Personal, Social, Health and Economic Education (PSHE) and Citizenship

Preparatory School Policy

1. Rationale

1.1 In the MHSG Preparatory School, the PSHE programme of study brings together citizenship with personal wellbeing through a values-based education. It is intended to support the School in developing a coherent approach to Personal, Social, Health and Economic well-being (PSHE), citizenship and Relationships and Sex education (RSE). See separate RSE policy.

1.2 It supports all five outcomes of Every Child Matters agenda (2003) and the DfE Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019- Updated September 2026). This provides a context for our school to fulfil our responsibilities with regards to:

- Promoting the physical and emotional wellbeing of pupils.
- Promoting the spiritual, moral, social and cultural development.
- Preparing for the opportunities, responsibilities and experiences of life in modern Britain, promoting community cohesion.
- Providing relationships and sex education (see RSE policy).

1.3 Through PSHE, our school endeavours to foster the notions of responsibility and empowerment, encouraging pupils to contribute fully to the life of the School and their wider community, thus promoting a sense of achievement whilst enhancing self-confidence and self-worth. Guided by the values of honesty, kindness, trust, responsibility, friendship, self-control, empathy, respect and tolerance, PSHE and Citizenship education highlights to pupils their rights and responsibilities, enabling them to develop as healthy, independent and positive contributors to and members of our diverse, multicultural society.

2 Aims

2.1 Within our discrete delivery of PSHE and our wider emphasis on PSHE values throughout the curriculum and enrichment programme, PSHE education in the MHSG Preparatory School aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

- to encourage and support the development of social skills and awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring and respectful attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved, in order to function as independent and responsible members of the School and wider community

3 PSHE and Citizenship Curriculum Content, Planning and Delivery: Overview

3.1 Curriculum content in EYFS

The structure of our Early Years programme is based on the EYFS Prime Area of Personal, Social and Emotional Development. We cover the key concepts and skills that underpin PSHE Education, matched in with the Development Matters Framework, in order to support pupils' spiritual, moral, cultural, mental and physical development and preparing them for the opportunities, responsibilities and experiences of their life in today's Britain.

Our EYFS programme has a primary focus of story-based lessons, designed to teach children about aspects of early PSHE and Citizenship skills development, for example: sharing, personal hygiene, E-safety and bullying. PSHE is about making connections and is strongly linked to play. Planned activities are designed to develop collaboration, fine motor and mark making skills in the context of PSED. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Children are given opportunities to engage in social activities, as members of a small group or occasionally during whole School activities.

3.2 Curriculum content in Key Stage 1 and 2

At MHSG Preparatory School, PSHE and Citizenship is delivered through the Kapow Scheme of Work in curriculum time.

The programme of study for Key Stages 1 and 2 builds on the core themes identified by the PSHE Association (January 2020):

- Health and Wellbeing
- Relationships
- Living in the Wider World

Twelve aspects of PSHE and Citizenship skills, centred on the three core themes, are covered in Key Stage 1:

- Health and wellbeing
- Hygiene
- Changing and Growing
- Emotions and feelings

- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

In Key Stage 2, nine new key areas of study and exploration are introduced, alongside the twelve key areas of study introduced in Key Stage 1. The nine new areas comprise:

- Nutrition and Food
- Aspirations
- First Aid
- Collaboration
- Similarities and Differences
- Healthy Relationships
- Diversity
- Discrimination
- Enterprise

In Key Stages 1 and 2, meaningful contexts are used to teach pupils how to look after themselves, how to relate to others and how to contribute positively, developing an all-round sense of wellbeing; contexts are adapted to address any particular issues in the relevant teaching group, and there is a greater emphasis on developing skills of independence moving into Key Stage 2.

The aim is to teach our pupils life skills and support them with tackling issues in a way that instantly appeals, through the use of visual stimuli, practical creative activities, real life scenarios and the use of drama and role-play.

There is an expectation in planning that a range of teaching and learning styles will be used; a particular emphasis is placed on active learning with the inclusion of discussions, investigations and problem-solving activities into planned activities. When planning for a group of pupils, the importance of personalised learning is acknowledged, and the need to plan for the range of attainment and understanding levels within a class is addressed by using appropriate resources.

3.3 PSHE, Relationships and Sex Education (RSE) (See separate RSE policy)

The Relationships Education Regulations 2019 ~~have~~ made Relationships Education compulsory in England from September 2021. This was revised in 2025 and has replaced the 2019 framework.

Sex Education is now taught in the Preparatory School in Year 6. Two lessons cover the topics of conception, pregnancy and birth. Our aim is to promote a better understanding of reproductive health and family life. Parents are consulted prior to these lessons being taught, at which point they may make a request to the Head of the Preparatory School for their daughter to be excused from one or both of these lessons. Permission for this to happen will always be granted. Further details can be found in the Preparatory School Relationships and Sex Education Policy.

The compulsory Relationships curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The development of positive relationships, changing and growing is covered throughout the PSHE curriculum in all year groups as indicated in the previous section. In Key Stage 2, teachers cover healthy living with pupils: this includes not only personal hygiene but also changes to their bodies during puberty. Pupils explore puberty, menstruation and general health issues in an open and safe environment. Parents are informed about this aspect of our PSHE curriculum, and offered the opportunity to discuss or view the material in advance. This aspect of the curriculum is taught in conjunction with our Science curriculum, which includes life cycles, growing and reproduction in animals and plants.

Parents have been involved in the development of the RSE policy through consultation, with clear understanding about the value of relationships education.

3.4 E-Safety Education

E-safety is taught explicitly through both Computing and PSHE lessons with a focused lesson each half term on the aspects of online safety (please see ICT and E-Safety policy). In addition, e-safety is embedded across the wider curriculum, with teachers taking regular opportunities to reinforce key messages about the safe and responsible use of technology in all subject areas. This whole-school approach ensures that pupils consistently develop the knowledge, skills and understanding needed to stay safe online.

Workshops are arranged annually for pupils and parents to provide current information and guidance.

3.5 Values-based aspects of our PSHE and Citizenship aims are also delivered and reinforced through a range of School activities, inside and outside the classroom:

- Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community projects and fundraising.
- PSHE and Citizenship values of responsibility, caring for others in their community and the building of self-esteem are given emphasis through the provision of pupil positions in class.
- Through the various School Councils, the scheme is monitored. An emphasis is placed on pupil voice to support development in the School; pupils are given opportunities to be involved in decisions about their School community, environment, approaches to healthy living and their learning, whilst fostering their ability to empathise with others.
- Year 6 and Reception staff teams coordinate our "School Sister" scheme for pairs of Year 6 and Reception girls, including a calendar of shared activities for the girls to participate in throughout the year.
- Girls in Year 4-6 are also offered a residential visit where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.
- Pupils are supported in gaining confidence by participating in a wealth of public performances and events, for example: the Twilight Music events, LAMDA performances, the Harvest Festival, the annual choir performance at Manchester Cathedral, individual and class presentations, plays and productions.

- All girls in Year 6 are expected to undertake a position of responsibility in different aspects of pastoral welfare for the School such as House Captain, Games Captain and as role models for younger pupils.
- PSHE values are also explored in assemblies. Pupils may take part in school assemblies, be elected onto the various school councils, and are encouraged to express their opinions through pupil voice or other discussion activities.
- Pupils are given opportunities to develop self-confidence and self-esteem, whilst learning to make informal choices regarding personal and social issues. Modelling and approval of such skills is reinforced through praise and rewards: stickers, house points and certificates as appropriate to the age of the pupil.
- The House Point system is structured to further support development of these skills and highlight their worth in our community.
- In Key Stage 2, merit badges are presented to individuals by the Head Mistress in a weekly merit assembly, and a further assembly is focused on the celebration of team and individual achievement in any field.
- In Key Stage 1, Golden Girls awards are presented to individuals by the Head of the Preparatory School in a weekly assembly.
- Visiting professionals may provide talks or workshops for pupils, for example, the NSPCC deliver information sessions to pupils on child protection issues at an age-appropriate level.
- Themed multicultural days give pupils an opportunity to experience a variety of activities to enrich their understanding of other cultures or to celebrate their own with their peer group at MHSG.
- Thoughts and Feelings boxes are used in every classroom, along with 'what I wish my teacher knew' emotion jars to indicate feelings and mindful moments throughout the week, all helping to support pupil well-being on a regular basis in addition to PSHE lessons each week.

3.6 Pupils in Reception and Key Stage 1 cover the myHappymind programme. This programme is designed to give children positive mental well-being habits. myHappymind offers a positive and proactive approach to the social, economic and cultural pressures in today's world. It offers a preventative solution designed to build a whole school culture around mental health and well-being.

The programme starts from the basis of neuroscience and understanding how the brain works. We teach children the basic science of their brain and help them to see what happens when they feel scared or worried.

The lessons are also designed to focus on the children's strengths, looking at what they are already good at rather than focusing on what they find difficult.

3.7 Pupils in the Preparatory School are encouraged to develop positive relationships with others. Activities are planned across the curriculum that give pupils opportunities to participate in conflict resolution or agreement of community principles.

Classes learn about relationships through discussion and activities focused on the School Values and the Golden Rules, or during RE lessons and assemblies. Pupils are encouraged to play with others at break times; toys are available to share and structured games clubs or sports leaders' activities encourage the learning of shared games.

Planning across the MHSG Preparatory curriculum informs collaboration skills: pupils are encouraged through planned activities to play and learn alongside, and then

collaboratively with, their peers. Personal and social skills develop as a corollary to this approach.

4 Assessment

4.1 In the MHSG Preparatory School, teachers integrate effective Assessment for Learning in all areas of the curriculum; pupil work is assessed in PSHE and Citizenship by observations concerning implementation of positive attitudes and behaviour, their progress in understanding of the key areas of study from their baseline understanding, and their development of self-confidence and self-esteem. In PSHE, this involves:

- Assessing pupils' starting points during the first lesson on a key area;
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not literacy learning;
- Implementing assessment-based planning so that lessons consistently meet children's needs;
- Using self and peer assessment to involve pupils in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers which aspects of a key area they would like to learn more about;
- Making ongoing use of the house point award scheme to recognise achievement and progress.

4.2 Information about a pupil's personal and social development is included in the general comment section at the end of year report. In the Early Years Foundation Stage, this information is included in the section on Personal, Social and Emotional Development.

5. Equal Opportunities

5.1 At MHSG Preparatory School, PSHE is used as the vehicle for staff to set and model high expectations of community awareness, behaviour and respect for other people, particularly with regard to the protected characteristics under the Equality Act 2010. *(The headings of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity are now to be known as 'protected characteristics': Equality Act 2010).*

Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including any pupils with additional educational needs, and pupils from different social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions they make regardless of their background, with the aim of promoting respect and a culture of tolerance and diversity throughout the multi-cultural community that makes up MHSG Preparatory School.

5.2 Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

5.3 In order to provide access to learning and to meet pupils' individual needs, specific action is taken to:

- Create effective learning environments, providing for pupils who need any additional support with communication, language and literacy;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate assessment approaches to inform future learning;
- Be mindful of individual pupils who might need support with managing their own emotions with the setting of personal targets for learning or behaviour, and a modelling of the accompanying steps to progression.

6. Use of Technology

6.1 ICT will be used in PSHE when it has the potential to drive learning and progress; for example, it is useful to record pupils' learning and performances as they develop, using digital cameras and/or iPad. Pupils may also use a camera, iPad or other recording device to self-assess and capture their progress themselves.

6.2 Pupils will be encouraged to:

- Find things out from a variety of sources, selecting and using information to meet their needs;
- Develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.
- E-safety considerations will be paramount with regard to the above, and PSHE lessons will be used to model E-safety practices and to further instruct pupils on how to keep themselves safe on-line – both at school and at home: *see MHSG Preparatory School ICT and E-safety Policy for details and further guidance.*

7 Resources

The 'Kapow Primary' Scheme of Work and myHappymind resources are available, where needed, for all year groups, a central digital reference copy is stored on the Preparatory School P:drive (PSHE folder). Additional resources available throughout the School include: myHappymind journals, books, parachutes, puppets, and relevant resources used across the curriculum such as games. A reference list of additional websites and documentation is available on the Preparatory School P:drive (PSHE folder).

8 Monitoring and review

The PSHE and Citizenship subject leader is responsible for:

- Supporting colleagues in the teaching of PSHE and Citizenship.
- Ensuring that the centrally stored reference copies of both the curriculum map and medium term plans are current and also adhere to school policies for teaching and learning.
- Monitoring the time allocation given to PSHE on the timetable, and the delivery of that allocation in weekly planning.
- Monitoring medium and short-term planning to check unit coverage and variety of learning activities.
- Undertaking a work scrutiny to monitor delivery and outcomes.
- Arrange interviews with pupils to discuss PSHE and use pupil voice to ensure equitable deliver, coverage and draw out strands for future development.

- Overseeing the ordering and uptake of resources to deliver the curriculum effectively.

As an agreed school policy, all teachers and support staff in the Preparatory School are expected to apply it consistently within the aims of its rationale.

In addition to the monitoring responsibilities of the subject leader for PSHE, the application and impact of the PSHE and Citizenship Policy across the School will be further reviewed as part of the Preparatory Quality Assurance calendar.

Outcomes will be shared more widely in staff meetings to enhance practice across the whole School and to provide opportunities to discuss and create a shared understanding of current best practice in PSHE and Citizenship moving forward.

9 Policy Review

This policy will be reviewed as part of the policy review cycle and new colleagues will be made aware of its principles.