Pocklington Prep School

Personal, Social, Health Education (PSHE) Policy

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Values & Aims

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In order for children to embrace the challenges of creating happy and successful adult lives, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

Pocklington Prep School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Through PSHE, pupils develop the knowledge, understanding and skills required to become responsible, respectful and active citizens who contribute positively to society. The curriculum supports pupils in preparing for life in modern Britain by promoting resilience, safeguarding awareness, emotional wellbeing, respect for diversity and responsible decision-making. Our Foundation values of Courage, Truth and Trust underpin all aspects of PSHE provision and promote the development of character, integrity and citizenship.

Legislation and Guidance

This policy has been developed with reference to:

- Education Act 1996.
- Education Act 2002.
- Children and Social Work Act 2017.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010.
- Keeping Children Safe in Education, 2026.
- Working Together to Safeguard Children (current edition).
- The National Curriculum (2014).
- The Early Years Foundation Stage Statutory Framework.
- Independent School Standards Regulations.
- DfE Guidance: Relationships Education, Relationships and Sex Education and Health Education.
- DfE Guidance: Political Impartiality in Schools (2022).

PSHE education makes a significant contribution to schools' statutory duties to safeguard and promote the welfare of pupils, deliver a broad and balanced curriculum and support pupils' spiritual, moral, social and cultural development.

Relationships Education and Health Education are delivered through the School's comprehensive PSHE curriculum. Further information is contained within the School's Relationships and Sex Education Policy.

Safeguarding

PSHE contributes significantly to the safeguarding of children and supports the School's commitment to promoting pupils' welfare.

Through PSHE, pupils learn:

- How to recognise healthy and unhealthy relationships.
- The importance of personal boundaries.
- How to identify trusted adults.
- How to recognise abuse, exploitation and inappropriate behaviour.
- How to stay safe online.
- How and when to seek help.

Staff recognise that PSHE lessons may lead to safeguarding disclosures. Any concerns arising from lessons will be managed in accordance with the School's Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguarding Lead (DSL).

Pocklington Prep School PSHE Curriculum

The school's PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

The school's programme of study for PSHE aims to prepare children for life in modern Britain through five core strands:

- Family and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Year 6 has a further key area: Identity

Definition and Content

Family and Relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and Wellbeing

Learning strategies for looking after their mental and physical health, including healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety and the Changing Body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.

Citizenship

Learning about human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic Wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Identity (Year 6 only)

Considering what makes us who we are whilst learning about body image.

British Values

PSHE plays a key role in promoting the fundamental British Values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those with different faiths and beliefs.

These values are embedded throughout the PSHE curriculum through learning about citizenship, respectful relationships, diversity, equality, democracy and community participation.

Delivery

Think Equal

At Pocklington Prep School, we are committed to eliminating discrimination, disrespect and violence and to bringing about empathy, care and compassion. As a result, all children in the Pre-Prep, from Reception to Year 2, participate in the 'Think Equal' programme. This is a revolutionary programme providing social and emotional learning, which has been designed by leaders in the field of education and psychology to teach that all humans are equal and equally to be valued.

Through its delivery as a structured programme of 3 lessons per week, at 3 different levels, the Think Equal programme aims to eliminate discrimination and inequality, address mental health challenges, and nurture wellbeing, empathy and healthy relationships in our children.

Kapow

The school provides staff with access to Kapow, which provides engaging, knowledge-rich and progressive lesson plans for PSHE, in keeping with the school's scheme of work. This includes teacher CPD videos to ensure that all staff feel confident in their delivery of all six strands of PSHE and planning materials to support them in adapting the resources to the unique needs of our school.

Working with Boys

Working with Boys is an educational initiative developed by Andrew Hampton.

Within lessons, staff use guided reflection and structured activities to support boys in developing self-regulation, emotional literacy, critical thinking and positive relationships. The programme explores themes such as identity, resilience, peer influence and respectful behaviour.

The initiative aims to challenge harmful stereotypes, promote mutual respect and support boys in understanding their role within a modern and diverse society.

This programme is used primarily with pupils in Years 5 and 6.

PSHE in the EYFS

Personal, social and emotional development is one of the three Prime Areas in the Statutory Framework for the Early Years Foundation Stage. The Prime Areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life. The Early Learning Goals (ELGs) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, Social and Emotional Development Prime Area.

ELG – Self Regulation

Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

ELG – Managing Self

Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG – Building Relationships

Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.

Political Impartiality

The DfE guidance 'Political Impartiality in Schools' (DfE, February 2022) provides helpful information which staff will adhere to in planning lessons or responding to discussions on political issues. Teaching about political issues, the different views people have, and the ways pupils can engage in our democratic society is an essential part of a broad and balanced curriculum. In both PSHE lessons and the wider curriculum, staff will take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Questions Raised by Pupils

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

Staff at Pocklington Prep School are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy.

The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

Online Safety

Online safety forms an integral part of the PSHE curriculum.

Pupils are taught how to:

- Use technology safely and responsibly.
- Recognise online risks and unhealthy online behaviours.
- Protect personal information.
- Develop positive online relationships.
- Report concerns and seek support when needed.

Online safety education is delivered in conjunction with Computing and the School's wider safeguarding curriculum.

Assessment

Assessment within PSHE is primarily formative and designed to support pupil progress and understanding.

Teachers assess learning through:

- Observation.

- Discussion.
- Reflection activities.
- Written outcomes.
- Practical application of learning.

Assessment focuses on pupils' knowledge, understanding and application of learning rather than their personal opinions, beliefs or experiences.

Timetabling

We allocate at least one hour of curriculum time per week to the teaching of PSHE which is taught by the form teacher.

In addition, we run planned off-timetable days on discrete topics and use our assembly and form group time to explore various topics which enhance PSHE understanding.

Our Pock Pathfinders programme, introduced in September 2025, widely supports the teaching of PSHE.

Our PSHE education provision is planned effectively to ensure that each year can build on the knowledge gained in the previous year and so improve knowledge and understanding as pupils progress through the school.

Working with Parents/Carers and the Wider Community

Pocklington Prep School recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective, we:

- Share with parents/carers, the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE.
- Make this PSHE Policy available via our school website.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise about this PSHE Policy or the arrangements for PSHE in the school.
- Provide opportunities for parents and carers to discuss PSHE provision with School staff.
- Seek feedback from parents and carers regarding the PSHE curriculum where appropriate.
- Signpost resources to support discussion of PSHE topics at home.

Inclusion

The Prep School's PSHE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Pocklington Prep School recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture, or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

Pocklington Prep School will always respect how pupils choose to identify themselves. This means that Relationships, Sex and Health Education at Pocklington Prep School is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

The School recognises that some pupils, particularly those with Special Educational Needs and Disabilities (SEND), may be more vulnerable to bullying, exploitation or abuse. Teaching will therefore be adapted where necessary to ensure all pupils can access learning and develop the knowledge, understanding and skills needed to keep themselves safe, healthy and prepared for adult life.

Links with Other Policies

This document links to the following policies:

- Safeguarding Children Policy
- Behaviour Policy (Prep)
- Anti-Bullying Policy (Prep)
- Anti-Bullying and Procedures to Counteract Cyberbullying Policy (Prep)
- Equality and Diversity Policy
- ICT Acceptable Use Policy
- EYFS Policy
- Complaints Policy
- Relationships, Sex and Health Education Policy

Monitoring and Evaluation

The quality and effectiveness of PSHE provision will be monitored through:

- Lesson observations.
- Learning walks.
- Curriculum review meetings.
- Pupil voice activities.
- Staff feedback.
- Parent feedback.
- Review of planning and resources.
- Safeguarding trend analysis where appropriate.

Findings from monitoring activities will be used to inform curriculum development, staff training and future school improvement planning.

Roles and Responsibilities

The PSHE programme will be led by the PSHE Coordinator. It will be taught by form teachers within the context of PSHE lessons and wider events e.g. off timetable days.

Pupils are expected to:

- Engage positively in lessons.
- Respect the views and experiences of others.
- Follow agreed classroom expectations.
- Contribute to a safe and inclusive learning environment.

Seek support from trusted adults when necessary

Teaching staff are responsible for:

- Delivering PSHE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Ensuring their knowledge of the topics is current
- Modelling positive attitudes to PSHE, as with any other subject
- Responding to the needs of individual pupils
- Responding appropriately to the diverse range of opinions and views expressed by children and staff

The PSHE Coordinator is responsible for:

- Developing and updating teaching resources
- Providing support/training for PSHE teachers
- Monitoring PSHE lessons and staff
- Responding to wider PSHE related issues across other areas of School life

The **Deputy Head** is responsible for:

- Curriculum-based oversight of PSHE and RSE

The **Head of the Prep School** is responsible for:

- PSHE Policy oversight.
- Ensuring that PSHE is taught consistently across the school
- Managing any requests to withdraw pupils from sex education components of RSE (see the separate RSE Policy).

The **Governing Body** is responsible for:

- Approval of the PSHE policy
- Holding the Head to account for its implementation.
- Monitor the effectiveness of PSHE provision through reports and updates from school leaders.
- Ensure that PSHE provision supports the School's aims, values and statutory responsibilities.

Oversight of the Prep School PSHE Policy is undertaken by the Governors' Pastoral and Safeguarding Children Oversight Committee. The policy will be reviewed annually by the PSHE Co-ordinator and Head of Prep School to ensure continued compliance with statutory guidance, safeguarding requirements, Independent School Standards and best practice in personal development education.