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

Contents:

Aims and Objectives	1 - 3
Teaching and Learning Style	3 - 4
Delivery of PSHCEE across school	4 - 5
PSHCEE Curriculum Planning	5 - 6
PSHCEE in the EYFS	6 - 7
Skills, Knowledge and Understanding	7 - 9
Establishing a safe learning environment	10
Responding to questions and dealing with disclosures	10
Assessment and Recording	11
PSHCEE and Inclusion	11 - 12
Contribution to other subjects	12 - 13
Spiritual, Moral, Social and Cultural Development (SMSC)	13 - 14
PSHCEE and Computing	14
Monitoring and Review	15
Buddies	15
Mentors	16
Engaging parents and other stakeholders	16
Resources	16
Safeguarding	17
Appendix 1 – PSCHEE Long Term Plan	18

Pages:

Aims and Objectives

At our school, PSHCEE plays a vital role in helping children grow into healthy, independent, and responsible members of society. Through this subject, we support pupils in developing a strong sense of self-worth and encourage them to make a positive contribution to school life and the wider community.



Our policy is designed with the best interests of our pupils at heart. It is regularly reviewed and updated in collaboration with all stakeholders, including the children themselves, through the inclusion of pupil voice wherever possible.

We are committed to promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. Pupils experience democratic processes firsthand through initiatives such as the BPS Pupil Parliament, where they learn about active citizenship and decision-making.

As part of our PSHCEE curriculum, children are taught about their rights and responsibilities and are encouraged to appreciate what it means to be a valuable member of a diverse and multicultural society. The programme helps pupils to build self-awareness, recognise their own strengths and areas for growth, and develop confidence, self-esteem, and resilience.

Our PSHCEE provision is carefully structured to be age-appropriate and responsive to the needs of our pupils as they progress through the school. It includes statutory Relationships and Health Education and complements the wider curriculum and school ethos. The programme explores important life topics and provides pupils with the tools to form positive relationships, understand themselves and others, and grow into caring, respectful, and active members of the community.

The aims of PSHCEE are to enable the pupils:

- To develop their self-knowledge, self-esteem and self-confidence.
- pupils 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, form times, as well as in specific PSHCEE lessons, so that if a topic or issue arises, it can be addressed in a timely manner.

Teaching and Learning Style

Our PSHCEE curriculum is delivered using a variety of age-appropriate teaching and learning strategies, with a strong emphasis on active, pupil-led learning. We create opportunities for children to engage in meaningful discussions, role-play, and problem-solving activities that encourage personal reflection and critical thinking.

Pupils are encouraged to participate in a range of practical experiences that foster active citizenship and social responsibility. These include charity fundraising, planning school events such as assemblies, and taking part in initiatives that support individuals or groups facing challenges. Through these experiences, pupils develop empathy, leadership skills, and a deeper understanding of their role within the wider community.

Classroom environments are organised to promote open dialogue, collaborative decision-making, and conflict resolution. Pupils are supported in contributing to class discussions and in establishing agreed rules for positive behaviour and mutual respect.

We enrich the curriculum by inviting visiting speakers from a range of professions—including healthcare, police, and local community organisations—who share their experiences and roles in contributing to a safe, healthy, and inclusive society. These sessions provide valuable real-world context and help pupils to make meaningful connections with their learning.

Our teaching is grounded in impartiality and adheres strictly to guidance on political neutrality. We do not promote partisan political views in any subject. When political issues are addressed—whether during lessons, extra-curricular activities organised by or on behalf of the school, or through promotional materials—we ensure that pupils are offered a balanced presentation of different perspectives.

PSHCEE lessons, including those covering sensitive or potentially risky behaviours, are delivered in a positive, supportive tone. We strive to ensure that the information provided is accurate, up to date, and relevant to the pupils' age and stage of development.

To help pupils link their learning to real-life situations, we use a variety of practical methods, examples, and age-appropriate resources, including 1 Decision discussion videos. These help to bring abstract concepts to life and deepen pupils' understanding of healthy behaviours, relationships, and choices.

We also promote a culture of help-seeking across the school community. Pupils are encouraged to speak openly with trusted adults and are supported through a range of initiatives including Wellbeing Leaders, Worry Boxes, Wellbeing Drop-Ins, our Buddy system, information displays, and themed assemblies. These structures ensure that all pupils know where and how to access support when needed.

Delivery of PSHCEE across the school

PSHCEE is a vital and embedded part of our school curriculum. It is delivered by Form Teachers or Phase Leaders and designed to be inclusive, reflective of our diverse society, and responsive to the needs of all pupils. The subject is taught both discretely—as part of timetabled lessons and assemblies—and more broadly through Form Time activities and whole-school initiatives such as our *Buddying Scheme*, *Playground Leaders*, and *Year 6 Leadership Roles*.

Elements of PSHCEE are also woven into other curriculum areas to create meaningful cross-curricular links. For example, local environmental issues may be explored in Geography, while shared themes and values are frequently addressed in Religious Education and Philosophy, where there is significant alignment with the aims of PSHCEE.

Our *Relationships and Sex Education (RSE)* programme begins in the Early Years, where children are introduced to foundational concepts such as naming body parts and understanding personal boundaries and consent. The programme builds progressively throughout each year group, culminating in Year 6. This area of learning is guided by our separate *BPS Relationships and Sex Education Policy*, which should be read alongside this document.

PSHCEE is further enriched through wider school activities and events that foster pupils' personal and social development. We offer residential trips in Key Stage 2 that focus on building self-esteem, independence, teamwork, and leadership. These experiences complement classroom learning and provide valuable opportunities for pupils to practise the skills and values promoted through our PSHCEE curriculum in real-life settings.

PSHCEE curriculum planning

PSHCEE curriculum planning is structured across three progressive phases: long-term, medium-term, and short-term. This ensures clear sequencing, coverage, and progression across Key Stages 1 and 2.

The **long-term plan** outlines the key units to be taught each term throughout the key stage. This is developed collaboratively by the subject leader and teaching staff in each year group, ensuring consistency and continuity across the school.

The **medium-term plans** provide detailed guidance on the content of each unit. They clearly set out the learning objectives, expected outcomes, and ensure a balanced distribution of topics throughout the year. These plans help guarantee that pupils engage with a wide range of PSHCEE themes in a coherent and age-appropriate way.

The **short-term (weekly) lesson plans** are prepared by class teachers and include specific learning objectives, teaching strategies, and differentiated activities to support pupils of all abilities. These plans are informed by the children's prior knowledge and understanding, ensuring that lessons build progressively on earlier learning. The class teacher retains responsibility for these plans, which are often reviewed and discussed informally with the subject leader to maintain high standards and continuity.

We are committed to ensuring that all pupils have equal access to PSHCEE learning, and that they are appropriately challenged as they move through the school. Our planning reflects a clear progression of knowledge, skills, and understanding from year to year.

To support high-quality delivery, we follow the **PSHE Association's Programme of Study**, supplemented by the **1Decision scheme**. These resources are used from Years 1 to 6 and ensure that statutory Relationships Education is fully covered. Each year group engages with three key units, providing a consistent and comprehensive foundation for pupils' personal, social, and emotional development.

Autumn Term

Relationships	Includes families and friendships, safe relationships, and respecting ourselves and others
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Spring Term

Health and Wellbeing	Includes physical health and mental wellbeing, growing and changing, and keeping safe (Safeguarding)
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Summer Term

Living in the Wider World	Includes belonging to a community, media literacy and digital resilience, and money and work
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A Long-Term Plan for Years 1-6 can be found in Appendix 1

PSHCEE in the Early Years Foundation Stage (EYFS)

In the EYFS, all teaching staff—including learning assistants—play an active role in delivering PSHCEE throughout the school day, both within the classroom and during off-site activities. PSHCEE is embedded across daily routines and interactions, supporting children's social, emotional, and personal development in meaningful and age-appropriate ways.

Key themes explored in the EYFS include:

- Cooperative play and teamwork
- Sharing and taking turns
- Listening to others and valuing different perspectives
- Developing empathy and emotional awareness
- Building and maintaining positive relationships

- Encouraging independence and self-confidence
- Recognising and managing feelings
- Resolving conflicts peacefully and respectfully
- Respect for others and celebrating diversity
- Taking responsibility for actions and choices
- Showing perseverance and resilience
- Demonstrating kindness and positive behaviour
- Understanding actions and consequences
- Learning about different cultures, beliefs, and celebrations
- Making healthy choices (e.g., eating, hygiene, exercise)
- Personal safety, including the NSPCC's PANTS rule: "Talk PANTS with Pantosaurus"
- Environmental awareness and care for the world around them
- Engaging with the wider community through visits from public services (e.g., fire service, community police)

PSHCEE is taught as an integral part of cross-curricular topic work throughout the year and is closely aligned with the **Early Learning Goals (ELGs)**. Learning opportunities are designed to support the development of each child's personal, social, and emotional skills, in line with the EYFS framework.

We also promote PSHCEE through the *Understanding the World* area of learning, helping children develop a sense of identity, responsibility, and awareness of the wider community. Through carefully planned interactions, play, and discussion, we create a nurturing environment where pupils learn the foundations of empathy, respect, and lifelong wellbeing.

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 are supported to:

- Express and justify their opinions on personal and social issues, both orally and in writing.
- Recognise their unique value and achievements, learn from their mistakes, and set personal goals.
- Approach new challenges with a positive attitude by gathering information, seeking support, making informed choices, and taking action.
- Understand and manage the emotional changes associated with puberty.
- Explore the world of work by learning about different jobs, including those held by people they know, and begin to consider the skills they may need to contribute meaningfully in the future.

Social Development -

Pupils are taught to:

- Understand that actions have consequences and develop empathy by considering others' feelings and perspectives.
- Explore the lives, experiences, and values of people from different places, cultures, times, and backgrounds.
- Identify and understand different types of relationships (e.g. friends, families) and develop the skills needed to maintain healthy and respectful relationships.
- Recognise and respond appropriately to racism, bullying, teasing, extremism, and other harmful behaviours, and know how to seek help.
- Identify and challenge stereotypes.
- Understand that differences and similarities between people may be influenced by a range of factors including race, culture, religion, gender, and disability.
- Know where to find sources of help and support for individuals, families, and communities.
- Develop a broad understanding of public services and institutions in England and how they support society.

Health Education including Mental Health -

Pupils will:

- Learn about healthy lifestyle choices, including the importance of balanced nutrition, regular exercise, personal hygiene, and positive mental health.
- Understand the role of bacteria and viruses in illness and how health can be protected through simple routines.
- By the end of Year 6, have a secure understanding of puberty and human reproduction, including body parts, changes during puberty, conception, birth, and differences between boys and girls.
- Learn about commonly used legal and illegal substances, their effects, risks, and associated laws.
- Develop skills to recognise and manage risk in different situations and judge appropriate behaviour, including understanding acceptable and unacceptable physical contact.
- Recognise that pressure to engage in risky or inappropriate behaviour can come from different sources and learn strategies to resist such pressure.
- Know school rules related to health and safety, understand basic emergency procedures, and know how and where to access help.

Citizenship -

Pupils are taught to:

- Understand how citizens can influence decisions through the democratic process.

- Appreciate the importance of living under the rule of law and how it protects individual rights and ensures safety.
- Recognise the separation of powers in the UK's political system, including the roles of the executive, judiciary, Parliament, police, and military.
- Understand that freedom of belief and faith is protected by law, and that tolerance and respect should be shown to those with different beliefs or no beliefs.
- Identify and challenge all forms of discrimination and prejudice.
- Engage with topical issues and current events, developing the skills to discuss, debate, and present balanced arguments.
- Understand why laws and rules are created and enforced, and how different contexts require different sets of rules.
- Participate in creating and adapting classroom or school rules, understanding the democratic process behind decision-making.
- Explore the consequences of anti-social behaviours, including bullying, and their impact on individuals and communities.
- Understand that people have different duties, rights, and responsibilities at home, in school, and in the community, and how these may sometimes conflict.
- Reflect on moral, social, and cultural issues, using empathy and imagination to understand other perspectives.
- Learn how to resolve differences through discussion, negotiation, and making informed decisions.
- Understand the key principles of democracy and the institutions that support it at both local and national levels.
- Recognise the role of voluntary organisations, community groups, and pressure groups in bringing about change.
- Appreciate the rich diversity of religious, ethnic, national, and regional identities in the UK and understand how to resist grooming, radicalisation, and extremism in all forms.
- Explore how economic choices affect individuals, communities, and the environment, and understand different approaches to allocating resources.
- Develop critical thinking skills to evaluate how information is presented in the media and other sources, recognising bias and misinformation.
- Form and express balanced, well-informed opinions based on evidence and respectful dialogue.

Establishing a safe learning environment

We create a safe and supportive learning environment because we know and understand our children so well. Our pastoral care ensures that staff are aware of anyone who may need extra support and appropriate support is put in place.

We establish ground rules with all classes by going through expected behaviours and responses at the start of each year, and reminders of this may be made at the start of a particularly sensitive topic as well

We ensure that where pupils indicate that they may be vulnerable and at risk, they get appropriate support - a chat before or after the lesson, a conversation with parents/ support staff, and all teaching staff would be informed to keep an extra eye out for vulnerable pupils.

Teaching considers the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

Responding to questions and dealing with disclosures

Pupils' questions are answered by the teacher in an age-appropriate manner. We avoid inducing shock or shame. We ensure that lessons, including those on risky behaviours, remain positive in tone.

We allow pupils to raise anonymous questions by using a sticky-note to ask questions. This can then be given to the teacher or put in a questions box in the form room/lesson.

If a safeguarding issue is raised by an anonymous question, staff will inform the DSL asap.

Staff do not ask/answer personal questions.

We support staff to answer questions by providing CPD, INSET and PSHE specific information via updates and newsletters.

Staff are encouraged to 'park' questions they do not know the answer to, in order to seek guidance from the Assistant Head Pastoral.

If a pupil makes a disclosure, staff will inform the DSL immediately.

Assessment and Recording

Following baseline assessments, our teachers adapt / review / plan accordingly. Following endpoint assessments, our teachers are encouraged to inform the Assistant Head Pastoral of any changes that need to be made to the curriculum or Policy.

Staff also make informal judgements as they observe pupils during lessons and use more formal assessments of pupils' work by measuring 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 the PSHCEE assessment tracker and 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 are committed to delivering a PSHCEE curriculum that is inclusive and accessible to all pupils, regardless of their ability, background, or individual needs. Our approach aligns with the whole-school curriculum policy, ensuring that every child receives a broad, balanced, and meaningful education.

Through the teaching of PSHCEE, we aim to provide engaging and supportive learning opportunities that enable all pupils to make progress and achieve personal success. We are proactive in identifying and meeting the needs of:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with specific learning difficulties or medical needs
- Pupils with exceptional gifts and talents
- Pupils who are learning English as an Additional Language (EAL)

We take all reasonable steps to ensure that our PSHCEE provision is appropriately differentiated and inclusive. This includes adapting teaching materials, providing additional support where necessary, and using a range of teaching styles to suit different learning needs.

Where a child's progress falls significantly outside the expected range, we undertake a careful assessment process that considers a variety of contributing factors, such as classroom organisation, teaching approaches, and curriculum content. Based on this, targeted interventions may be introduced, and where appropriate, an **Individual Support Plan** is created in collaboration with relevant staff and parents.

For pupils with an **Education, Health and Care Plan (EHCP)** or specific learning needs, the PSHCEE curriculum may include tailored objectives linked to their plan, ensuring that all areas of their development—including social, emotional, and personal—are fully supported.

For further guidance, please refer to the following policies:

- **Special Educational Needs Policy**
- **Supporting Children with Medical Needs Policy**
- **BPS Higher Ability Policy**

Contribution of PSHCEE to Teaching in Other Curriculum Areas

PSHCEE supports and enriches learning across the curriculum at BPS, providing meaningful opportunities to reinforce and apply knowledge, skills, and values in a cross-curricular context. It complements and enhances pupils' learning in the following subject areas:

- **English**
PSHCEE promotes strong communication skills through activities that involve speaking, listening, discussion, debate, and role play. Pupils are encouraged to express opinions, listen to others, and articulate their thoughts clearly. Drama and storytelling, particularly in EYFS and Key Stage 1, provide engaging ways to explore PSHCEE themes through character exploration and narrative. Written work in PSHCEE also reinforces the development of grammar, vocabulary, and persuasive writing.
- **Mathematics**
Financial education elements of PSHCEE, such as budgeting and money management, allow pupils to apply their mathematical knowledge in practical and meaningful contexts. Activities may involve calculating costs, comparing value, and understanding saving and spending.
- **Science**
Topics such as healthy eating, exercise, hygiene, and personal care are closely linked with the science curriculum. PSHCEE builds on this knowledge by focusing on decision-making, personal responsibility, and understanding how to maintain physical and mental well-being.
- **Religion and Philosophy / Understanding the World**
PSHCEE supports pupils in developing respect, empathy, and understanding for people of different faiths, cultures, and communities. This is enhanced through class discussions, themed topics, and a programme of educational visits that deepen pupils' appreciation for diversity and shared values.
- **Art**
Artistic expression is often used in PSHCEE to help pupils communicate their ideas and reflections creatively. Pupils may design posters, draw concept illustrations, or create collaborative displays related to topics such as kindness, anti-bullying, or environmental awareness.

Through these links, PSHCEE plays a vital role in supporting the development of the whole child, reinforcing key skills and knowledge across the curriculum while promoting personal growth, social responsibility, and emotional literacy.

Spiritual, Moral, Social and Cultural Development (SMSC)

PSHCEE plays a vital role in promoting pupils' spiritual, moral, social, and cultural development at BPS. It provides rich opportunities for children to reflect on their values, beliefs, and responsibilities as individuals and members of society.

Through collaborative work and structured group activities, pupils are encouraged to listen, share, and respect one another's ideas and experiences. This helps to foster empathy, self-awareness, and mutual understanding. Our approach encourages children to express their thoughts and feelings confidently while valuing the contributions of others.

Social development is supported through cooperative learning and teamwork, which promote positive relationships and interpersonal skills. Pupils learn to work constructively with different peers, understand group dynamics, and appreciate the strengths and perspectives of others.



Moral development is embedded through discussions on fairness, justice, right and wrong, and the consequences of actions. Pupils are supported in developing a strong sense of responsibility for their behaviour, their choices, and how these affect others.

Cultural development is nurtured through exposure to a range of beliefs, traditions, and customs from both within the UK and across the wider world. Pupils learn to value diversity, challenge stereotypes, and celebrate the richness of different cultures and communities.

Spiritual development is encouraged by creating safe spaces for reflection, self-discovery, and meaningful dialogue. Pupils are given opportunities to consider their own identity, values, and purpose, helping to build resilience, compassion, and a sense of belonging.

Through PSHCEE, children learn to respect themselves, others, and the environment, and to appreciate that while all people are equally important, individual needs may differ. This holistic approach equips pupils with the understanding and skills necessary to thrive in a diverse and ever-changing world.

PSHCEE and Computing

Computing plays an important role in supporting and enhancing the delivery of PSHCEE across the curriculum. Pupils are encouraged to use a variety of digital tools to research, organise, and present their ideas creatively and effectively. Platforms such as PowerPoint, Book Creator, Canva, and OneNote enable children to develop their communication and presentation skills while exploring key PSHCEE themes.

The PSHCEE curriculum also includes specific teaching around **Digital Literacy**, **Online Safety**, **Digital Resilience**, and **Cyberbullying**. These topics are addressed both as part of planned learning and in response to real-time issues or concerns that may arise, ensuring that the content remains relevant and meaningful.

Technology is used within PSHCEE lessons to support and extend learning, providing interactive and engaging experiences for pupils. All PSHCEE teaching staff are encouraged to integrate technology where appropriate, with support from the school's **Digital Lead** and **IT Manager** to ensure best practice and the safe use of digital resources.

This approach ensures that pupils develop the skills and awareness needed to navigate the digital world confidently, respectfully, and safely - key elements in preparing them for modern life.

Monitoring and Review

The Assistant Head Pastoral holds overall responsibility for monitoring the quality of teaching and standards of pupil learning in PSHCEE. This role involves supporting teaching staff by

providing up-to-date information on developments within the subject and offering strategic leadership to guide the ongoing improvement of the PSHCEE programme across the school.

Regular monitoring activities include reviewing lesson delivery, evaluating pupils' work, and observing the impact of PSHCEE on pupil development. The Assistant Head Pastoral works collaboratively with staff to identify strengths and areas for development.

An annual summary report is prepared for the Headteacher, which evaluates the effectiveness of the PSHCEE curriculum, highlights achievements, and outlines priorities for future improvement to ensure the continuous enhancement of provision.

Buddies

At BPS, we foster supportive and positive relationships between older and younger pupils through our Buddy Scheme. Pupils are paired across year groups—Nursery/Pre-school with Year 3, Reception with Year 4, Year 1 with Year 5, and Year 2 with Year 6. These partnerships encourage friendship, mentorship, and social development.

'Buddy sessions' are scheduled, usually once each half term, providing opportunities for paired activities such as paired reading and collaborative projects. Additionally, the children are encouraged to spend time with their buddies during playtimes and special school events, promoting interaction and a sense of community.

These buddy relationships offer mutual benefits, helping younger pupils to feel supported and confident, while older pupils develop leadership, empathy, and responsibility.

The Assistant Head Pastoral oversees the coordination of the Buddy Scheme, including the smooth integration of new pupils throughout the year. Year 6 pupils are also assigned a specific class to buddy with during wet playtimes, where they facilitate games, provide companionship, and offer additional support to younger children.

Mentors

In a similar way to the pupil buddy system, each new member of the school staff is paired with an experienced colleague who acts as a mentor. This mentoring relationship is designed to be mutually supportive, providing a valuable opportunity to share best practices, guidance, and professional insights.

Mentoring is a confidential process, free from any formal assessment responsibilities, and discussions should be treated with discretion, within the bounds of professional judgement.

Mentor meetings should be scheduled at times convenient for both parties. New staff members are encouraged to meet with their mentor weekly throughout the first half term to ensure effective support and smooth integration into the school community.

Engaging parents and other stakeholders

We are committed to working with parents and carers. Parents and carers are informed about the PSHCEE policy through our website and Banstead Bulletin.

We communicate with parents and carers by including weekly topical Wellbeing and Safeguarding articles in our Banstead Bulletin. We offer support and encourage discussion of topics at home by including some suggested activities.

If a parent has questions about our PSHE provision, they should contact our Assistant Head Pastoral. julie.windett@bansteadprep.com

Pupils have been involved in the creation of the PSHE curriculum and/or policy through pupil voice and feedback from staff after PSHCEE lessons and form times or via Pupil Parliament.

Resources

Our school is well-equipped with a diverse range of resources to support the effective delivery of PSHCEE across all year groups. We utilise a variety of trusted and recommended materials, including the comprehensive **1Decision** programme, alongside resources provided by the **PSHE Association**. These resources are regularly reviewed to ensure they remain relevant, engaging, and aligned with current best practices.

Safeguarding

If a child makes a comment during a lesson or circle time that raises any concern, the school's safeguarding policy will be promptly followed to ensure the child's safety and well-being. All staff are trained to respond appropriately and to report concerns according to established procedures.

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 2026.

Appendix 1

PSHCEE LONG TERM PLAN

Banstead Preparatory School uses **1Decision*** and PSHE Association resources for PSHCEE to create a tailor-made curriculum that reflects the needs of our school. The whole school will follow the structure outlined below, revisiting themes each year in greater detail and depth. Some themes eg: Relationships, diversity, mental health and consent, will be ongoing throughout the year as an intrinsic part of our school culture and hidden curriculum. Specific elements of greater focus will be taught at the allocated time, set out below.

BPS PSHCEE LTP 2025 - 26	Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the Wider World		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Physical Health and Mental wellbeing	Growing and Changing	Keeping Safe	Belonging to a Community	Media Literacy and Digital resilience	Money and Work
Year 1	Role of different people Families Feeling cared for	Recognising privacy Staying Safe Seeking permission	How behaviour affects others Being polite and respectful	Keeping healthy Food and exercise Hygiene routines Sun safety	Recognising what makes them unique and special Feelings Managing when things go wrong	How rules and age restrictions help us Keeping safe online	What rules are Caring for others needs Looking after the environment	Using the internet and digital devices Communicating online	Strengths and interests Jobs in the community
Year 2	Making friends Feeling lonely and getting help	Managing secrets Resisting pressure and seeking help Managing hurtful behaviour	Recognising things in common and difference Playing and working cooperatively Sharing opinions	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help	Growing older Naming body parts	Safety in different environments Risk and safety at home Emergencies	Belonging to a year group Roles and responsibilities Being the same and being different in the community	The internet in everyday life Online content and information	(Moving class or year) What money is Needs and wants Looking after money
Year 3	What makes a family	Personal boundaries	Recognising respectful behaviour	Healthy choices and habits	Personal strengths and achievements	Risks and hazards Safety in the local environment	The value of rules and laws Rights, Freedoms	How the internet is used	Different jobs and skills

	Features of family life	Safely responding to others The impact of hurtful behaviour	The importance of self-respect, courtesy and being polite	What affects feelings Expressing feelings	Managing and reframing setbacks	nt and unfamiliar places	and responsibilities	Accessing information online	Job stereotypes Setting personal goals
Year 4	Positive friendships including online	Responding to hurtful behaviour Managing confidentiality Recognising risks online	Respecting difference and similarities Discussing difference sensitively	Maintaining a balanced lifestyle Oral hygiene and dental care	Emotional changes during puberty onset External genitalia Personal hygiene routines	Medicines and household products Drugs common to everyday life	What makes a community Shared responsibilities	How data is shared and used	Making decisions about money Using and keeping money safe
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people Recognising prejudice and discrimination	Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies	Personal identity Recognising individuality and different qualities Mental wellbeing Puberty and supporting emotions through puberty	Keeping safe in different situations including responding in emergencies First aid and FGM	Protecting the environment Comparison towards others	How information online is targeted Different media types, their roles and impact	Identifying job interests and aspirations What influences career choices Workplace stereotypes
Year 6	Attraction to others Romantic relationships Civil partnerships and marriage	Recognising and managing pressure Consent in different situations	Expressing opinions and respecting other points of view including discussing topical issues	What affects mental health and ways to take care of it Managing change Loss and bereavement Managing time online	Human reproduction and birth Increasing independence Managing transition	Keeping personal information safe Regulations and choice Drug use and the law Drug use and the media	Valuing diversity Challenging discrimination and stereotypes	Evaluating media sources Sharing things online	Influences and attitudes to money Money and financial risks