Introduction

It should be read in conjunction with the following documents:

- ISI Framework 2023 section 3 – Pupil's physical and mental health and emotional wellbeing
- Assessment Policy
- Homework Policy
- Marking and Feedback Policy
- Curriculum Time Allocation
- All Subject Policies
- RSE Policy
- SEND & GT Policy
- EYFS Policy

At Kew Green Preparatory School, we recognise that Personal, Social, Health, Emotional and Economic Education (PSHEE.) is designed to teach the core values expected in our school. Children will be taught the knowledge, attitudes and skills they need to become informed, active, responsible citizens, how to lead healthy lifestyles, manage their feelings and build positive relationships. PSHEE promotes positive behaviour, mutual respect and self-awareness.

KGPS view the acquisition of these values and the related knowledge, attitudes and skills to be of the utmost importance to our ethos as a school and so the teaching of PSHEE is intended to be embedded in, as well as to reflect, the normal practice of the school in as many ways as possible.

This policy outlines the purpose, nature and management of PSHEE teaching and learning throughout the school.

Aims

Aims for the PSHEE School Curriculum:

- To actively promote the wellbeing of all pupils.
- To provide opportunities for all pupils to learn and achieve.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- Ensure children have the skills and knowledge required to become successful members of society, in an ever-changing world, full of technological advances.
- To actively promote the Fundamental British Values.
- To promotes good physical and mental health.
- To promote the development of pupils' self-knowledge, self-esteem and self-confidence

Through the implementation of this policy, we aim to:

- Encourage children to maximise their own physical health and safety as a life investment and also to protect the health and safety of others.

- Extend children's range of communication skills, both verbal and non-verbal.
- Teach children to manage their relationships with their families, peers and teachers with greater awareness and skill.
- Enable children to become increasingly self-aware in their life choices.
- Develop and raise the self-esteem of the children.
- Maximise children's confidence in approaching important life decisions.
- Increase children's personal awareness and judgement of right and wrong.
- Increase children's awareness of their personal rights and responsibilities as well as being part of a group and a community.
- Infuse in children a heightened sense of justice and fairness.
- Increase children's understanding of issues concerned with the exercise of power and authority.
- Induce an appreciation of the purpose and function of rules and laws.
- Increase children's awareness of equality and diversity in our society.
- Introduce children to the democratic process and institutions.
- Increase children's skill at handling conflict and seeking cooperation.
- Increase children's awareness of issues concerning the environment and the ecosystem.
- Encourage children to reflect on their behaviour and think about their future choices
- Develop skills in managing stress and anxiety, for example the teaching of mindfulness and meditation.

Inclusion

As a subject that reflects the ethos and values of the school, PSHEE is committed to giving all children every opportunity to contribute and participate, regardless of their age, gender, ethnicity or disability. The provision for the construction of an inclusive, tolerant, respectful society, including members of the LGBTQ+ community, is made explicitly through the current scheme of work and children will constantly be provided with positive images of race, gender and disability.

Provision for children with Special Educational Needs:

- Children who experience difficulties will be given extra help and guidance by the teacher to reinforce learning of skills and concepts
- They will be given opportunities to work on a group project with a more able child to enable them to experience success and satisfaction
- Children with outstanding abilities will be encouraged by providing opportunities for them to develop their thinking skills further and they will be introduced to new media, skills and concepts.

Planning

Starting in January 2022, the school invested in the curriculum set forth by the PSHE Association and have adapted it since then to suit the needs and requirements of the pupils at KGPS.

The PSHE Association's Programme of Study identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed.

Early Years and Foundation Stage

Three areas are particularly important for building a foundation for igniting.

children's curiosity and enthusiasm for learning, forming relationships and thriving.

Prime Areas:

• communication and language

• physical development

• personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

• literacy

• mathematics

• understanding the world

• expressive arts and design

Our teaching and educational programmes involve activities and experiences for children as follows:

Personal, Social and emotional development – Early Learning Goals

- Children are confident to try new activities, and say why they like certain activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and choose the resources they need for a chosen activity. They say when they do or don't need help.
- Children talk about how they and others' show feelings, talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Children play co-operatively, taking turns with others. They take account of one another's' ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and positive relationships with adults and other children.

<u>Key Stage 1 and 2</u>

- The components of the PSHEE curriculum are taught explicitly through assigned one hour lessons each week, using our curriculum adapted from the PSHE Association Scheme of Work.
- These components are also taught implicitly through the normal pastoral structures of the school such as themed school assemblies, charity events, visiting speakers, form tutor periods, the school's routines and its systems of reward and sanctions.
- In addition to this, the successful delivery of this subject also depends on the example set by teachers as role models to the children in their everyday practice.
- PSHEE is mainly taught through the model of community in the child's school, but this also extends to an increased awareness of children's local, regional, national and global communities.

- PSHEE is suited to a wide variety of teaching strategies and styles, which should be reflected in the planning. There should be a mix of class teaching and outside teaching when possible; group work, paired work and individual work; within class teaching there can be a range of approaches including circle time, debates and games.
- The teaching of PSHEE in the school promotes children's independent thinking, building upon children's own knowledge and experiences and extending their knowledge and understanding through open, dynamic and civilised discussion.
- Children are encouraged to appreciate different social and cultural backgrounds; to think openly and challenge stereotypes; to respect other children and their opinions.
- The homework component of this subject is informal, but regular reference should be made to children's lives outside school; effective teaching of the objectives should also elicit a variety of responses from children beyond the classroom environment.
- The teaching of PSHEE also includes residential trips, as well as trips to important institutions such as the Houses of Parliament and inviting representatives of our local and wider community for special talks and assemblies.

Scheme of Work:

The PSHEE curriculum is split into 3 sections; relationships, living in the wider world and, health and wellbeing. Each section covers a range of topics and ensures coverage of the required and recommended content set out by the government and the PSHE Association.

Relationships: Families and Friendships, Safe Relationships, Respecting Ourselves and Others

Living in the Wider World: Belonging to a Community, Keeping Safe, Money and Work

Health and Wellbeing: Growing and Changing, Physical Health and Mental Wellbeing

NB: Media literacy, digital resilience and E-safety areas are covered as part of our Computing Curriculum.

Further details can be found in the PSHEE & RSE Scheme of Work document.

Relationship and Sex Education (RSE)

As of September 2019, Relationships education was made statutory in all schools at key stages 1 and 2. We ensure that our PSHEE education programme therefore includes all elements of the new statutory guidance for relationships education. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively, The PSHE Association strongly recommends providing a comprehensive programme of relationships and sex education (including these lessons) as an integral part of PSHEE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

Relationships Curriculum (Compulsory):

Relationships (Families & friendships, Safe relationships and Respecting ourselves and others)	
R	Roles of different people; different families; feeling cared for Recognising privacy; staying safe; seeking permission (consent) How behaviour affects others; being polite and respectful
1	Roles of different people; different families; feeling cared for Recognising privacy; staying safe; seeking permission (consent) How behaviour affects others; being polite and respectful
2	Making friends; feeling lonely and getting help to positively resolve arguments; strategies for positive play Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Recognising things in common and differences; playing and working cooperatively; sharing opinions
3	What makes a family – recognise and respect different type of families; features of family life Strategies to deal with relationship which make them feel unhappy or unsafe Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite Ways people show respect and courtesy in different cultures and in wider society
4	Building positive friendships, including online, and strategies to seek support if they feel lonely or excluded. Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities such as gender, race, faith, sexuality, disability and wealth etc; discussing difference sensitively
5	Managing friendships and peer influence Physical contact and feeling safe (consent) Responding respectfully to a wide range of people; recognising prejudice and discrimination
6	Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues

Sex education (Right to withdraw):

Growing & Changing	
R	Recognising what makes them unique and special; feelings; managing when things go wrong
1	Recognising what makes them unique and special; feelings; managing when things go wrong; identifying and naming main parts of the body
2	Growing older; naming body parts including external genitalia; moving class or year
3	Personal strengths and achievements; managing and reframing setbacks; identify external and some internal genitalia; understand changes that happen between conception and how babies grow and develop
4	Physical and emotional changes in puberty; external and internal genitalia; personal hygiene routines; support with puberty
5	Personal identity; recognising individuality and different qualities; mental wellbeing; recap body changes during puberty from Year 4
6	Human reproduction and birth; increasing independence; managing transitions to senior school

Assessment and Recording

- Child assessment can be done in a variety of ways: through written work, direct oral feedback, child presentations of various kinds, participation in debates and discussions, and most importantly, child demonstration of the relevant values in their wider school life.
- Wellbeing and bullying questions are carried to determine pupil's wellbeing and happiness in school. This is also used to identify any areas of focus or support required for pupils.
- Assessment of the child's ability to empathise with others in the class and with the issues surrounding the topic/issue being discussed will be monitored. This will be done through discussions and written work.
- The main form of summative assessment is each child's annual school report.
- Each class maintains a PSHEE Portfolio where evidence of sessions can be presented in appropriate formats. This may include evidence of children's work, photographs or links to video recording of sessions etc.
- At Reception level, records are kept of children's progress by using the standard formats for monitoring with EYFS.

Resources

- PSHEE Resources and subscriptions including, PSHE Association 1Decision, Yasmine & Tom and Medway specifically for RSE
- Jigsaw scheme of work resources are still available
- Other resources, as they are indicated in the scheme of work, are constantly available from the PSHE Leader or from the school library.
- ICT references are included in the lesson plans.

Contribution of PSHEE in other curriculum areas

- The pastoral leaders of the school, such as the Heads of Section, will already assume responsibility for imparting this 'curriculum' to both children and staff. As such, PSHEE provide a direct link between the academic and pastoral structures of the school.
- PSHEE is well-suited to a cross-curricular approach and links can be made with other curriculum areas such as English and Mathematics. Links to ICT are made explicit in the individual lesson plans. There are also links to Geography, History, PE and Science in the topics listed. Links may also be made at the medium-term planning stage with Art, Music and French, in consultation with the relevant subject leaders.

Spiritual, Moral, Social and Cultural development

Through teaching PSHEE in our school, we provide opportunities for spiritual and moral development. Children are taught and acquire the knowledge, skills and values essential to a fulfilling membership of human society. We help children to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society and respect other cultures. Our school celebrates this and is in the process of achieving the SMSC Quality Mark, a nationally recognised award for primary schools.

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Review: June 2026