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PERSONAL, SOCIAL, HEALTH CITIZENSHIP & ECONOMIC EDUCATION (PSHCEE)

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Aims and Objectives

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) enables children to become healthy, independent and responsible members of society. We 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 promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and belief systems. We ensure that they experience the process of democracy in school through the election and participation in the BPS Pupil Parliament. We teach the children about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHCEE is a key way in which children can develop their self-knowledge, learn to be positive about their gifts and abilities, and develop their self-esteem and confidence. This is addressed in age-

appropriate ways as the children move through the school. The PSHCEE programme aims to provide a structured programme, including Relationships and Health Education, which complements the curriculum and the school's ethos by focusing on topics which will help all children become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn how to respond and develop meaningful relationships.

The aims of PSHCEE are to enable the children:

- To develop their self-knowledge, self-esteem and self-confidence.
- children feel safe to share ideas freely
- recognise and respond to their own feelings and the feelings of others
- value and understand healthy relationships
- learn about the country they live in and gain a broad general knowledge of public institutions and public services in England
- distinguish right from wrong and to respect the civil and criminal law of England
- develop their self-knowledge, self-esteem and self confidence
- be tolerant individuals who respect and appreciate their own and other cultures, appreciating and tolerating racial and cultural diversity
- take steps to avoid and resist racism, radicalisation and all forms of discrimination
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010)
- 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.
- accept responsibility for their own behaviour and show initiative
- become involved in their community and to be effective, confident and positive contributors to and users of its services and facilities according to their maturity
- encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. If political viewpoints are spoken about, all views are explored and respected.
- learn about the achievements of other cultures, including those outside Europe

This is done throughout the curriculum, in school assemblies, as well as in specific PSHCEE lessons.

Teaching and Learning Style

We use a range of teaching and learning styles and place an emphasis on active learning by including the children in discussions, role-play and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, eg, charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives

from the local community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Our teaching precludes the promotion of partisan political views in the teaching of any subject in the school and we take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of the pupils:

- i) while they are in attendance at the school;
- ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- iii) in the promotion at the school, including through the distribution of promotional material of extra-curricular activities taking place at the school or elsewhere they are offered a balanced presentation of opposing views.

PHSCEE

PSHCEE is an integral part of our school. It is taught by Form Teachers and is inclusive and reflective of society. It is taught both discretely, in Assemblies and as a subject in its own right, as well as in Form Times and as whole school initiatives such as 'Buddying/Playground Leaders/Y6 Leaders'.

Some of the time we introduce PSHCEE through other subjects, e.g. when teaching about local environmental issues in Geography. As there is a large overlap between the programme of study for Religious Education and the aims of PSHCEE, we also teach a considerable amount of the PSHCEE through our Religious Education and Philosophy lessons.

Our Relationships and Sex Education programme starts in Nursery when children start to look at 'body parts', knowing what consent is etc and continues and develops through to Year 6. This is subject to a separate BPS Relationships and Sex Education (RSE) Policy which should be read in conjunction with this policy.

We also develop PSHCEE through activities and whole school events. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

PSHCEE curriculum planning - Key Stage 1 and 2 We carry out the curriculum planning in PSHCEE in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. The subject leader works this out in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit and ensure an appropriate balance and distribution of work across each term. These list the specific learning objectives for each lesson, and detail how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. We plan the lessons in PSHCEE so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build

planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We will follow the JIGSAW and One Decision schemes of work alongside The PSHE Association scheme of work, teaching PSHCEE and Relationships Education through Years 1-6. Each year the pupils will cover three main units:

Autumn Term

Being Me in My World	Includes understanding my place in the class, school, and global community. It also looks at being a responsible citizen.
Celebrating Difference	Includes kindness, anti-bullying (cyber and homophobic bullying included) and diversity work

Spring Term

Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Changing Me	Includes Relationships and Sex Education in the context of looking at change

Summer Term

Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices and safety
Dreams and Goals	Includes goal setting, aspirations, working together, design and organising fundraising events.

EYFS

Within EYFS all teaching staff including learning assistants are responsible for delivering PSHCEE throughout the school day both in school and off site. Topics taught include:

- cooperative play,
- sharing,
- taking turns
- Listening to the views of others,
- empathy,
- encouraging positive relationships,
- encouraging independence
- awareness of others' feelings
- ability to resolve problems without aggression
- respect,

- responsibility,
- perseverance
- positive behaviour
- kindness
- consequences
- awareness of other cultures,
- beliefs and celebrations
- healthy eating
- hygiene
- exercise
- personal safety including NSPCC Pants Rule - [Let's talk PANTS with Pantosaurus! | NSPCC](#)
- environmental Awareness
- visits from public services organisations e.g. Fire service and Community police.

We teach PSHCEE in the EYFS classes as an integral part of topic work covered during the year. We relate the PSHCEE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCEE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support PSHCEE education in EYFS classes when we teach 'how to develop a child's understanding of the world'.

Skills, Knowledge and Understanding

The following guidelines will be covered both in individual PSHCEE lessons and in a whole school approach throughout EYFS, KS1 and KS2.

Personal Development – pupils should be taught:

- To express and justify a personal opinion orally and in writing on issues of personal and social concern.
- To recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals.
- To face new challenges positively through gathering information, seeking help, making choices, and taking action.
- As they approach puberty, the changes in emotions that puberty brings and how to manage their feelings towards themselves and others.
- The range of jobs and work carried out by people they know and how pupils can develop skills to make their own future contribution.

Social Development – pupils should be taught:

- To recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes.

- To consider the experiences and lives of other people living in other places/times and with different values and customs.
- About different types of relationships among friends and families and to develop skills needed to be effective in relationships.
- The consequences of racism, teasing, extremism, bullying and violent behaviour and to learn to respond appropriately to them and ask for help.
- To recognise and challenge stereotypes.
- To understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability; about sources of help and support for individuals, families and groups.
- To have a broad general knowledge of public institutions and public services in England.

Health Education including Mental Health – pupils should be taught:

- About options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health, and to make informed choices.
- That bacteria and viruses can affect health, and transmission may be reduced when simple, safe routines are used.
- By the end of Year 6, children will have an understanding about puberty and human reproduction – growing up, body parts, body changes, internal and external organs, puberty for girls and boys, conception and birth.
- Which commonly available substances and drugs are legal and illegal and their effects and the associated risks.
- To recognise risks in different situations and make judgements about behaviour, including what kind of physical contact is acceptable/ unacceptable.
- That pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- School rules relating to health and safety issues, basic emergency aid procedures and where to get help.

Citizenship – pupils should be taught:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

- An understanding of the importance of identifying and combatting discrimination.
- About topical issues and events, how to discuss and debate them and present the outcome.
- Why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation and adaptation of rules.
- To understand the consequences of anti-social behaviour, including bullying, for individuals and communities.
- That there are different kinds of duties, responsibilities and rights at home, at school and in the community and that these can sometimes conflict with each other.
- To reflect on social, moral and cultural issues, using imagination to consider the experience of others.
- To participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.
- To understand the concept of democracy and the basic institutions which support it at local and national level.
- The role of voluntary, community bodies and pressure groups.
- To appreciate the diversity of national, regional, religious and ethnic identities within the UK including tools needed to resist grooming and extremism in all their forms.
- That there are different ways of allocating scarce resources and that economic choices affect individuals, communities and the environment.
- To explore how the media and other sources present information-bias.
- To form and consider balanced opinions.

Assessment and Recording

Teachers assess the children's work in PSHCEE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against specific learning objectives. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- grouping children in different ways, sometimes setting different tasks for each group
- providing a range of challenges through the provision of different resources
- questioning during circle time and in lessons.

We have clear expectations of what the pupils will know, understand and be able to do at the end of EYFS and KS1 and KS2.

Teachers record the achievements of pupils in PSHCEE in their written reports, both in the Form Reports and other subject areas as appropriate. Achievements may also be recognised in our weekly Assemblies.

PSHCEE and inclusion

At BPS, we teach PSHCEE to all children, whatever their ability and individual needs. PSHCEE implements the school curriculum policy of providing a broad and balanced education to all children. Through our PSHCEE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those children with Special Educational Needs, those with Learning Difficulties and Disabilities, those with

special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details see separate policies: Special Educational Needs; Supporting Children with Medical Needs; Higher Ability.

When progress falls significantly outside the expected range, the child may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Intervention will lead to the creation of an Individual Support Plan for a child with special educational needs / learning difficulties and disabilities. This may include, as appropriate, specific targets relating to the Educational Healthcare Plans (EHCP).

Contribution of PSHCEE to teaching in other curriculum areas

English - PSHCEE contributes to the teaching of English at BPS by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Speaking and listening is a key part to PSHCEE. Drama is also used by creating role plays for the children to use what they have learnt in scenarios. Stories can be an exciting starting point for projects, particularly at Key Stage 1 and EYFS.

Maths - The topic budgeting applies mathematical knowledge.

Science - Keeping healthy (exercise and healthy eating) works alongside the science curriculum.

Religion and Philosophy/Understanding the World - Learning about others' religions, communities and cultures is covered is supported by a programme of educational visits.

Art - In art, the children can use their artistic skills particularly in designing posters or drawing ideas related to the topic studied.

Spiritual, moral, social and cultural development

The teaching of PSHCEE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in PSHCEE, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

PSHCEE and Computing

The children also use ICT to collect information and to present their ideas through design and presentation software, including PowerPoint, Book Creator, Canva or One Note. Computing features in the PSHCEE curriculum. Cyber bullying is covered within the PSHCEE curriculum and as and when friendship issues arise. PSHCEE teachers, like all other subject areas, will be using technology in the classroom to enhance the learning topics; this will be supported by the Digital Lead and the IT Manager.

Monitoring and Review

The Assistant Head Pastoral is responsible for monitoring the standards of children's work and the quality of teaching. The Assistant Head Pastoral supports colleagues in the teaching of PSHCEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Assistant Head Pastoral is also responsible for giving the Headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Buddies

Older pupils are paired with younger children Nursery/Pre-school with Year 3, Reception with Year 4, Year 1 with Year 5 and Year 2 with Year 6. 'Buddy sessions' are allocated usually each half term, for classes to work together, for instance doing paired-reading. We also provide opportunities for the children to enjoy social times together during events. The children are encouraged to spend time with their buddies at playtime. These relationships are mutually beneficial in terms of social development for both the younger and older child. The Assistant Head Pastoral retains overall charge of the organisation of these schemes and the integration of new arrivals into the scheme during the course of the year. Y6 are also given a class to buddy up with where they can go during wet playtimes and initiate games, chat with the children and be there for support.

Mentors

In the same manner as the pupils, each new member of the school staff is allocated another staff member to act as a mentor. This relationship is to be mutually supportive and an opportunity for both to share good practice. There will be no assessment role built into this scheme and discussions should be regarded as confidential (within the bounds of professional judgement). Mentor meetings should be arranged by staff at mutually convenient times. New staff should meet with their mentor each week during the first half term at least.

Resources

Our school has a wide range of resources to support the teaching of PSHCEE across the school. We use a range of recommended resources including Jigsaw and One Decision as well as resources from the PSHE Association

Safeguarding

If a child makes a comment during a lesson/circle time that causes concern, the safeguarding policy is followed.

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this



document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the following documents: Curriculum, Teaching, Behaviour Management, Pastoral, Supervision, Child Protection and On-line Safety Policies and the Staff Code of Conduct.

This document is reviewed annually by the Assistant Head Pastoral or as events or legislation change requires. The next scheduled date for review is September 2025.