



ST PETER'S

PREPARATORY SCHOOL

PSHE Policy

Reviewed in June 2025
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and
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Approved by Head: *Charlotte P. Jones*.

Date: 2nd June 2025

Aim

Personal, Social and Health Education (PSHE) is education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. With this in mind, PSHE education is not just another school subject. It is a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

The aim of the St Peter's PSHE curriculum is to equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. This includes not only helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change but also giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well being. PSHE plays a vital role in supporting pupils' emotional wellbeing and mental health by providing a safe space to explore feelings, build resilience, and develop healthy coping strategies. Through structured lessons and open discussion, pupils learn to recognise and manage emotions, seek help when needed, and foster positive relationships that contribute to a supportive school environment. PSHE also supports pupils in understanding the impact of emerging technologies, including artificial intelligence (AI), helping them to navigate ethical, emotional, and social issues related to AI use in everyday life.

A critical component of the PSHE curriculum is to provide opportunities for pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. St Peter's PSHE curriculum contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate differences and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help our pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Everything we do takes account of pupils' prior learning and experiences and reflects the universal needs of all children and young people as well as the specific needs of the pupils in the school.

Objectives:

- To provide pupils with accurate and relevant knowledge about the world around them
- To give opportunities to turn that knowledge into personal understanding
- To give opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- To listen to others' differing points of view and beliefs in a respectful manner
- To give opportunities for pupils to communicate their points of view and beliefs in a respectful and thoughtful manner and to potentially disagree respectfully with one another

- To nurture and develop skills and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To promote the spiritual, moral, cultural, mental and physical development of our children;
- To prepare our children for the opportunities, responsibilities, potential setbacks and experiences they face now and potentially in adult life;
- To encourage our children to understand how all actions have consequences and that they need to take responsibilities for their own actions
- To give our pupils the tools to make informed choices to help themselves, others and the environment.

Curriculum Themes and Outcomes:

Health & Wellbeing outcomes:

- Know and understand what constitutes a healthy lifestyle;
- Know how to maintain physical, mental and emotional health and wellbeing;
- Be able to recognise their own emotions, develop the appropriate vocabulary to express how they feel and how they can deal with their own emotions (eg. de-escalating anger in case of conflict)
- Be able to recognise other people's emotions and how to support others with their emotions
- Build up resilience, including digital resilience, and dealing with social media pressures
- Be aware of safety issues, including how to respond in an emergency;
- Know how to manage change, including puberty, transition and loss;

Relationships outcomes:

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts;
- Know how to recognise and manage emotions within a range of relationships;
- Develop their communication skills to express themselves, their views and emotions in a constructive manner
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help;
- Know how to respect equality and diversity in relationships.

(Please also see our [RSE](#) policy)

Living in the Wider World outcomes:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from and the importance of managing it effectively (budgeting, saving, debt, fraud)
- Develop pupils' economic well being, understanding how managing money makes us feel and how their spending choices affect others

- Have a basic understanding of enterprise.
- Know how to be safe online.
- Understand what AI is, the challenges and ethical dilemmas associated with its use
- Develop their critical thinking skills when engaging with any media content, how to find reliable news sources and how to spot fake news

Organisation / Provision:

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- PSHE activities and school events
- Pastoral care and guidance
- Assemblies
- SEND intervention programmes
- Visiting speakers

A variety of methods and activities are used to enable pupils to interact with one another, developing interpersonal skills, and also to allow them to clarify their values and attitudes and express feelings in a constructive way.

All lessons will:

- maintain a safe learning environment for all pupils by implementing a clear set of ground rules
- create a climate of trust, cooperation and support which helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback.
- respect individual pupils' views and feelings, including the "right to pass";
- enable all pupils to participate through use of a variety of classroom groupings;
- allow pupils some time to reflect upon what they have learned;
- use distancing techniques to depersonalise the situations under discussion to allow pupils to explore their feelings about issues safely
- be brought to a satisfactory conclusion in the time available.

PSHE is usually taught in tutor groups or year groups. The School recognises that there may be occasions for a class to be split into teaching groups by gender, and/or to have a same-sex professional adult present e.g. for Sex and Relationships Education. We also recognise that PSHE is not only taught in lessons but also through the ethos and values of the School and the relationship between staff and pupils.

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. If necessary, teachers might ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper

answer.’) We encourage teachers to work with colleagues if necessary to construct an appropriate answer. It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Assessment

PSHE is a subject in which informal and observational assessments are particularly relevant in making judgments about children’s progress and level of understanding. The curriculum has clear expectations of the knowledge and skills the children will acquire and use by the end of each unit of work. Opportunities for peer-assessments and self-assessments will also be provided. The SPB grid holds Personal Development and PSHE statements which are highlighted termly.

Inclusion

At St Peter’s School we promote acceptance and respect for all. We foster this in our pupils and practise it ourselves. We aim to deliver a well planned and appropriate PSHE curriculum, which meets the needs of the community that we serve. In line with our policy on Equal Opportunities, we avoid making invalid assumptions about the characteristics and behaviour of groups of pupils and ensure that all staff are knowledgeable of, and sensitive towards, individual differences within children or their families be they in gender, race or ethnicity, disability, religion or belief, sexual orientation, gender identity or reassignment, pregnancy or maternity. These differences in our community may be particularly pertinent in some of the aspects of the PSHE curriculum and staff make every effort to cater sensitively to individual needs and circumstances.

Special Educational Needs and Disability

It is recognised that some individuals need particular support to develop their personal, social and emotional skills and individual lessons will be tailored to meet the needs of these children. See SEND Policy and Discipline, Behaviour and Exclusion Policy for further details.

Safeguarding, Confidentiality and Child Protection

As a general rule a child’s confidentiality is maintained by the member of staff unless they consider the child is at risk or in danger. Teachers are aware that disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection and Safeguarding issues. The child concerned will be informed that confidentiality cannot always be kept if the staff member feels they are at risk. The child will be supported by the teacher throughout the process.

Involving Parents/Carers

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE curriculum. They are therefore given the opportunity to find out about and discuss the PSHE curriculum through:

- Information on the website
- Parents’/carers’ evenings
- Displays in classrooms
- Information/Celebration newsletters
- Assemblies
- Parent workshops

Training for staff

Opportunities are provided for staff to identify individual training needs on an annual basis and relevant support is provided. In addition to this, support for teaching and understanding the PSHE curriculum is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

This policy supports/compliments the following policies:

- SEND Policy
- Child Protection and Safeguarding Policy
- Discipline, Behaviour and Exclusion Policy
- Anti-Bullying Policy
- E Safety Policy
- RSE Policy

Revision History		
Date Revised	Changes	Reviewed By
09 Jan 2025	Added references to AI as well as more explicit links to emotional wellbeing.	Virginie Senegats-Evans (Head of PSHE) & Amy Hughes (Dep. Head, Pastoral)