



Personal, Social & Health Education (PSHE) Policy

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Governor Approval:	Suzie Longstaff	September 2025
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Policy Context & Rationale

This policy covers Eaton Square Prep School's approach to Personal, Social and Health Education (PSHE). It was produced by the Head of PSHE, through consultation with the senior leadership team, parents, staff, and pupils, and following guidelines from the Department for Education (DfE) and the PSHE Association.

The policy is reviewed yearly, or when statutory requirements are made public, to ensure best practice is followed. PSHE will be delivered within the school's agreed aims and ethos, values, and moral framework, which is sensitive to the needs and beliefs of pupils, parents / carers, and other members of the school community. This will be delivered within the schools agreed equal opportunities framework.

Policy Availability

The policy is available to parents / carers through the School website and in the School Handbook. This has been made known to parents through communications at the beginning of the School year and throughout the year. If the policy is required in additional language formats, please contact the School office.

Policy Aims & Objectives

PSHE gives the pupils at Eaton Square Prep School the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible British citizens.

PSHE prepares children at school for the opportunities, responsibilities, and experiences of adult life in British society. It encourages respect for other people within the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex education and sexual orientation through a comprehensive Relationships, Sex and Health Education curriculum (please see the RSHE policy for further details).

The PSHE Curriculum helps the pupils understand and live by our School Values of POISE (perseverance, ownership, integrity, service and empathy) through a comprehensive spiral curriculum that follows the three core themes: relationships, health and wellbeing, living in the wider world.

We aim to support pupils to:



- Develop a sense of responsibility (to themselves and others).
- Make the most of their abilities, including self-knowledge, self-esteem and self-confidence.
- Prepare to play an active role as British citizens; understanding right from wrong whilst respecting the civil and criminal law of England; the children will learn about the five core Fundamental British Values.
- Develop good relationships, with 'consent' as a key factor when developing friendships and relationships.
- To recognise the cultural differences within our multi-national School cohort with an appreciation of and respect for their own and other cultures.
- Gain knowledge and understanding about becoming informed British citizens, with a broad general knowledge of and respect for the public institutions and services in England.
- Develop skills of enquiry and communication with an understanding for democracy and the democratic process, including respect for the basis of which the law is made and applied in England.
- Develop skills of participation and responsibility for their behaviour, whilst showing how they can contribute positively to those within their immediate locality and those further afield.
- Have a voice that is listened to through inclusion in the Student Council and Pupil Voice questionnaires.

Creating a Safe & Supportive Learning Environment

Because PSHE works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' before and during lessons will be established when sensitive matters are being discussed, and an ethos of respect, by adults and children, will be upheld.

We will create a safe and supportive environment by holding stand-alone 30-minute PSHE lessons for each class from Years 1 to 6 which are taught by the same teacher, or the Head of PSHE, each week, so that the pupils feel safe to explore the content of the curriculum and to share their views and ideas.

On each PSHE Working Wall, there is a 'worry monster' where children can share their worries or concerns, with the option for it to be anonymous. We will ensure that where pupils indicate that they may be vulnerable or at risk, that they will get appropriate support from their teacher, the Designated Safeguarding Lead, the Deputy Designated Safeguarding Leads, and the Listening Teacher. The class PSHE scrapbook is hung on the Working Wall, so pupils can revisit the learning of the week.

This policy is informed by the School's safeguarding and child protection policies (also available for parents / carers).

Entitlement & Equal Opportunities

Every effort should be made to maintain entitlement and equality of opportunity. Teaching will consider the age, ability, readiness, and cultural background of the children, to ensure they can all access the curriculum. It will consider whether the children have Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL). Teachers of children with SEND in their classes can find the guidelines online for best practice for teaching PSHE at: 'Planning, teaching and assessing the curriculum for children with learning



difficulties - Personal, social and health education and citizenship'

(http://www.complexneeds.org.uk/modules/Module-4.2-Safeguarding---privacy,-dignity-and-personal-care/All/downloads/m14p010d/p_scales_pshe.pdf) or they can speak to the SENDCo who will advise on best practice and offer support.

Strategies will be used to make sure that all children can access the scheme of work and be educated in PSHE.

For example:

- Set short-term goals and understand the small steps needed to reach them.
- Rather than depend on recording work in written form, provide children with the opportunity to clarify their ideas through role-play, talk, and through the use of a pupil/teacher scribe.
- Making subject matter relevant to children's needs, knowledge and understanding, and interests.
- Activities adapted to provide support for children with communication, literacy, or language difficulties.
- To vary resources, contexts, or teaching styles and to consider the different learning needs of the pupils, and the needs of children from different social and cultural backgrounds and with different lifestyles.
- Recording the outcome of activities through videos and / or photos.

We promote diversity and inclusion by structuring PSHE lessons in the 'circle time' format, where children can share their views and experiences in an open and respectful way. We expect our pupils to consider others' needs by modelling appropriate listening and conversation skills.

We introduce and discuss the eight protected characteristics during PSHE lessons, considering the children's age and stage of understanding, to encourage tolerance and respect for all irrespective of their personal characteristics (e.g. gender, race, religion, sexual orientation).

Please refer to the School Handbook for Eaton Square Prep School's Equal Opportunities, Learning Enrichment and our Diversity, Equity and Inclusion (DEI) policies.

Intended Outcomes

As a result of our PSHE programme of learning, pupils will:

- Know and understand how to keep themselves safe and healthy, how to develop appropriate relationships, and how to become citizens of Britain where the British Values underpin their everyday life.
- Be able to share their views and experiences and listen to those of their peers in a respectful manner.
- Develop the skills to keep themselves healthy, be a part of relationships, and practical skills, for example, money management and careers choices.
- Understand they have the right to say 'no' and to ask for help and guidance if they feel they need it.
- Understand they have the responsibility to ask for consent in all aspects of life and to respect others using the British Values as a backbone.

Throughout the curriculum, in promoting learning to play an active role as citizens, children should progressively have opportunities to:



- Take responsibility for their own learning
- Explore and discuss topical issues
- Participate in groups of different sizes and composition
- Explore and discuss others' attitudes and values, considering social and moral dilemmas
- Find information and advice, for example through outside services or online and provide information to others
- Work with adults other than teachers
- Work outside the classroom, for example a school council, playground buddy etc
- Take time to reflect, for example to identify what they have learnt and to transfer this into situations in their own lives, now and in the future.

It is intended that these points will help inform them in childhood but also for the rest of their lives.

Learning & Teaching

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to issues explored through their PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE should start by determining pupils' prior knowledge and understanding and then adaptations, where appropriate, to the curriculum will be made.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that most young people make positive, healthy lifestyle choices. Moreover, children need to know who their trusted adults are, whom they can turn to, should they ever feel worried about a choice they, or their peers, have made.

It is important that pupils are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in our PSHE curriculum. Ensuring 'real life' scenarios are shared and discussed, that our pupils can relate to, is paramount to the curriculum's success.

We will determine pupils' prior knowledge of the topics, by predominantly holding whole-class discussions, and reporting it using spidergrams or post-it notes in class PSHE scrapbooks. The programme will be taught through a range of teaching methods, including:

- Circle time
- jigsaw activities
- role play
- exploratory talk
- drama (visiting production, or own plays in assemblies)
- discussion
- visual stimuli
- games



- self-assessment
- investigation
- creative writing
- debates
- diaries
- music
- outside speakers
- visits to law courts, places of worship, Westminster
- reflection

There are many links to other areas of the curriculum, but particularly Science, Computing and PE, and this will be addressed by regular discussions and training within these staff team.

Teachers are encouraged to facilitate collaborative work, circle time, exploratory talk, role-play, visitors, case studies and stimulation, to ensure children are actively involved.

Planning

'PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting half a term, which pupils experience every year. At each encounter, the level of demand increases, and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.' *PSHE Association Guidance, 2018*

We have a spiral curriculum which follows the statutory areas for learning: relationships, health and wellbeing, living in the wider world. Repeated learning helps the pupils embed their knowledge and understanding in these areas.

In Key Stage 1 (Years 1 and 2) the children will follow the topics:

	YEAR 1	YEAR 2
Autumn 1	Relationships - TEAM	Relationships - VIPs
Autumn 2	Health & Wellbeing – It's My Body	Health & Wellbeing – Safety First
Spring 1	Living in the Wider World – Diverse Britain	Living in the Wider World – One World
Spring 2	Relationships – Be Yourself	Relationships – Digital Wellbeing
Summer 1	Health & Wellbeing – Think Positive	Health & Wellbeing – Growing Up
Summer 2	Living in the Wider World – Money Matters	Living in the Wider World – Aiming High

In Lower Key Stage 2 (Years 3 and 4) the children will follow the topics:

	YEAR 3	YEAR 4
Autumn 1	Relationships - TEAM	Relationships - VIPs
Autumn 2	Health & Wellbeing – It's My Body	Health & Wellbeing – Safety First
Spring 1	Living in the Wider World – Diverse Britain	Living in the Wider World – One World
Spring 2	Relationships – Be Yourself	Relationships – Digital Wellbeing
Summer 1	Health & Wellbeing – Think Positive	Health & Wellbeing – Growing Up
Summer 2	Living in the Wider World – Money Matters	Living in the Wider World – Aiming High

In Upper Key Stage 2 (Years 5 and 6) the children will follow the topics:



	YEAR 5	YEAR 6
Autumn 1	Relationships - TEAM	Relationships - VIPs
Autumn 2	Health & Wellbeing – It's My Body	Health & Wellbeing – Safety First
Spring 1	Living in the Wider World – Diverse Britain	Living in the Wider World – One World
Spring 2	Relationships – Be Yourself	Relationships – Digital Wellbeing
Summer 1	Health & Wellbeing – Think Positive	Health & Wellbeing – Growing Up
Summer 2	Living in the Wider World – Money Matters	Living in the Wider World – Aiming High

Timetabling

Timetable allocation: Each class has 30 minutes of PSHE per week.

Staffing: Pupils are taught by their class teacher or the Head of PSHE.

Groupings: Mixed ability and girls and boys together; apart from the sex education elements of RSE, where there is opportunity allocated for single sex lessons if deemed suitable or required for the cohort.

Our provision is further enriched by:

- The use of visitors and visits
- Residential experiences and day excursions
- Church Assemblies and year group assemblies
- Theatre in education and other arts events, e.g. the school production
- Sports and team activities and House Events
- Community projects, e.g. carol singing to neighbouring elderly residents
- Form Time and Circle Time
- Prefects and House Captains
- Global projects (i.e. Comic Relief, Red Nose day, Christmas boxes to Africa etc.)
- Charity support and fundraising (e.g. Down's South London)
- Student Council

Assessment

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been covered in lessons, and how learning and understanding has progressed. At Eaton Square, we use class scrapbooks to identify the learning taking place during lessons. Teachers are given the autonomy to format their class scrapbooks in whichever way they please and are given guidance by the Head of PSHE for ways to demonstrate the learning of the children in PSHE. Class scrapbooks will be individual to the classes and will show how lessons have been adapted to suit the class's knowledge, understanding and progress. We will assess pupils' learning and progression by using effective questioning and through giving children the opportunity to share their ideas as below:

Written work: Group, individual and paired responses to key questions or the learning objectives are noted down, to be stuck into the class scrapbook which is displayed in classrooms. Responses can be scribed by the teacher.

Oral work: Speaking and listening, with teacher's comments, in circle time and group or paired activities.

Photographs: Used for recording roles plays, group work or out of school activities such as field trips or assemblies, which are stuck in scrapbooks or onto PSHE display boards.



Videos: Sometimes should be used to demonstrate learning, especially in the upper years, where the children have their own devices. These will be saved in the year group PSHE folders for review as needed ('still' photographs of a portion of the video could be stuck into the scrapbook as evidence).

Formal marking is not required in PSHE lessons, although teachers are expected to include a 'blurb' at the beginning or end of the scrapbook page(s) for the lesson to ensure context and 'points of note' are identified.

Reporting

PSHE learning is reported on in the termly individual School Reports in the Autumn and Summer Terms. PSHE is also included within each year group's page in the School's weekly newsletter, The Eaton Share, so parents and carers know what has been covered that week in PSHE.

PSHE Responsibility & Training

The programme is led by the Head of PSHE and taught by both the class teachers and the Head of PSHE.

The Head of PSHE has specialist training in PSHE, wellbeing, youth mental health first aid and mindfulness. Teachers will at times receive training with external agencies which will give them a greater understanding of how to provide for the pupils, particularly whilst teaching more sensitive topics, for example, relationships and sex education (It Happens is our trusted partner for this part of the curriculum). The Head of PSHE will run staff meetings to share her expertise in a range of areas within the PSHE curriculum. Teachers are also encouraged to share and discuss best practices amongst the team and to carry out (formal and informal) observations on each other and to team-teach. When using external speakers to deliver aspects of our PSHE curriculum, during assemblies or workshops, we will ensure they are properly briefed on the cohort(s) and level of understanding, any SEND needs, and that there is always a member of staff with the children. They will need to abide by all safeguarding policies and procedures (please see the Safeguarding Policy for more information on visitors and speakers).

Confidentiality & Handling Disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. If a child makes a disclosure, the teacher will inform the Designated Safeguarding team. At the beginning of each lesson, ground rules will be established to encourage a mutually respectful environment for teaching and learning.

Areas of the curriculum where teachers may encounter disclosures are:

- Relationships and Sex Education
- Religion
- Politics
- Family lifestyle and values
- Physical and medical issues
- Law and order
- Financial issues
- Unemployment
- Environmental issues



- Bullying
- Bereavement

It is the role of the teacher to:

- Know when children should discuss issues individually to them, as part of small groups or as a whole class.
- Ensure restraint with regards to sharing their own views, remembering that they are in an influential position.
- Ensure that the class has access to balanced information and differing views.
- Ensure they take due care of the needs of the children in the class when tackling issues of cultural, social or personal identity.

Teachers are encouraged to refer to the confidentiality policy for guidance.

Responding to Pupils Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Teachers can ask a pupil to wait for an answer to give them time to consult with the school's leadership team and Head of PSHE if they feel this appropriate, or if the question raises potential safeguarding concerns.

We will allow pupils to raise anonymous (if they wish) questions by posting them in class question boxes or in the class 'worry monsters'. If a safeguarding issue is raised by an anonymous question, we will refer it to the Designated Safeguarding Lead for support and next steps.

Teachers are encouraged not to share personal views and opinions, and to keep their advice factual and impartial. They do not need to go into greater detail than they feel comfortable with.

Political Impartiality

There are times within the PSHE curriculum, and throughout the wider School experience, that politics may be brought up and discussed. Teachers and school staff at Eaton Square understand that they play an important role in preparing the pupils for life in modern Britain. Through actively promoting the British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs) during PSHE lessons and assemblies, and through extra-curricular activities, our pupils learn how to 'form their own views, whilst having an understanding and respect for legitimate difference of opinion' (Gov.uk, DfE, 2022).

The legal duties set out by the Secretary of State for Education means staff at Eaton Square:

- must prohibit the promotion of partisan political views;
- should take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils.

Teachers are trained to remain impartial during these discussions, ensuring balanced and varied views are modelled and shared (for example, using newspaper cuttings and articles). They should not share their personal views.



More information and guidance can be found here: <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>

Links to Other Areas of the Curriculum & School Policies

This policy supports / complements the following School policies:

- Child Protection and Safeguarding
- Equal Opportunities
- Confidentiality
- Relationships and Sex Education
- Food and Drink
- Educational Visits
- Bullying
- Online Safety

PSHE has strong cross-curricular links across the curriculum. Foremost are the skills that are transferable such as:

- Thinking skills
- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative-thinking skills
- Evaluation skills

English

In learning to speak and write logically, grammatically and imaginatively, pupils will be furthering their communication skills. In addressing different audiences during role plays, pupils will be acquiring confidence, learning to think about the needs of others and increasing their understanding of human nature.

Mathematics

In trying different mathematical approaches and ways to overcome difficulties, pupils will be acquiring tenacity and flexibility. In measuring and thinking about number, pupils will be acquiring the skills that will underpin their ability to take financial responsibility for themselves. They will also use verbal and non-verbal reasoning skills to measure risk in real-life scenarios.

Science

In learning about the familiar phenomena and the part that Science has played in the development of things they use daily, pupils will begin to understand the power of natural phenomena, how they can harness the power and to use it responsibly and wisely. Carrying out scientific experiments and investigations will enhance pupil's ability to think critically. Sex Education is taught to the children in the Year 5 Science Curriculum.

Design and Technology



The acquisition of the skills needed to design and produce artifacts will enhance pupil's creativity and their thinking skills. Their ownership of the artifacts they design and will enhance their ability to respect ownership and resist engaging in destructive behaviour.

Computing

Online safety is a key area of study within the PSHE and Computing curriculums, and, at Eaton Square, we teach the children to be safe and responsible members of the online world. Using Be Internet Legends as the pro-forma for our Internet Safety lessons in computing, the pupils learn how to assert themselves responsibly online.

Humanities

In learning the history of the county in which they live, pupils will be acquiring a sense of their own identity and of the civilizations that contributed to British culture and values. In studying their own locality and its place in the wider world pupil's sense of identity and community will be strengthened. The study of geographical themes will provide opportunities to explain why places and landscapes are as they are, how they are changing and how people's actions affect them. In being encouraged to think about spirituality in different societies, and the importance of rites and ceremonies of life, particularly of birth, marriage and death, pupils will come to reflect on the spiritual aspects of their own lives and on the meaning and purpose of life, love and death.

Art

In learning to review and modify artwork, pupils will learn that visual communication requires application and planning. In comparing different traditions, pupils will learn that there are different reasons for making art, craft and design and diverse views of beauty and worth.

Music

In listening and responding to Music, pupils can reflect on their own response. They learn to recognise and appreciate differences and similarities in music from different times and places and begin to make connections to their different cultures. Pupils learn to use, and appreciate the use of, structure and take different roles in group composition and performance with awareness of the other members of the group.

PE and Games

In dance and gymnastics, pupils will learn to appreciate and enjoy the way their bodies work and can be used to express emotion. In learning dances of different traditions, including their own, pupils will come to appreciate and understand their own culture and those of others. In team sports within Games lessons, pupils learn to work well together, and to take responsibility for their actions. They also learn to cope with the emotions that arise from winning and losing.

Involving Parents / Carers

We are committed to working with parents and carers. To enable the parents / carers to play an active role in their child's personal and social development, we aim to do the following:

- Awareness-raising sessions on key issues (e.g. Online Safety and RSHE)
- Involve parents in any development and review of the policy and programme (especially in relation to our Relationships, Sex and Health Education Policy)



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- Make the full policy available to parents / carers on the website and if requested
- Allow parents to opt their children out of the non-statutory Sex Education lessons of RSHE in the Summer Term 1 of Years 2 (1 lesson), 4 (2 lessons) and 5 (2 lessons) - please see the RSHE Policy for more details on this - following their attendance at the RSHE information evening where the curriculum is shared in detail and a discussion with the Head and Head of PSHE.

Relationships, Sex & Health Education

Please refer to School's policy on Relationships, Sex and Health Education at Eaton Square Prep School.