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BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

PSHEE Policy

Document created by:	Created On:
Headteacher	October 2015
SMT	June 2026

To be reviewed by:	Review date:
SMT	September 2027

A5 - PSHEE Policy

Revised: June 2026 (to be reviewed in September 2027)

This policy applies to EYFS, Infants and Juniors.

In EYFS we have opted out of the learning and development requirements of the EYFS statutory framework and follow a bespoke curriculum. The PHSEE policy is taught through a topic approach and is based on the following strands of the EYFS statutory framework: personal, social, and emotional development, moving and handling, understanding the world and expressive arts and design. Coverage can be seen on the whole school curriculum outlines.

Buckingham Preparatory School

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Behaviour and Sanctions Policy
- Safeguarding and the Welfare of Children Policy
- Equal Opportunities Policy
- Anti-bullying & Cyber-Bullying Policy
- Curriculum Policy
- RHE Policy and Framework
- Anti-Radicalisation Policy

Document Purpose

This policy reflects the values, ethos and philosophy of Buckingham Preparatory School in relation to the teaching and learning of Personal Social, Health and Economic Education. It gives a framework within which all governors, staff and children work together and it gives guidance on planning, teaching and assessment.

The PSHEE Policy is very much an ongoing, working document and as such it reflects both the practices that are carried out and those to which the school is striving. It is strongly linked with the Anti-Radicalisation (Prevent) and Relationships and Health Education (RHE) policies.

Opportunities are provided for all children and staff to share and develop ideas whilst respecting each other's views.

The Promotion of British Values in PSHEE

At Buckingham Prep we take pride in actively promoting the fundamental British Values throughout the school. We strongly believe in individual freedom, tolerance of others, personal and social

responsibility and upholding the rule of law. Fostering these values is at the heart of our curriculum and in the wider life of the school.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British Values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We embed British Values in a variety of ways throughout life and our curriculum at school including teaching mutual respect, how to make safe choices and about the consequences of when the law is broken in PSHEE lessons.

Tolerance of different faiths and religions is promoted in RE and PHSEE. Children learn about religious diversity and the practices of the main religions represented in the UK. Boys are encouraged to share their faiths and beliefs within the school and celebrate festivities throughout the calendar year. Visits to places of worship for a variety of religious beliefs are planned and undertaken and teachers made aware of the need for vigilance in reference to extremism and radicalisation.

We encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. This is achieved through RE and PHSEE lessons, actively reinforced in behaviour throughout the school, though assemblies and visitors to the school.

Through the School Council the school promotes a democratic process for the election of school councillors. This cultivates the concept of freedom of speech and group action to address needs and concerns. The democratic process is also promoted through the weekly class discussions/votes which inform the School Council representatives as to the wishes of the pupils in their Form.

Our assemblies uphold values of empathy, respect and tolerance. National charities (such as the NSPCC) provide talks/workshops for all pupils (EYFS – Y6) to ensure they understand their right to stay safe.

In recent years, we have had several theme days which have celebrated important 'British' events such as the coronation, King Charles' Coronation, and participation in the Olympic Games, VE Day Celebrations

SCHOOL AIMS

We strive:

To fulfil pupils' academic and social potential.

To develop confident pupils by offering recognition and praise for effort and success.

To enable pupils to develop the skills necessary for the next stage of their lives through the delivery of a planned, broad and balanced curriculum that meets and exceeds statutory requirements, ensures progress and continuity, and addresses the needs of all pupils.

To develop pupils with self-knowledge, self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance.

To maximise outcomes for pupils by developing positive home-school links, keeping parents informed about the life and activities of the school and encouraging them to participate fully in their child's learning.

For commitment and enthusiasm from the whole school community, providing a positive and supportive learning environment in order to develop adaptability, self-discipline and perseverance in pupils.

To develop pupils abilities to distinguish right from wrong and a belief in individual freedom, tolerance of others, personal and social responsibility and upholding the rule of law.

To develop an understanding of cultural diversity and the meaning of community in school, at home, locally, nationally and globally.

The spiritual, moral, social and cultural development of pupils promotes principles which:

(a) enable pupils to develop their self-knowledge, self-esteem and self-confidence
(b) enable pupils to distinguish right from wrong and to respect the law
(c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
(d) provide pupils with a broad general knowledge of public institutions and services in England
(e) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
(f) 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 England.
(g) to develop a range of character attributes, such as resilience and grit, which underpin success in education and employment
(h) should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and relationships, sexuality and sexual health (in line with the RHE Policy)

Subject Aims

Through a variety of learning experiences and the active promotion of fundamental British values, Buckingham Preparatory School helps each child:

- To think and act for him/her self
- To develop personal qualities and values

- To take his/her place in a wide range of roles in preparation for adult life, including respect for and participation in democratic processes, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- To develop confidence/independence
- To value and respect himself and value others
- To better know himself and think well of him/her self
- To develop social skills
- Value and respect belongings/living things/environment
- Be able to share/co-operate
- To build resilience to radicalisation and extreme ideas

Subject Objectives

Throughout their school life pupils should be taught the knowledge, skills and understanding through the study of five key areas:

- Personal development
- Active citizens within our Society
- Health and safety in all areas of life
- Relationship and Health Education
- Economic education

Health education considers the physical and emotional development of the child. Citizenship considers moral issues, becoming informed citizens, developing skills of enquiry and communication and developing skills of participation and responsible action.

Curriculum and School Organisation

The teaching of PSHEE at Buckingham Preparatory School is approached in a flexible way throughout the school within both Infants and Juniors and within each year group.

The planning documents outline in more detail how PSHEE is planned across the whole school. (See Appendix 1).

In planning the curriculum, teachers at Buckingham Preparatory School provide:

- A clear, consistent framework of values in which to work, supported and agreed by all
- A supportive relationship between teacher and child, child and child.
- A classroom climate which encourages all children to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits
- Encouragement by all staff through positive approaches to behaviour (our discipline policy reflects this)
- Clear guidelines for both parent and child

As a curriculum area, PSHEE has one Curriculum Coordinator responsible for the Early Years, Infants and Juniors.

Years Reception - 6

- Assemblies will have themes throughout the year for teacher's own personal assemblies which highlight certain aspects of the PSHEE curriculum. Regular Achievement, Kindness and House Points assemblies also support PHSEE.
- A school council will meet regularly to discuss various topics which they will then discuss with their peers and report back findings to the teacher responsible for the school council.
- Visiting speakers are invited to come to the school, such as members of the Police force.
- Children are restricted to bringing in a healthy snack for break times.

Class Organisation and Teaching Style

At Buckingham Preparatory School individual class teachers are responsible for their own class organisation and teaching style in relation to PSHEE while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values.

- By building positive working relationships between children and staff all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

- Year groups are encouraged to have speakers/visits in to discuss relevant topics.

Visitors and Visiting Speakers

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to lessons. The school will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PRE programme. A teacher will be present during the lesson.

The DSL has responsibility for ensuring that all visitors and visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. Where appropriate, the DSL will make enquiries of the agency/person who introduced the individual to the school and/or will conduct an internet search against the individual's name. It is school policy that visitors will always be supervised when working with pupils.

PSHEE is central to the educational entitlement of all children at Buckingham Preparatory School, and, as a cross-curricular dimension, permeates all aspects of life in school. It is mainly encompassed within the teaching of several subjects, notably, PE, Science, RE and a number of the cross-curricular themes, but is also taught through specified lessons. It is an integral part of the whole curriculum, and is not just a separate subject.

Whole school assemblies also reinforce the spiritual, moral and cultural development of the pupils.

Resources and Accommodation

Most resources are located within year group areas or individual classrooms. These are items that are used regularly or have been specifically requested by a member of staff. Staff have access to Collins work books and Twinkl and 3D PSHE resources.

Resources are replaced and purchased by the Coordinator as and when necessary. Staff are required to inform the Coordinator of any resources they would like to be added.

Assessment and Evaluation

PSHEE is primarily assessed by:

- Observations of a child or group of children when on task

- Work on sheets and in books

These assessments:

- Inform future planning

- Provide information about individuals or groups, for two consultation evenings

These assessments are carried out throughout EYFS, Infants and Juniors and are the responsibility of the class teacher with the support of the Senior Management.

Evaluation is carried out in order to enhance the teaching and learning of PSHEE within our school. The timescale involved in the evaluation may differ from year to year but is most likely to be on an annual basis.

It includes a regular evaluation of the content of the PSHEE Curriculum. Evaluation may take place by means of a number of methods including.

- The assessment of pupils' work and their achievements
- Discussion among groups of staff or the whole staff
- Classroom observation, of teachers and pupils
- External inspection and advice

Throughout the year the whole staff are encouraged to feedback information and ideas to the PSHEE Coordinator. This may include comments as to how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future PSHEE curriculum.