

## **The Croft Preparatory School**

### **PSHE Policy**

Policy Reviewed (GC)	17 November 2025
Peer Review Completed	05 December 2025
Ratified by SLT	09 December 2025
Next Review Date	November 2026

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to the Board and the Governing Committee.

Notwithstanding the above delegation, the Proprietors retains ultimate responsibility for how the statutory functions are executed.

### **Rationale and Ethos**

This policy covers The Croft Preparatory School's approach to encourage and support each pupil to fulfil their highest level of potential through the development of the mind, body and spirit, valuing their place in our school and the wider community, respecting and supporting others cultures, beliefs and values.

### **Our Vision and Aims**

As part of the Emotional and Physical Development Faculty, the School's vision is that Personal, Social, Health and Economic education (PSHE) gives pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It enables pupils to understand how they are developing emotionally, physically and socially, tackling many of the spiritual, moral, social and cultural issues to prepare them for the experiences of later life (Education Act 2002). PSHE also reflects the school's Core Values by encouraging respect for other people, paying particular regard to the protected characteristics of: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sex orientation as set in the Equality Act 2010.

We value the importance of PSHE (including RSHE) education in developing the qualities and attributes pupils need to thrive as healthy, independent and responsible members of society and in preparing them for the opportunities, responsibilities and experiences of adult life. It gives the essential knowledge, skills and attitudes they need to navigate money, financial decision-making and the world of work with confidence. We are also aware of the way PSHE can reduce or remove barriers to learning (such as

low self-esteem and unhealthy/risky behaviours) and that it supports many of the principles of Safeguarding.

PSHE is an essential vehicle for delivering the Backpack for Life pockets. It strengthens pupils' **Emotional Intelligence**, nurtures meaningful **Personal Attributes**, and builds awareness of the world and their role within **Society**. Together, these areas help pupils become well-rounded, confident, thoughtful individuals ready for the challenges and opportunities ahead.

We aim to encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed ensuring that they experience the process of democracy in school through ways such as the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society following Fundamental British Values (DfE Nov 2014), irrespective of race, gender, cultural or religious background.

The PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every pupil, including those with special educational needs or disabilities (SEND Code of Practice).

### **Who delivers the PSHE curriculum?**

All lessons are taught by trained PSHE teaching staff. They will establish clear parameters in class and special consideration will be given when teaching sensitive material. Staff will be fully aware of the pupils in their class and how they might respond to the curriculum material. (Please refer to Equality and Diversity Policy).

Teachers make lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; problem-solving and challenge activities.

The Head of PSHE will take the lead in policy development and in the production of schemes of work to ensure progression and continuity in the teaching of PSHE throughout the school and will update, inform and support staff as necessary and help promote the Emotional and Physical Development Faculty's vision.

### **Curriculum Design**

#### **PSHE – Subject Content**

PSHE will be taught through three core themes across Key Stages 1 and 2, as outlined in the PSHE Association Programme of Study (Updated 2020/21) and the statutory component of RSHE (September 2020). Each theme will be divided into three core themes, as follows:

1. **Health and Wellbeing** (please refer to RSHE policy for more detail)

Physical Health and Fitness including Medicinal and Non-Medicinal drugs

Keeping Safe and Managing Risks.

Changing Adolescent Bodies

Mental Health and Emotional Wellbeing

2. **Relationships** (please refer to RSHE policy for more detail)

Families and People Who Care For Me

Positive Friendships

Respectful Relationships

Privacy and Personal Boundaries

Value Differences

3. **Living in the Wider World**

Rights and Responsibilities – Duties and Freedoms

Law, Justice, Democracy

Active Citizens - Independent and Responsible Members

Money Matters- money and financial confidence, value of work

Fairness and Society

Personal Targets and Goals

Similarities, Differences, Diversity among people

Fundamental British values

**The Taking Care Project**

Each year all pupils from Reception to Year 6 take part in the Taking Care Project during the Lent Term as part of the PSHE and RSHE curriculum and Form Tutor time which helps prevent abuse and harm. This supports pupils taking responsibility for their behaviour and recognising that we should all respect people's right to feel safe.

Through this programme the pupils will have age appropriate information that will help them identify when they don't feel safe and equips them with skills and strategies so they can get help to feel safe again. We can teach the pupils to be aware of their safe feelings, recognise how they feel in different situations, who they can talk to and the importance of their own body privacy and directly relates to our Relationship and Sex and Health Education (RSHE) Policy and teaching.

Many aspects of PSHE are reinforced through whole school initiatives. Our active 'School Council' (Croft Council) and 'Food Council' discusses whole school matters having elected representatives from each class. Year 5/6 pupils develop leadership skills and empathy and team building skills on School residential trips. Our Core Value Ambassadors scheme builds peer mediation skills with other year groups developing communication skills and role model practises.

In promoting citizenship and economics, pupils' take part in many activities, for example, fundraising for charity, performing at creative or sporting events. Strengths and expertise of others in the School and the wider community are utilised with incoming visitors planned to enhance learning. We celebrate achievements in assemblies: for "Core Value" of the Week, the Headmaster's termly "De Coubertin" award for those children who put others ahead of themselves and displaying children's work.

### **Cross Curricular Links**

PSHE is taught as a subject, but many aspects are reinforced through the teaching of other curriculum areas. For example, the children are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function in Science, online safety is discussed in Technology as part of the delivery of the PSHE and RSHE curriculums. In History, diversity and inequality in society is considered, whilst in Geography the similarities and differences of countries around the world are compared with the pupils' own locality. The development of personal and social skills is covered in PE alongside health and fitness. Through RE lessons, the children consider the beliefs of others and develop empathy and respect for religions. Assemblies have an RSHE or 'Core Values' theme or consider festivals from a wide range of religions. PSHE, RSHE, RE and SMSC are also often linked to maximise understanding.

### **Safe and Effective Practice**

The School's aim is to foster and maintain a safe environment where all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer questions or be forced to take part in discussions). For any pupil wishing to discuss something confidential relating to the content of the lesson, an opportunity will be given. Distancing techniques are employed so pupils are able to discuss fictional characters and scenarios. All staff receive annual training on the statutory safeguarding guidance; 'Keeping Children Safe in Education' (updated September 2025) and receive any statutory safeguarding updates termly. (Please see School's Safeguarding and Child Protection Policy for details.)

### **Assessment, Monitoring and Reporting**

Self-assessment is a vital part of learning in PSHE. To support their independence, pupils are given many opportunities to reflect on and evaluate their learning to show progression and achievement.

Pupil voice is also a key feature of our learning at the Croft Preparatory School. We encourage children to express opinions on how and where they would like their learning to go and we take this into account when planning and teaching units from the curriculum. Responding to the views of pupils ensure our policy and curriculum is responsive and meet the needs to all our learners from year to year.

Staff who deliver the PSHE curriculum will critically reflect on their teaching and best practise can be shared at PSHE reviews and staff meetings. A formal report is given for PSHE in the Summer Term report. Verbal feedback is also provided, where appropriate, to Deputy Head Pupil Welfare and Safeguarding and the SENDCo, form tutors and parents at parents' evenings.

### **Cross Reference to other School Policies**

Relationship and Sex and Health Education (RSHE), Positive Behaviour Policy, Anti-bullying Policy, Equality and Diversity Policy, and the Online Safety Policy provide further information in relation to these subjects.