able to participate fully in school life and achieve their learning potential. We will make reasonable adjustments to ensure that barriers to learning are removed and the school environment and the PSHE curriculum are as accessible as possible.

11. The role of the PSHE

The role of the PSHE coordinator is to:

- Take the lead in policy development and the amendment of schemes of work designed to ensure progression and continuity in PSHE throughout the school
- Monitor progress in PSHE
- Take responsibility for the purchase and organisation of central resources for PSHE
- Keep up to date with developments PSHE education and disseminate information to colleagues as appropriate

12. Feedback

Feedback to pupils about their own progress in PSHE is achieved through;

- Aiming to help children learn, not to find fault and comments aim to be positive and constructive in and out of the classroom
- Is often done while a task is being carried out through discussion between child and teacher, or in class and group discussions
- During circle time/class discussions around themes and topics

13. Strategies for reporting

Reporting to parents is through an annual written report. The report will look at the child's behaviour towards other children, their willingness to cooperate with others and their general attitude towards school life. Issues that arise will also be discussed with parents at the two formal parents' evenings and a drop-in session.

14. Monitoring, Evaluation and Review

Impact measurement is achieved through multiple approaches, including pupil feedback, observation and wellbeing monitoring, self-regulation, resilience and growth mindset.

Supporting policies and documents

Please see related policies including:

- Relationship and Sex Education
- Drugs education Policy
- Child protection and safeguarding Policy
- Positive Conduct Policy
- Anti-bullying Policy