



PSHE, Relationships Education and Health Education Policy

This policy applies to:

Prep School pupils in Year 1 to Year 6

Person responsible for the policy:

PSHE Subject Lead, Prep School

Review dates:

This review: Sept 2025

Next review: Sept 2026

PSHE

Aims and Objectives

- The PSHE curriculum allows pupils to develop a wide range of skills, concepts and knowledge that will equip them for their future academic and social development.
- Key elements of the updated DfE guidance on SMSC provision for pupils in independent schools are incorporated into the PSHE and Religious Studies curriculums. In addition to these subjects, other curriculum subjects, assemblies, Form Tutor periods and Chapel Services support the teaching and learning of key SMSC components.
- The department exists to help pupils build skills they can rely on as they grow and mature into adulthood. It strives to ensure they learn to distinguish right from wrong and provide opportunities through which they may develop an understanding of the need for a strong, moral and code and set of values both in society, and personally. The development of the whole person, spiritually, socially, morally and culturally is firmly centred in the Woodard Christian ethos of the school.

Key Aims

1. To **nurture** everyone's talents and to encourage pupils to recognise each other's strengths
2. To **create a caring community** that fosters sensitivity, tolerance and understanding of others and enables pupils to becoming positive contributors to their community
3. To **build confidence** and self-esteem through understanding how relationships and systems work
4. To instil in each child the importance of our **core values**, in particular being Generous, Ingenious and Adventurous
5. To give children an **understanding of the wider world** (age appropriate) and the issues of morality, social and political matters that society faces
6. To take steps to ensure that pupils **appreciate racial and cultural diversity** and avoid and resist racism and other forms of prejudice and discrimination

Ethos

- *Teaching Methodology* – Our philosophy is to provide a curriculum that is adapted to suit the learning styles of all children. Much of the PSHE curriculum is based on discussion and practical activities where teachers listen and guide rather than lead.
- *Differentiation* – Pupils are taught PSHE in mixed ability form groups. Differentiation is based on task and outcome.
- *Equal Opportunities* – The curriculum is made accessible to all pupils, including those with SEND. Learning Support Department advice is sought where required.

- *Continuity* – All pupils follow the Prep School PSHE curriculum which provides continuity of learning from Years 1 to 6. Topics are revisited at different levels and in more depth as pupils progress through the school.

Content and Curriculum

Content for 2025-2026 has been updated to reflect updates in the Department for Education's July 2025 statutory guidance for schools.

Foundation Stage - PSHE and citizenship is taught in Nursery and Reception as an integral part of the Foundation Stage curriculum throughout the year. Personal, social and emotional development as well as developing an understanding of the world underpins all learning experiences.

Key Stages 1 & 2 – Our PSHE curriculum follows the guidelines for PSHE, SMSC and elements of Citizenship. To monitor the appropriateness and most current material, the PSHE Assoc. recommended resources are often used.

Child and Maternal Health data for West Sussex is considered each year to ensure that we have identified and are responding to the particular health and wellbeing needs of the children within the context of our local area.

Learning is planned using a thematic approach whereby children from Years 1 to 6 learn the same topic at the same time as one school. This spiral curriculum ensures that children's knowledge, skills and attributes develop and that prior learning is revisited, reinforced and extended year on year. Schemes of work are regularly reviewed and updated to reflect current statutory guidance.

Learning is based on the PSHE Association's recommended three core themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

For more detailed objectives in each year group please refer to the PSHE Scheme of Work for 2025-26.

Relationships topics overview:

1. Families and close positive relationships – children learn about the roles different people play in our lives and in Key Stage 2, that there are different relationships, including those in families, romantic relationships and online relationships.
2. Friendships – Children explore what makes good friendships and learn simple strategies to resolve arguments between friends positively. In Key Stage 2, children learn what constitutes a healthy friendship, considering respect, trust, loyalty, kindness and generosity.
3. Managing hurtful behaviour and bullying – children learn about feelings and unkindness and are reminded of strategies to report incidents of bullying and the importance of telling a trusted adult. In Key Stage 2, children learn about discrimination, how to challenge it, online safety and personal safety.
4. Respecting self and others – children consider that personal behaviour can affect others, to respect difference and in Key Stage 2, how to discuss and debate topical issues, respecting other's opinions.

Health and Wellbeing topics overview:

1. Healthy lifestyles - including ways to promote our physical wellbeing.
2. Mental health is taught with a focus on vocabulary to allow children to express themselves.

3. Ourselves, growing and changing – children are taught to recognise what makes them special, about personal identity and what contributes to who we are.
4. Keeping Safe - covers areas from road and firework safety and in Key Stage 2, how to keep safe online.
5. Drugs, alcohol and tobacco – in upper Key Stage 2, children are taught that drugs common to every day life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.

Living in the Wider World topics overview:

1. Shared responsibilities – rules, rights and responsibilities, including compassion towards others and our shared role in protecting the environment.
2. Communities – valuing the different contributions that people and groups make to a community. The benefits of living in a diverse community. In Key Stage 2, children explore prejudice; how to recognise discriminatory behaviours and strategies to help respond to it.
3. Media literacy and digital resilience – the role of the internet in everyday life, including how information is ranked, data shared and in Key Stage 2, to recognise what constitutes appropriate or inappropriate sharing on social media.
4. Economic wellbeing: money – the different attitudes people have to saving or spending money based on needs or wants, methods to keep track of money and in Key Stage 2, about the risks associated with gambling and how money can impact on people's feelings and emotions.
5. Economic wellbeing: aspirations, work and career – children are encouraged to recognise positive things about themselves and their achievements, to set goals, about stereotypes in the workplace and that there is a broad range of jobs that people can have. In Key Stage 2, children learn what might influence people's career choice, to identify the kind of job that they might like in the future and to recognise a variety of routes into careers and further education.

Administration, Organisation and Management

PSHE subject lead Prep School – Georgina Sayers

PSHE lessons planned and taught by Form Teachers from Year 1 to Year 6

Mindfulness & Massage in Schools programme coordinated by Mary Spink

Form Teachers revisit and reinforce learning in Form Times

Teaching Schedule

- One dedicated PSHE lesson a week for all children from Year 1 to Year 6.
- In addition to timetabled lessons and assemblies, the ethos behind SMSC and PSHE is encompassed throughout the curriculum and when specific topics are incorporated within other subjects, ideally SMSC standards will be highlighted on subject plans & referenced in the LTP schemes of work.
- Form Tutors will use Form Times to check-in on pupil wellbeing, including children's mental health and will reinforce elements of the PSHE curriculum.
- PSHE topics are often additionally addressed within extra-curricular activities and/or clubs, for example, Team Building, whole school camp.
- Venues - Form Rooms, Wellbeing Room and, during assemblies and Chapel

Resources

- All classrooms have IWBs & Surface Pros and PSHE teachers have access to PSHE resources in Teams.

- The school has membership of the PSHE Association. Additional resources are available online at different times as and when focus weeks are set nationally and it is the PSHE lead's responsibility to draw attention to these.
- PSHE related picture books and toy characters are used to 'distance the learning' while exploring topics.

Administration, Recording and Reporting

- Oral feedback is immediate, constructive and positive.
- PSHE lead and PSHE teachers evaluate and reviews lessons.
- PSHE lead's annual review of plans to include new topic ideas, updates in statutory guidance, resources, team teaching lessons, whole school initiatives.
- PSHE lead's liaison with Phase Lead Years 1-3 and Phase Lead Years 4-6, to ensure that cross curricular links offer continuity of message, vocabulary and approach, including Religious Studies and Science curriculums.
- PSHE teachers maintains records relating to pupil levels of engagement and development. This can be helpful to flag pupils who may require further support.

Health and Safety

The wellbeing of pupils and staff is paramount and health and safety considerations follow the whole school policy and SMSC recommendations.

Review

The PSHE policy document is a working document that is regularly reviewed and updated in line with the School Development Plan.

This policy document will be available to parents via our Parent Portal or by requesting a paper copy from the PSHE Subject Lead.

The school's PSHE Policy is subject to annual review.

Links with other policies

This policy is linked with the following policies: Child Protection / Behaviour

This update: Sept 2025

Next Review: Sept 2026

Georgina Sayers

Deputy Head, Prep School

PSHE Lead

Deputy Designated Safeguarding Lead

Approved by Chair of Governors:

Signed:.....