



<b>Date Policy Agreed by Governors:</b>		<b>Date Policy to be Reviewed:</b>	
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**Personal Development Policy**  
*including PSHE, RSE, SMSC and British Values*

**Rationale and Ethos**

At Hallgate Primary School, Personal Development is an integral part of our broad and balanced curriculum. Pupils’ spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects our overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern British society.

Whilst PSHE is a non-statutory subject within the National Curriculum, we are required to teach the following aspects:

- Relationships Education, as set out in statutory guidance:  
(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)
- Health Education, as set out in the same statutory guidance.

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”  
(Department for Education)

**Aims**

Personal Development, including PSHE and RSE, underpin life at Hallgate Primary School. Children’s attitudes towards themselves and others must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles.

We promote pupils’ spiritual, moral, social and cultural development and aim to prepare children for the opportunities, responsibilities and experiences of life.

At its core are four aims:



- children are confident in recognising positive personal choices regarding their health, safety and moral development.
- all children can access a curriculum rich in creativity and imagination
- children are supported in becoming respectful and tolerant citizens, who embrace diversity and others' cultures.
- children understand and demonstrate the British Values.

### **Underlying Principles**

At Hallgate Primary School, our PSHE (including SMSC and British Values) provision is planned across the curriculum, supporting the children in becoming confident, resilient, responsible, respectful and tolerant individuals with a strong awareness of right and wrong.



Personal Development is delivered through discrete sessions throughout the school year, using the Jigsaw scheme of work.

Our work is strongly linked to aspects of our Hallgate Values, as well as the Behaviour Expectations and the School Behaviour policy.

### **Curriculum Organisation**

We use Jigsaw and this scheme integrates personal and social development work into a comprehensive Personal, Social, Health Education (Health and Well-being) curriculum that gives the relevant context to build skills, attitudes, self-esteem, resilience and confidence, all of which are taught explicitly as well as nurtured implicitly. The scheme is a well-structured, progressive lesson-a-week process.

However, Jigsaw programmes are more than curriculum programmes and offer whole-school opportunities e.g. assemblies, end-of-Puzzle displays, weekly celebrations, music and songs, to reinforce the curriculum work and enhance the positive ethos of the whole school community; an effective whole-school development tool.

Jigsaw is delivered through half-termly whole-school themes:

- Being in my world
- Celebrating difference
- Dreams and goals
- Healthy me



- Relationships
- Changing me

More information on curriculum content is available here:

<https://jigsawlivescmsuk.blob.core.windows.net/umbraco-media/gbje4elu/uk-3-11-12-sn-aphot-overview-map.pdf>

Cross curricular opportunities for the teaching of Personal Development (including PSHE, SMSC and British Values) are included in planning for the different subjects across the curriculum. This typically takes place at the Medium Term Planning stage, when teachers devise an overview for a half term and take into account potential links across the curriculum.

Personal Development (including PSHE, SMSC and British Values) is also delivered through:

- Assemblies and class discussions.
- As and when issues arise, ensuring time is made within the curriculum to meet the needs of the children.
- Discrete activities, including School Council and House Captain elections, Healthy Eating weeks, Enterprise week, Anti-bullying week, etc.
- Circle time sessions.

### **PSHE in EYFS**

In the Early Years Foundation Stage Unit at Hallgate Primary School we teach PSHE through Personal, Social & Emotional Development, one of the seven areas of learning within the Early Years curriculum.

*“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to*



*make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.” (Statutory Framework for the Early Years Foundation Stage)*

This area of learning is divided into three Early Learning Goals: Self-care, Self-regulation and Building Relationships. This area of learning involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities. The Personal, Social & Emotional Curriculum is taught through other areas of the curriculum and through stand alone lessons, based on the Jigsaw scheme.

Jenny Mosley’s Golden Rules, We are gentle, We are kind & helpful, We listen, We are honest, We work hard and We look after property, are used as classroom rules. We use these rules to teach appropriate behaviour in school, both within the classroom and the outdoor learning space. The children in the EYFS unit follow the same Hallgate Values as the rest of the school, they also learn how to work with others through active learning activities and a variety of collaborative tasks.

The children are assessed to ensure they are on target for meeting their Early Learning Goals or personal targets and individual support is provided when needed.

The children’s attainment in Personal, Social & Emotional Development is reported to parents alongside the other six areas of learning in EYFS curriculum. The children’s Characteristics of Effective Learning, how the children learn, is also reported to parents and shared with the Key Stage One staff as part of our transition process.

### **Links to the Community**

Another aspect of the delivery of Personal Development (including PSHE, SMSC and British Values) at Hallgate Primary School is the involvement we have with the local community. Through a range of activities and events, the children are given the chance to interact with members of the community and support local charities.

These include, but are not exclusive to:

- Our work with the local Food Bank, as part of our harvest celebrations (Social Engagement and Social Development).



- Charity Fundraisers, including our Dove House Hospice Charity Drive, Red Nose Day sponsored runs, Children in Need, Sport Relief, etc (Social Engagement and Social Development).
- Parents At Work, in which parents are invited into school to speak to the children about the jobs they do (Economic Awareness).
- Assemblies from visitors to the school, including the Railway Police, Road Safety Officers and Open the Book (Personal Safety and Wellbeing, Spiritual Development and Social Development).

### **Links to Pastoral Systems**

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants.

Our school has an ethos where pastoral care and the whole children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Hallgate Primary School has an Emotional Literacy Support Assistant (ELSA) timetable which is delivered to identified pupils by three ELSA-trained teaching assistants. These interventions cover a range of needs, including emotional support, self-esteem, friendship groups and anger management. The ELSA trained teaching assistants work closely with class teachers to identify children requiring intervention, and the intervention frequency and length. These sessions are carefully planned to meet the needs of the individuals and brief details are logged using the school's CPOMs system. The work of our ELSAs is overseen by the Headteacher; please see separate policy for details of how this work is organised.

Pupils understand that we are a caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to staff when they need to talk. Parents have close relationships with the school and the open door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour.



### **Confidentiality**

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

### **Pupil Involvement**

The pupils of Hallgate Primary School are actively involved in their development as healthy, respectful, tolerant and confident citizens. We encourage the children to support one another and values others through a range of opportunities including:

- Hallgate Buddies
- Play Leaders
- Hallgate Values Ambassadors Nominations
- School Council
- Librarians

### **Roles and Responsibilities**

#### **Pupils**

Pupils are encouraged to demonstrate respect and tolerance towards others around school. They understand adults they can speak to if they feel they need to and are aware of other ways in which they can communicate their thoughts and concerns.

#### **Parents**

All parents can support the school in implementing the behaviour policy by:

- Encouraging behaviours that demonstrate respect, tolerance, understanding and kindness.
- Celebrating the positives (such as being elected onto the School Council, as a House Captain, Achievement Assemblies, Values Ambassador Awards, etc) with your child.
- Reinforcing key messages, should staff make contact to advise of an incident(s).
- Make staff aware of concerns or issues, as soon as they arise, so they can be addressed quickly and sensitively.

#### **Staff**

All staff can help to develop our pupils as healthy, respectful, tolerant and confident citizens by:



- Delivering high-quality opportunities for PSHE, RSE and Wellbeing (including SMSC and British Values) through different areas of the curriculum and planned discrete activities.
- Being available where needed to support children who are vulnerable.
- An awareness of the appropriate recording and reporting procedures where they have concerns for a child/children.
- Clear reference to the Hallgate Values which support the teaching of PSHE (including SMSC and British Values).
- Logging concerns on CPoms, to enable monitoring to take place and issues to be addressed.

### **Governors**

Governors support the school behaviour expectations by:

- Determining, supporting, monitoring and reviewing school policies. They are actively involved in the annual review of the policy and guidelines.
- Ensuring that parents receive a copy of relevant school policies.
- Supporting and challenging the Headteacher and relevant subject leaders to ensure a consistent approach and high quality delivery.

### **Equality Duty**

In our school, we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background.

Equality at Hallgate Primary School is about enabling all children to achieve their maximum potential as individuals and as members of society and ensuring equality of opportunity and treatment for all members of our staff and school community.

Our school ethos is to actively promote a warm, caring community where all are valued and recognised. See separate policy for more information.

### **Safeguarding Duty**

We aim to create an atmosphere in which children feel secure and valued. We work in partnership with parents and carers to support children in every way possible.

The Children's Act places a clear responsibility on schools to ensure that they work together with agencies to safeguard and promote the welfare of all children. If



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safeguarding concerns are raised by the school, a child, or a parent, the matter is dealt with following the Child Protection / Safeguarding policies.

This policy will be reviewed at least annually and necessary improvement will be made following review. The last review took place in **September 2024**.