

PSHE Policy

[Paragraph 2, Part I ISSR]

Bablake Pre-Prep School

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Regulatory / Statutory Authority(ies)	<ul style="list-style-type: none"> ▪ The Independent School Standards Regulations (ISSR). ▪ Independent Schools Inspectorate (ISI) - Para 2, Part I ISSR – Curriculum, Quality of Education Provided; including 2(2)(d) – Personal, Social, Health and Economic Education ▪ Education Act 2002/Academies Act 2010 ▪ National Curriculum Science ▪ 2013 PSHE Association Programme of Study ▪ Statutory Guidance for Relationships Education 2020
Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ British Values. ▪ Counter Terrorism Act 2015. ▪ The Prevent Duty. ▪ PHSE Guidance, Department for Education, www.Gov.UK. ▪ The PHSE Association. ▪ Life Choices Curriculum ▪ RSE Curriculum
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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	September 2023	Formal Review and Approval at Full Governing Board
1.1	Update	April 2024	Updated Role Descriptors / Titles; Converted to new policy template and structure. New branding. Reviewed by Head of Pre-Prep.



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I Statement of General Principles

Personal, social, health and citizenship education (PSHE) is compulsory in independent schools and encompasses all areas designed to promote children's personal, social, and health development.

Its purpose is to give children the knowledge, skills and understanding that they need to stay healthy and safe; develop worthwhile relationships; respect differences and diversity; develop independence and responsibility; prepare to play an active role as citizens by becoming morally and socially responsible and to make the most of their own abilities and those of others.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided for in the framework for personal, social and health education (PSHE).

2 Content of PSHE

This policy relates to the Pre-Prep and includes Early Years.

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage.

PSHE education offers learning opportunities and experiences, which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from other Key Stages. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our PSHE curriculum covers the following core themes as set out in the 2013 PSHE Association Programme of Study, explored below:

2.1 Key Stages 1 and 2

Core Theme 1: Health and Wellbeing

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing.
- To manage risks to physical and emotional health and wellbeing.
- ways of keeping physically and emotionally safe.
- About managing change, including puberty, transition and loss.
- To make informed choices about health and wellbeing and to recognise sources of help with this.
- To respond in an emergency.



- To identify different influences on health and wellbeing.

Core Theme 2: Relationships

In line with Statutory Guidance for Relationships Education 2020.

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- To recognise and manage emotions within a range of relationships.
- To recognise risky or negative relationships including all forms of bullying and abuse.
- To respond to risky or negative relationships and ask for help.
- To respect equality and diversity in relationships.
- To have an awareness of the process of growing up and the changes they and others will experience.

Core Theme 3: Living in the Wider World - Economic wellbeing and being a Responsible Citizen

- About respect for self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

3. Relationships Education, Relationships and Sex Education 2020

From September 2020, all primary schools must deliver Relationships Education. This will be taught through our PSHE provision.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationship Education is defined as learning about the many strands of relationships and growing up, including family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

We believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills,





opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

3.1. Relationship and Sex Education (RSE)

RSE is taught in the Pre-Prep in Year 2.

In Year 2 pupils are taught scientific names for genitalia, through our PSHE and Science curriculum.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum Science. Those considering this option are asked to speak with form teachers or a senior member of staff in order to find out more about this.

4. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead.

Safeguarding lead: Sorcha Robinson (Head of Early Years and Designated Safeguarding Lead at Bablake Pre-Prep)

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

5. Protected Characteristics

All PSHE lessons encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. This stated that it is against the law (UK) to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability



- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

The PSHE curriculum is designed to help children understand these characteristics focusing on similarities and differences whilst teaching about diversity, such as disability, racism, power, friendships, and conflict.

6. The Prevent Strategy

In accordance with the Counter-Terrorism and Security Act 2015, we have a duty to “have due regard to the need to prevent people from being drawn into terrorism”. This strategy is designed to stop people becoming terrorists or supporting terrorist or extremist causes. It covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from other dangers.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

6.1 Prevent Strategy Provision

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

As part of our PSHE Programme of Study, these include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they cannot access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

7. British Values

Schools have been required to promote Fundamental British Values since 2014, and this is taught within PSHE and will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy;
- The rule of law;
- Individual liberty and mutual respect;



- Tolerance of different faiths and beliefs.

8. Planning, Teaching and Learning for all areas of PSHE

PSHE Education will be taught through half termly topics:

Core Themes	Half Term Topics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Safety First		•		•		•
	It's My Body	•		•	•		
	Think Positive		•		•		•
	Aiming High	•		•		•	
Relationships	TEAM	•		•		•	
	Growing Up (SRE)		•			•	•
	VIPs		•		•		•
	Be Yourself	•		•		•	
Living in the Wider World	One World		•		•		•
	Britain	•		•		•	
	Respecting Rights		•		•		•
	Money Matters	•		•		•	

Objectives for each unit will be taught using a combination of:

- Discrete timetabled sessions;
- Teaching PSHE through other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies);
- School events and activities (e.g. off site visits and school celebrations).

Teachers provide learning opportunities that are matched to the individual needs of all children. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that



children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

As they move through school, we encourage children to take part in a range of practical activities that promote active citizenship. For example, charity fundraising.

9. Differentiation

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as bereavement and drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

10. Additional Pastoral Care Arrangements

At Bablake and King Henry VIII Pre-Prep, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some children may need extra support to meet their individual needs. This is provided through additional arrangements such as Friendship Groups, Social Skills, or specific types of behaviour approaches.

11. Resource Management

Some resources are held centrally, and some are held by individual teachers and the PSHE co-ordinator. All resources are reviewed annually.

11.1. The Role of the Subject Leader

- Ensure statutory objectives for Relationship Education (2020) are included within our PSHE provision.
- Lead policy development and implementation.
- Plan and lead staff training.
- Advice and support colleagues.
- Draw up key stage subject plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated.
- Create a portfolio of evidence to monitor progression and attainment.
- Manage resources.
- Be an exemplar.



12. Review

This policy will be reviewed in accordance with the policy review schedule at least every 2 years or sooner if required.

END

