



Personal, Spiritual, Health & Economic & Education (PSHE) - Prep School Policy

1. Introduction

West Buckland's approach to PHSE and wider pupil development is reflective of the schools aims and ethos. These can be found on the school website.

This policy is to be read in conjunction with the whole school SMSC Policy and the whole school Relationships and Sex Education Policy.

The aims of PHSE are:

- Develop confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Develop and foster an understanding of a 'Growth Mindset' approach to learning

The objectives of PHSE are

- To promote self-awareness, self-esteem, self-confidence and self-discipline.
- To enable all pupils to develop a sense of fairness, co-operation and concern for the welfare of others
- To equip pupils with the necessary skills to become responsible members of their family, their school, their local community and as a British citizen
- To provide the knowledge necessary for all pupils to begin to make informed decisions and so confidently communicate personal views and beliefs
- To encourage an understanding and awareness of environmental issues
- To encourage the development of moral faith in each pupil; respect for religious values and tolerance for others
- To encourage respect with particular regard to the protected characteristics under the Equality Act 2010

2. Curriculum

The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. The Head of PSHE is responsible for updating and evaluating the curriculum content and continues to provide on-going support and guidance for the teaching staff, especially where a sensitive topic is planned.

The Prep School PSHE Curriculum continues to be regularly reviewed to ensure that its coverage remains up-to-date, meeting the teaching and learning requirements of the pupils. Whilst the three PSHE themes are structured and set-out evenly across the terms, there may be occasions when the order of coverage needs to shift, so as to adapt to the needs of the ever-changing world (e.g. extraordinary events like the COVID-19 Pandemic, or events in school such as unkindness or poor behaviour etc).

The curriculum map is shown in appendix 1.

3. Teaching of PHSE



The PSHE Curriculum is taught as a subject through weekly, defined classroom lessons (from Year 1 to 6) and within EYFS framework (Nursery and Reception).

Teaching is delivered in arrange of styles from written, discursive, lectures, practical examples, role play, interviews, talks and presentations.

PHSE and wider pupil development is also delivered via most areas of school life. Across the school, it is likely to change as each year progresses, often with additional aspects being added or areas being explored in response to issues (whether within school, the wider community or the world).

Specific areas include:

- Whole-school events, including charity events and anti bullying week
- School council representatives from each form meet regularly to discuss school matters.
- Residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.
- Assemblies which follow a moral, topical or ethical theme, including spiritual assemblies with the School Chaplain
- Promoting healthy eating in the classroom, all staff on duty in the dining hall carefully monitor and promote the importance of a varied diet at mealtimes.
- Tutor time, to discuss class or year group issues
- Visiting speakers in subjects such as online safety, safeguarding, policing and SRE
- Year 6 pupils act as Helping Hands with younger pupils or specific areas of school life
- Use of the school nursing team
- Extra curricula activities enhance personal development

Some subjects take a prominent role in aspects of the PHSE:

- PRE – faith and religion, actively promote British values, moral and ethical topics
- Science – health and hygiene, fitness, nutrition
- Maths – aspects of financial capability
- Art and Design – learning to respect differences and similarities between people through investigating work of artists and craftspeople from different cultures
- Music – cooperation with others when playing or singing
- English – speaking and listening and cooperating with others in drama work
- Drama – performing with confidence in front of peers and a live audience, cooperating with others and sustaining good relationships.
- Sport – teamwork, winning and losing, representing the school in the community, rules and fairness

4. Assessment & Review

Pupil's personal development is constantly monitored through all areas of school life including the following:

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- staff meetings
- lessons, ECA, tutor time
- feedback from others and communication to/from home.



Specific PHSE assessment to monitor pupil understanding in lessons is done in a variety of ways. Given the sensitivity of many PHSE topics it is important that PHSE lessons remain 'safe spaces' for children to discuss as they feel comfortable. Children should be able to explore different views

- Informal assessment takes many forms to include teacher observation, pupil self-assessment, peer assessment etc.
- Skills of enquiry and communication within lessons
- Observations of participation and engagement
- Use of end of key stage questionnaires and other surveys

5. Safeguarding

Safeguarding is a key aspect of the PHSE curriculum at West Buckland and all staff must be alert to, and report safeguarding concerns in accordance with school policy.

6. Fundamental British Values

West Buckland actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Whilst PHSE plays a prominent role in promoting fundamental British values, we actively promote British Values through direct teaching, discussions, displays, assembly work, guest speakers, events such as mock elections and the ethos of the school.

At West Buckland we reinforce these values the following ways:

- a. Democracy.
 - West Buckland pupils have a voice - their opinions are actively listened to through the school's 'open door' policy; they are routinely sought through School Council meetings and PHSE lessons.
 - All opinions are truly valued and are integral for a mutual trust and co-operation between staff and pupils to exist.
 - Through assemblies, and the PSHE programme, the children are taught that no one is more or less important than anyone else; everyone has their part to play.
 - Through the Humanities curriculum topics which cover key aspects of British history that have shaped the nation's identity & democracy in Britain.
 - Mock elections
- b. The Rule of Law
 - The importance of laws to govern is introduced through class discussion in topics in Humanities and PRE.
 - The right of individuality, without discrimination, including an understanding of protected characteristics
 - West Buckland has long been a leader in encouraging individuality and mutual respect.
 - The use of talks, such as E-safety and SRE, underpin empowerment and decision making for pupils.
 - Responsibility of restorative justice is a key feature of Behaviour Policy
- c. Mutual Respect.
 - Team building exercises take place at the beginning of each academic year.



- Children are taught awareness of others and how to treat them.
- Continuously, but specifically through PHSE lessons, they are made aware of their responsibility for themselves, their families, their friends, school, country, and planet.
- We welcome children of all faiths, or none.
- The PRE Programme of study ensures that children learn about faith.
- Parents and other visitors of different faiths are invited into school to discuss their beliefs or specific celebrations.
- Visits are arranged to differing places of worship.
- Visits/activities are arranged involving students from senior school (both home and international).
- My Choices

7. The Foundation Stage

PSHE is taught discretely within the Knowledge and Understanding area of learning giving children opportunities to develop in the following Personal Social and Emotional Development Early Learning goals Our Foundation Stage curriculum policy contains more detailed information regarding PSHE teaching and learning in our Foundation Stage classes.

Written by: N Robinson

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