

---

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

## Table of Contents

1	Policy Statement .....	2
2	Objectives.....	2
3	Teaching, Learning and Assessment .....	3
4	PSHE Curriculum Planning and Delivery .....	3
5	Contribution of PSHE to other subjects .....	5
6	Review and Development.....	5

Reviewed	Autumn 2021
Name of owner/author	LAM & HC
Approval by	Executive Leadership Team
Target Audience	Whole School Community/Public
Where available	Website, Staffshared Drive
Review Date	Autumn 2022

## 1 Policy Statement

Personal, Social, Health and Economic Education is an important subject, which gives the pupils the opportunity to learn about themselves as growing and changing individuals with their own experiences and ideas as members of their communities; moreover, it supports not only as an important subject in its own right, but as a conduit for all as part of the Ewell Castle Community to develop the shared values of personal integrity, social responsibility, mutual respect and lifelong resilience, in order to inspire, engage and excel.

Ewell Castle Prep School pupils should feel that they belong; that they are valued; they are treated fairly; and that they can contribute to and participate in a range of opportunities both within the school and in the wider communities in which they live and will one day work. Our PSHE programme offers opportunities for debate and discussion, for children to develop self-esteem, pride in themselves and the school, and to have a healthy sense of self. This important subject provides our children with the opportunity to explore knowledge, facts and information about key issues affecting their lives and wellbeing, and their futures and indeed preparation for life in modern Britain, by exploring understanding of institutions, the Fundamental British Values, and how respect for oneself and for others underpins a growing society.

It is our responsibility to promote wellbeing in all its forms, whether mental, physical, spiritual or emotional: our PSHE offering is designed to support our pupils to be content, confident young people, who learn about themselves, their abilities and how to work well with a range of other children with differing beliefs and cultures. The Statutory RSE curriculum is also taught within PSHE. Please see separate RSE policy for further detail on how this is taught within the topic 'Relationships'

Ewell Castle is committed to ensuring that PSHE is non-discriminatory, both in terms of its application and planning, in line with the UK Equality Act 2010.

## 2. Objectives

Our PSHE programme at Ewell Castle Preparatory School is aimed at supporting pupils to:

- Encourage pupils to respect the **Fundamental British Values** of *Individual Liberty, Democracy, the Rule of Law, and Mutual Respect and Tolerance of those with different faiths and beliefs*. If political viewpoints are spoken about, all views are explored and respected;
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in Great Britain; (as well as how democracy is used within school, for example with our School Council);
- Encourage respect for other people, paying particular regard to the Protected Characteristics as set out in the Equality Act (2010);
- Distinguish right from wrong and to respect the Civil and Criminal law of England;
- Develop their self-knowledge, self-esteem and self-confidence;
- Take steps to be aware of and avoid any racism, radicalisation or any forms or prejudice or discrimination;
- Become tolerant and respectful individuals who respect their own and other cultures, faiths and beliefs (including respecting those who choose to have no religion), appreciating and tolerating racial and cultural diversity;
- Value and understand healthy relationships (and what unhealthy ones look like)\* (RSE Curriculum)
- Learn about the country they live in and gain a broad general knowledge of public institutions and public services in England;

- Recognise and respond to their own feelings and the feelings of others and to reflect that in their own behaviour;
- Become involved in the community and to helpful contributors to and users of its services
- Become independent learners who are able to take initiatives.
- Have pride in themselves and the school and learn how to exercise choice sensibly and accept responsibility;
- Be ready to be active and positive members of future adult society with knowledge of possible careers, simple financial matters and social responsibility;
- Be aware (by Year 6) that “bullying” may take the form of incitement towards radicalisation. At this school we aim to prevent and reduce the risks of radicalisation and to help our children to build resilience towards such practices (Please refer to the school’s Anti-Bullying and Safeguarding Policies).

### 3. Teaching, Learning and Assessment

PSHE is a subject which is taught particularly using a variety of learning styles. This is done through a mix of in-class discussions and activities, videos, debates, sometimes through song and role-play in younger years and group activities. Our pupils are encouraged both to work on their own and collaboratively. There are children with differing abilities in each class and we set open-ended tasks where we can have a variety of results. We assess informally and at the end of various units, to see the impact on the learning on pupil outcomes.

### 4. PSHE curriculum planning and delivery

We are guided by the PSHE association curriculum, into which categories PSHE is divided:

- **Relationships** (families and friendships, safe relationships and valuing difference; respecting ourselves and others)
- **Living in the Wider World** (rights and responsibilities of living in the world)
- **Health and wellbeing** (physical health and mental wellbeing; keeping safe and growing and changing)

We develop our own small steps into which we teach various components and these are found in our shared drive.

PSHE is also used to teach about cyber safety including cyber bullying and importance of keeping safe online. All pupils from R to 6 sign an Acceptable Use Policy and are taught in the autumn how to keep safe online.

In **Nursery and Reception (EYFS)**, many of the pupils are new to a school environment and the Personal, Social and Emotional Development (PSED) area of the Early Years curriculum is at the centre of their learning. Our children are taught:

- Personal safety, exercise and hygiene (including oral hygiene), healthy eating;
- Positive behaviour and kindness, awareness of others’ feelings, consequences;
- Listening to views of others, empathy, positive relationships and independence;
- Co-operative and collaborative play, including turn-taking

- Problem-solving
- Awareness of other cultures, beliefs and celebrations;
- Environmental awareness
- Visits from public services organisations (eg Community Police/Fire Dept etc)

In **Years 1 and 2**, we build on the early learning goals for personal, social and emotional development and the work covered in the EYFS for PSED. In Year 1 and 2 PSHE, we:

- We teach our children the basic rules for keeping themselves healthy and for good behaviour;
- We provide opportunities to show that they can take some responsibility for themselves and their environment;
- Our children learn about their own and other people's feelings and they will become aware of the views, needs and rights of other children and adults;
- As a member of a class and the school, children will learn social skills such as how to share; take turns; play; help others; resolve simple arguments and to be able to identify and report and not accept bullying in any form;
- The Fundamental British Values are actively promoted and can also be seen in various posters, in more child-friendly language at this age.
- All pupils begin to take an active part in the life of their school and the wider community.

In **Years 3 – 6**, our pupils become more mature, self-confident and able to act both independently and interdependently through success collaboration and communication with others. They learn:

- How to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning and to resist bullying;
- About the wider world and the interdependence of communities within it.
- About Fundamental British Values which are actively promoted through both the PSHE curriculum and through assemblies and the attitudes and practices around school.
- To develop their sense of social justice and moral responsibility and begin to understand that their decisions and behaviour can affect local, National or Global issues.
- About social responsibility and sustainable living.
- To be able to take part more fully in school and community activities.
- That as they develop into young adults, they will face the changes of puberty and transfer to Senior School, with the support and encouragement of the Prep School. Please see separate RSE Policy and topics covered as part of our delivery of this statutory requirement.

## **5. Contribution of PSHE to other subjects**

The Personal, Social, Health and Economic Education programme is taught as a timetabled subject in one lesson a week. However, the very nature of the subject means that references to PSHE topics can be and are raised in Assemblies or in discussions about behaviour around the school, as well as in other curriculum areas such as Religious Education, Mathematics, Science, English and Geography, Thinking Skills or mindfulness etc.

## **4 Review and Development**

### **4.1 Procedure**

The content of the courses and the quality of teaching is monitored by the PSHEE Coordinator(s) for both Pre-Prep and Prep.

This document is reviewed annually by the Senior Leadership Team and/or Governing Board and as events or legislation change requires. It has been updated to include the statutory RSE curriculum required to be taught in all schools from September 2020.

### **4.2 Links with other Policies**

This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Curriculum Policy
- Safeguarding Policy
- RSE Policy (Prep)
- SMSC Policy