



## ***St Francis College***

### ***PSHE Education Policy – Prep***

#### **Introduction**

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

#### **Rationale**

Personal, Social, Health and Economic (PSHE) Education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of the College community and their families. By its very nature, PSHE Education permeates the whole curriculum, both the formal and the informal. PSHE Education in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school leadership.

#### **Policy**

PSHE Education (Personal Well-being) provides learning opportunities and experiences for the personal development of young people in preparing them for adult life as members of the College, their families and wider communities. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The programme actively promotes the basic fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It also encourages students to embrace differences and to value the right of individuals to be treated equally irrespective of Protected Characteristics, as set out in the Equality Act 2010.

#### **Aims and Objectives of PSHE Education**

The PSHE curriculum aims to:

- promote the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life.
- develop their sense of social justice and moral responsibility, and begin to understand that their own choices and behaviour can affect local, national or global issues;
- become independent and self-confident;
- respect different national, religious and ethnic identities;
- engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world;

- become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world;
- embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives;
- learn to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

In addition, the PSHE curriculum attempts to cover the following key objectives:

#### Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency, as well as internet safety.
- Know how to manage change, including puberty, transition and loss.

#### Relationships

- 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.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and to ask for help.
- Know how to respect equality and diversity in relationships.

#### Living in the Wider World

- 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; to develop a Growth Mindset.
- Develop good relationships with other members of the College community and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

#### **Organisation and Provision**

We currently use the PSHE scheme provided by Kapow and comes with a whole variety of lesson plans and resources. PHSE is delivered throughout the Prep with a whole school approach and includes:

- Dedicated curriculum time
- Teaching PHSE through other subjects / curriculum areas
- Form times and circle times
- Special assemblies
- PHSE activities and school events

- Visiting speakers
- Pastoral care

### **Relationships Within the School**

Relationships are based on an atmosphere of trust and respect for everyone, embodying the school motto: *'Cor unum, anima una'* (One Heart, one soul)

The House system allows the Prep pupils to belong to a pastoral group as well as their forms. There are many leadership positions in Prep including: House Captains and Vice Captains, Prefects, Digital Leaders and Form and Vice Captains.

There is an active School Council group in Prep, which has members from Prep I through to Prep VI and meets regularly. The weekly staff briefing has a dedicated part to discuss pupils.

### **Assessment and Recording**

Children are informally assessed by staff throughout their work and reports to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in a teacher's planning. Evidence of PHSE can be in the form of photos, scrapbooks, display as well as written work. The very nature of PHSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

### **Monitoring of Pastoral Care**

The PHSE curriculum is monitored through work scrutiny, lesson observations and through regular staff briefings and meetings.

### **Relationships and Sex Education (RSE)**

Relationships and Sex Education (RSE) is delivered as part of the PSHE programme as well as in Science lessons, as part of the Science curriculum.

Relationships Education aims to put in place the building blocks needed for positive and safe relationships, including with family, friends and online. This is taught throughout the Prep Department, from Kindergarten upwards, as part of the PSHE programme.

The children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the children will cover how to treat each other with kindness, consideration and respect.

Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

In the Prep Department, some aspects of Sex Education are covered. This mainly involves the children understanding the different names given to the body parts of boys and girls. In addition, in Prep VI the children learn about how babies are made.

Before such Sex Education topics are covered we will inform the parents each year, which is currently in the Spring Term. Parents have the right to withdraw their children from Sex Education parts of the curriculum in line with the statutory guidance: Relationships Education, Relationships, Sex Education (RSE), and Health Education (July 2019).

The Science curriculum in the Prep Department includes content on human development, including reproduction. Parents do not have the right to withdraw their child from this.

We follow guidelines of the DFEE with respect to the teaching of Relationships and Sex Education.

The objective of Relationships and Sex Education is to help to inform and support the pupils during their physical, emotional and moral development.

We recognise the need to supply accurate information and support to the children at the appropriate stages of their development. The staff should act as positive role models for the children.

We regularly monitor the delivery of the Relationships and Sex Education programme in the Prep Department.

## **PSHE Overview**

### **EYFS**

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their strides.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**PSHE Overview. St Francis College Prep School – PSHE and RSE**

**PSHE Overview. St Francis College Prep School – PSHE and RSE**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<p><b>Wellbeing</b> <i>Why am I special?</i></p> <p>Classroom rules Playing with others</p> <p><b>My Emotions</b> Recognising emotions and their causes; happiness and sadness.</p>	<p><b>Family and relationships</b> <i>Who are my special people?</i></p> <p>Friendships</p> <p><b>Health and Wellbeing</b> Personal Hygiene Relaxation techniques</p>	<p><b>The changing body</b> <i>How has my body changed as I have grown?</i></p> <p>How I look after my body Learning to take care of myself</p>	<p><b>Safety</b> <i>What is safe or unsafe?</i></p> <p>Road safety and stranger danger Understanding simply safety rules Saying No Asking for help</p>	<p><b>Healthy Lifestyles</b> <i>How I can keep my body healthy?</i></p> <p>Feeling healthy and unhealthy</p> <p>Understanding how food, drink, exercise &amp; sleep are good for us</p>	<p><b>Managing Change</b> <i>What comes next?</i></p> <p>Making choices What are my goals</p>
<b>Prep I</b>	<p><b>Families and relationships</b> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p>	<p><b>Health and Wellbeing</b> Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p>	<p><b>Safety and the changing body</b> Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.</p>	<p><b>Citizenship</b> Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>	<p><b>Economic wellbeing</b> Learning about what money is and where it comes from. How to keep money safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.</p>	<p><b>Managing Change</b> How are my achievements, skills and responsibilities changing? Coping with losing something special to me.</p>
<b>Prep II</b>	<p><b>Families and Relationships</b> Understand that families offer love and support and that different families may be made up of different people.</p>	<p><b>Family Relationships / Health and wellbeing</b> Use multiple colours in a diagram to show how</p>	<p><b>Health and Welbeing</b> <b>Safety and the changing body</b></p>	<p><b>Safety and the changing body</b> <b>Citizenship</b></p>	<p><b>Citizenship</b> Recognise that different rules apply in different situations.</p>	<p><b>Economic Wellbeing</b> Explain where adults get money from.</p>

	<p>Consider what friends may be thinking and feeling in different situations.</p> <p>Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</p> <p>Understand that expectations of manners may change according to the situation.</p> <p>Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</p> <p>Explain what gender stereotypes are in relation to careers.</p>	<p>they can feel more than one emotion at a time.</p> <p>Describe how they would feel in a particular situation and understand that not everyone feels the same.</p> <p>Understand the effect of physical activity on their body and mind.</p> <p>Describe energetic physical activities that they enjoy.</p> <p>Describe the positive effects of relaxation and know there are different ways to relax.</p> <p>Know how to use breathing exercises to relax.</p> <p>Recognise and describe what they are good at and what skills they would like to develop.</p> <p>Create a complete ladder detailing achievable steps which work towards a goal.</p>	<p>Understand how the internet can be used to help us.</p> <p>Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p>	<p>Understand how the internet can be used to help us.</p> <p>Understand how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p>	<p>Explain what makes a good school environment.</p> <p>Recognise that everyone in school has a responsibility to maintain the school environment.</p> <p>Identify some jobs that people do to keep the local area pleasant.</p> <p>Recognise some local job roles that help the community.</p> <p>Recognise similarities and difference between people in the local community.</p> <p>Explain that differences should be respected.</p> <p>Explain how the school council works.</p> <p>Share their opinions on things that matter.</p>	<p>Explain the difference between wants and needs.</p> <p>Recognise that saving might be necessary to buy the things we want.</p> <p>Explain that banks are a safe place to keep money.</p> <p>Consider different factors when choosing a bank account.</p> <p>Recognise that different jobs require different skills.</p>
--	---	---	--	--	--	--

		<p>Explain what a growth mindset is.</p> <p>Use strategies to stay calm during trick challenges.</p> <p>Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.</p> <p>State what ingredients they can see on a dish and compare them with the food pyramid.</p> <p>Understand what helps to keep teeth healthy.</p>				
<b>Prep III</b>	<p><b>Family and Relationships</b></p> <p>Understand that families are all different.</p> <p>Know that families offer each other support but sometimes they can experience problems.</p> <p>Understand that problems occur in friendships and that violence is never right.</p>	<p><b>Family and Relationships continued</b></p> <p>Understand how toys can reinforce gender stereotypes.</p> <p>Understand that stereotypes arise from a range of factors, including some of those associated with age.</p>	<p><b>Citizenship</b></p> <p>Explain that children have rights and how these benefit them.</p> <p>Explain the responsibilities adults have for supporting children's rights.</p> <p>Discuss the benefits of recycling.</p>	<p><b>Health and Wellbeing</b></p> <p>Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.</p> <p>Understand the different aspects of my identity.</p>	<p><b>Safety and the Changing Body</b></p> <p>Show an understanding that they must consider their own safety before helping others in an emergency situation.</p> <p>Understand how to help someone who has been bitten or stung.</p>	<p><b>Safety and the Changing Body</b></p> <p>Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</p> <p>Send an email that describes some of the best ways to avoid being tricked by fake emails.</p>

	<p>Understand what bullying is and what to do if it happens.</p> <p>Describe what a good listener is and know how to show that they are listening.</p> <p>Say who they trust and why.</p> <p>Understand that people can have similarities and differences and explain how differences can be a positive thing.</p>	<p><b>Economic Wellbeing</b></p> <p>Explain how children might get money.</p> <p>Explain some different ways to keep money safe.</p> <p>Discuss the role of banks and building societies.</p> <p>Recognise that people may make different choices about spending or saving.</p> <p>Explain that a range of jobs exist in school and that different skills are needed for these jobs.</p>	<p>Recognise different groups within the local community and how they use local buildings.</p> <p>Explain how charities support the local community</p> <p>Describe how democracy works locally and how this affects us.</p> <p>Recognise the need for rules and the consequences of breaking rules.</p>	<p>Identify their own strengths and that they can help other people.</p> <p>Understand the benefits of healthy eating and dental health.</p>		<p>Children learn that, as they get older, the number of opportunities and responsibilities they have are likely to increase as situations change, and that this is a good thing.</p>
<b>Prep IV</b>	<p><b>Families and Relationships</b></p> <p>Understand that manners vary in different situations.</p> <p>Understand boundaries in friendships, including physical boundaries and expectations.</p> <p>Understand that what they do and say affects other people.</p>	<p><b>Families and Relationships</b></p> <p>Understand that families are all different and they offer each other support but sometimes they can experience problems.</p> <p>Know what bereavement is and how to support someone who has</p>	<p><b>Health and Wellbeing</b></p> <p>Identify things that are important to them and learn they can take action to influence their own happiness</p> <p>Know that it is normal to experience a range of emotions and identify</p>	<p><b>Safety and the Changing Body</b></p> <p>Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</p> <p>Understand the difference between</p>	<p><b>Citizenship</b></p> <p>Understand what human rights are and why they are important.</p> <p>Understand how reusing items benefits the environment.</p>	<p><b>Economic Wellbeing</b></p> <p>Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions.</p> <p>Understand how to keep track of money</p>

	<p>Understand the impact of bullying and the role bystanders can take.</p> <p>Recognise male and female stereotyped characters.</p> <p>Understand that stereotypes about disabilities are usually untrue.</p>	<p>experienced bereavement.</p> <p><b>Health and Wellbeing</b></p> <p>Learn how to keep our teeth healthy</p> <p>Know what makes them feel calm and learn some relaxation techniques</p> <p>Develop a growth mindset and know that mistakes are useful</p> <p>Identify own strengths and begin to see how they can positively affect others</p>	<p>emotions that people may feel in different situations</p> <p>Learning what mental health is and that sometimes people need help with their mental health and knowing where to get that help.</p> <p><b>Safety and the Changing Body</b></p> <p>Understand the reasons for legal age restrictions.</p> <p>Understand how quickly information can spread on the internet and some of the risks associated with that.</p>	<p>private and public, and secrets and surprises.</p> <p>Understand how search engines work and whether information is useful.</p> <p>Understand the changes they have already gone through and aware of some changes to come.</p> <p>Understand that they will change physically as they develop into adults.</p> <p>Understand some of the risks of smoking and some of the benefits of being a non-smoker.</p>	<p>Understand the range of groups that exist in the wider community.</p> <p>Understand how community groups can focus on different areas of interest.</p> <p>Understand that diversity supports a community to work effectively.</p> <p>Understand the role of local councillors.</p>	<p>and why this is important.</p> <p>Understand ways in which we can lose money and the range of feelings associated with losing money.</p> <p>Understand that there are a range of influences on job choices and that these can be positive or negative.</p> <p>Understand that people can change their job</p> <p>Create goals and challenges that they want to set themselves before entering Prep V</p>
<b>Prep V</b>	<p><b>Families and Relationships</b></p> <p>To understand how to form and maintain positive relationships</p> <p>To explore the ups and downs of friendships.</p> <p>To understand the concept of marriage</p>	<p><b>Families and Relationships</b></p> <p>To recognise how attitudes to gender have changed over time.</p> <p>To explore the impact of stereotypes and how they can lead to discrimination</p>	<p><b>Health and Wellbeing</b></p> <p>Understanding that we are responsible for our own feelings and actions</p> <p>To learn a series of healthy meals</p>	<p><b>Safety and the Changing Body</b></p> <p>Understand the changes their own gender will go through during puberty.</p> <p>List the range of changes they will go</p>	<p><b>Citizenship</b></p> <p>Understand how people contribute to society and how this is recognised.</p> <p>Understand the role of pressure groups.</p>	<p><b>Economic Wellbeing</b></p> <p>Understand that borrowing money is a way to pay for something but this has to be repaid.</p> <p>Understand what income and expenditure</p>

	<p>To begin to understand self-respect</p> <p>To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>To understand more about bullying and how to get help</p>	<p><b>Health and Wellbeing</b></p> <p>I can describe how these stretches make me feel</p> <p>To understand the benefits of sleep</p> <p>To understand the purpose of failure</p> <p>Learning how to set short, mid, and long term goals</p>	<p>To understand the risk to exposure to the sun and keep themselves protected</p> <p><b>Safety and the Changing Body</b></p> <p>Understand what is safe to share online and what to do before sending a message.</p> <p>Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.</p> <p>Accurately name all the relevant parts of the body.</p>	<p>through during puberty.</p> <p>Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.</p> <p>Understand that other people can influence our decisions but we have the right to make our own choices.</p> <p><b>Citizenship</b></p> <p>Understand what happens when someone breaks the law.</p> <p>Understand what rights are and that freedom of expression is one of these rights.</p> <p>Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.</p>	<p>Understand the basics of how parliament works including the parts of parliament.</p>	<p>are and how these can be recorded.</p> <p>Understand that there are risks associated with money and what some of these are.</p> <p>Understand how to create a weekly budget, including prioritising needs over wants.</p> <p>Understand that stereotypes can exist in the workplace and how these can affect people.</p>
--	--	---	---	---	---	---

<b>Prep VI</b>	<b>Family and Relationships</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Safety and the Changing Body</b>	<b>Citizenship</b>	<b>Economic Wellbeing</b>
	To understand what we mean by respect and why it is important	To identify long term goals and how to work towards them.	To understand how habits can be good or bad for our health.	To understand the biology of conception.	To understand how to show care and concern for others.	To understand attitudes and feelings around money.
	To understand that respect is two-way and how we treat others is how we can expect to be treated.	To use mindfulness to manage emotions.	To understand what happens when we are ill and begin to understand when to seek support.	To understand the development of the baby during pregnancy.	To recognise prejudice and discrimination and learn how these can be challenged.	To understand how to keep money in bank accounts safe.
	To explore other people's attitudes and ideas and to begin to challenge these.	To understand and plan for a healthy lifestyle.	<b>Safety and the Changing Body</b>	To understand how to help someone who is choking.	To understand diversity and the value different people bring to a community.	To begin to understand the risks associated with gambling.
	To understand stereotypes and be able to share information on them.	To understand the potential impact of technology on physical and mental health.	To begin to understand the risks of alcohol.	To understand how to help someone who is unresponsive.	To begin to understand how Government works.	To understand the range of jobs people might do.
	To resolve disputes and conflict through negotiation and compromise.	To reflect on skills they have developed to identify and respond to difficult situations.	To start to become a discerning consumer of information online.	<b>Citizenship</b>	<b>Identity</b>	To understand the different routes available into careers.
	To begin to understand the process and emotions relating to grief.	Understand ways that we help prevent ourselves and others becoming ill	To understand that online relationships should be treated in the same way as face to face relationships.	To understand human rights, including the right to education.	To understand what factors contribute to identity.	<b>Transition</b>
			To understand the changes that happen during puberty.	To understand some environmental issues relating to food and food production.	To understand that the media manipulates images.	To understand that a big change can bring both opportunities and worries

Reviewed By:	Head of Prep Department
Authorised By:	Head
Effective From	September 2022
Next Review Due	September 2023