Believe • Persevere • Succeed

# PSHE Policy

*This policy is applicable to all Governors, Staff, All Pupils inc early years Prep Pupils*

## Statement of Intention

We are committed to fostering an environment that promotes **our vision** 'To continue to be recognised as a leading Prep school, providing unforgettable learning experiences which inspire our pupils to **Believe** in themselves, to **Persevere** and **Succeed** in all they do'.
Our policies are designed to support the diverse needs of all our pupils, our staff, and our community. This policy and its procedures have been developed with due regard for our duties and obligations, for the safeguarding and wellbeing of all our pupils.

## Principles of the policy

At Bowdon Preparatory School, Personal, Social, Health, and Economic (PSHE) education is guided by the principle that all pupils should be supported to become confident, healthy, and responsible individuals who contribute positively to society. Our approach reflects the school's ethos of care, excellence, and collaboration, ensuring that learning is inclusive, developmentally appropriate, and rooted in mutual respect. The PSHE curriculum equips pupils with essential knowledge, skills, and understanding in areas such as physical and mental well-being, relationships, personal safety, citizenship, and social responsibility. It also prepares pupils for the wider challenges of the modern world, enabling them to make informed decisions, build positive relationships, and develop the resilience needed for their future roles within the community and the workplace.Text

## Objectives of the policy

This policy outlines the intent, implementation, and impact of PSHE education at Bowdon Preparatory School. It sets out clear guidance on the structure, organisation, and delivery of the curriculum, ensuring that our provision meets statutory expectations while reflecting the distinctive needs, values, and ethos of our school community. The objectives of this policy are to ensure that PSHE education:

- Promotes personal development, supporting pupils' emotional literacy, resilience, self-awareness, and physical health.
- Delivers high-quality relationships education, emphasising respect, empathy, kindness, and the importance of building positive and healthy relationships.
- Develops social and moral responsibility, embedding British values, active citizenship, and an understanding of pupils' roles within both the school and wider community.
- Equips pupils with essential life skills, fostering economic awareness, decision-making, and readiness for life in an increasingly diverse, digital, and rapidly changing world.

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## Introduction

The ethos of Bowdon Prep School underpins every aspect of our approach to PSHE education. Our values of Care for All, Commitment to Excellence, and Working Together are woven throughout the curriculum:

- Care for All: PSHE fosters an environment where every child feels secure, valued, and respected, empowering them to develop a positive self-image and a strong sense of empathy.
- Commitment to Excellence: Through a well-structured PSHE curriculum, we challenge pupils to think critically, communicate effectively, and make informed decisions to achieve personal growth.
- Working Together: Collaboration is central to PSHE, as pupils build meaningful and respectful relationships, learning the importance of compassion, kindness, and integrity in all their interactions.

By embedding these values into our PSHE curriculum, we ensure pupils are prepared to face challenges with confidence and compassion while contributing positively to their communities and beyond.

At Bowdon Prep School, our PSHE provision is designed to support the holistic development of each pupil, preparing them for the opportunities, responsibilities, and challenges of life. By nurturing emotional well-being and equipping pupils with essential life skills, we aim to:

- Promote pupils' emotional well-being, fostering resilience, self-confidence, and pride in their achievements.
- Support pupils' physical and mental health, encouraging healthy lifestyle choices and self-care.
- Develop pupils' understanding of respectful relationships, grounded in kindness, empathy, and inclusivity.

- Equip pupils with decision-making, problem-solving, and effective communication skills.
- Provide a safe space for exploring diverse perspectives, preparing pupils for positive contributions to a multicultural and interconnected society.
- Instil an appreciation for their rights and responsibilities as members of local, national, and global communities.
- Promote the spiritual, moral, social, and cultural development (SMSC) of all learners.
- Embed fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for others of different faiths and beliefs.

Through our curriculum, we enable pupils to develop self-knowledge, self-esteem, and self-confidence; to distinguish right from wrong and to respect the civil and criminal law of England; and to accept responsibility for their behaviour. We encourage pupils to show initiative and contribute positively to the school, the local community, and society more broadly. We further promote tolerance and harmony between different cultural traditions by fostering respect for pupils' own cultures and those of others, and by encouraging respect for democracy and for the processes by which laws are made and applied in England.

PSHE provides a crucial platform for safeguarding by teaching pupils how to stay safe, avoid harm, and take responsibility for their own and others' safety. Pupils learn to recognise dangers, address harmful situations, and take preventative measures to keep themselves and others safe. Online safety is a significant focus, with both pupils and parents receiving guidance on navigating the digital world responsibly. Pupils are also taught how to form and sustain healthy relationships, manage concerns, and address the physical and emotional changes they encounter.

## Roles, Responsibilities and Staff Development

At Bowdon Preparatory School, we are committed to providing staff with the tools and knowledge necessary to deliver a high-quality PSHE curriculum, ensuring consistency and excellence across all areas of personal development education, lead by the PSHE Lead. Through ongoing training, all form tutors (Prep) and class teachers (Pre-prep) are supported to deliver PSHE in alignment with the school's ethos and values.

Recognising the importance of collaboration, we extend this support to our wider school community by offering workshops for parents. These sessions focus on various aspects of children's personal development, fostering a shared understanding between home and school to ensure pupils receive consistent guidance and care.

Phase Leaders and our Senior Mental Health Lead Teacher play a pivotal role in nurturing the personal development of our pupils. By fostering strong connections between home and school, they ensure open communication and collaboration, helping to create a supportive network for each child. Their trusting relationships with pupils within their phase enable them to provide guidance and encouragement, further reinforcing the values of care, excellence, and teamwork that underpin our PSHE provision.

Visitors to the classroom provide an invaluable opportunity to enrich pupils' learning by sharing their expertise, knowledge, and real-life experiences. We carefully select external contributors to ensure their input aligns with our planned, developmental PSHE programme and complements the curriculum objectives. Visitors bring unique perspectives, deepening pupils' understanding of specific topics such as mental health, safety, diversity, and community engagement. Teachers

work closely with these contributors to embed their input meaningfully into the broader curriculum, ensuring that it enhances pupils' knowledge and skills while remaining consistent with the school's ethos and values. This collaborative approach helps us deliver a dynamic and well-rounded PSHE education that prepares pupils for the complexities of modern life.

## Everyone is Welcome – Teaching and the Equality Act at BPS

At BPS, we embrace the principle that no one is an outsider and that everyone is welcome. Our PSHE curriculum reflects this ethos by celebrating diversity and fostering a sense of inclusion and belonging for all. Through the exploration of different identities and the rich diversity of our world, pupils are encouraged to develop empathy, respect, and an understanding of others. The curriculum is thoughtfully mapped to address these themes in a sensitive and age-appropriate manner, with carefully chosen texts that highlight the beauty and value of differences.

PSHE is a joyful and engaging experience that builds the confidence and self-esteem of all pupils. Teaching focuses on developing pupils' ability to participate actively in discussions, solve problems collaboratively, and reflect on their own words and actions. Thought-provoking stories and activities provide a foundation for meaningful conversations, helping pupils to explore their own identities while learning to respect and value those of others. In this way, our PSHE provision not only equips pupils with the skills and understanding they need to thrive in a diverse and interconnected world but also reflects the core values of Care for All, Commitment to Excellence, and Working Together.

## Establishing a Safe Learning Environment

As PSHE education often covers topics that are closely related to pupils' real-life experiences, it is crucial to establish a safe and supportive learning environment where all pupils feel secure and respected. To ensure that lessons are not a source of emotional harm, we begin each PSHE lesson by setting clear ground rules. These guidelines are designed to foster an atmosphere of trust and respect, where pupils feel confident to engage in discussions without fear of judgment or discomfort. Our ground rules include (but are not limited to):

- There are no silly questions.
- It is not OK to ask personal questions of others.
- We respect each other's opinions and experiences, even if we don't agree with or share them.
- It is not OK to share sensitive personal information about ourselves or others in the classroom; pupils are encouraged to speak to a trusted adult before or after lessons if they wish to discuss personal matters.
- We won't share personal information outside this classroom*

**This should always be caveated with an understanding around safeguarding and that teachers cannot guarantee confidentiality if they have any concerns.*

In addition to these guidelines, we make clear that all pupils can expect to be treated with respect, kindness, and sensitivity, and we encourage them to extend the same treatment to their peers. This ensures that every pupil feels valued and safe in their learning environment. We are committed to providing equal access to our PSHE curriculum for all pupils, regardless of ability, maturity, or personal circumstance, and we make adjustments where necessary to support individual learning needs. For pupils who may be more vulnerable to certain topics, we offer

additional support and resources, ensuring that they feel prepared and safe to engage with the curriculum. We are committed to creating a learning environment where every child's well-being is prioritised, and where sensitive issues are addressed with care, respect, and a focus on safeguarding.

By establishing these clear boundaries and encouraging respectful dialogue, we create a learning space where pupils can engage with sensitive topics in a way that is both meaningful and emotionally secure.

## Teaching and Learning

At Bowdon Preparatory School, our approach to PSHE is rooted in promoting active learning, where pupils are encouraged to engage, explore, and reflect on their own experiences and thoughts. We focus on nurturing the development of both skills and attributes alongside the acquisition of knowledge, ensuring that pupils are equipped not only with essential information but also with the ability to apply what they have learned in real-life contexts. To keep learning relevant while ensuring emotional safety, we carefully distance sensitive topics from pupils' personal lives by using thoughtfully curated examples that are culturally relevant and appropriate for their developmental stage. This allows us to explore complex issues in a way that is both engaging and respectful of each pupil's individuality.

In our PSHE lessons, we avoid shock and shame, fostering an open, supportive environment where pupils feel safe to share their thoughts and experiences without fear of judgment. We ensure that all information provided is accurate, up-to-date, and in line with current guidance, so pupils receive reliable and relevant knowledge. Additionally, we emphasise the importance of help-seeking behaviour, encouraging pupils to support both themselves and others by knowing where to seek guidance when needed. Throughout every lesson, we create opportunities for pupils to reflect on and develop their own values, supporting them in becoming thoughtful, compassionate individuals who are prepared to navigate the challenges of life with confidence and empathy.

## Curriculum Planning

Our PSHE curriculum is carefully planned to ensure a balanced and comprehensive approach that covers both the statutory PSHE and RSHE content. We take great care to ensure that all aspects of the curriculum are age-appropriate, following the current guidance from the PSHE Association to deliver relevant and effective learning experiences. The curriculum is designed with a spiral approach, meaning that key skills and concepts are revisited and built upon term by term, year group by year group. This progressive model ensures that pupils are given the opportunity to consolidate and expand their understanding as they grow, supporting their development from Kindergarten and Pre-Prep through to the Prep level. By structuring the curriculum in this way, we can provide a cohesive and continuous learning journey that equips pupils with the knowledge, skills, and values needed to navigate an ever-changing world.

The PSHE curriculum and its aims are woven into every aspect of school life, ensuring that pupils develop the knowledge, skills, and values they need to thrive. These principles are reinforced through assemblies, form time sessions, and timetabled PSHE lessons, where pupils engage deeply with specific themes. Adequate time is dedicated within the school day to embed this learning, providing space for both discreet lessons and frequent opportunities for circle time, where pupils can share, reflect, and grow in a supportive environment.

A weekly session is dedicated to following a specific theme, ensuring that PSHE education is structured, purposeful, and reflective of our school's ethos and values.

The themes are as listed, below.

Autumn Term - Relationships

- ✓ Families and friendships
- ✓ Safe relationships
- ✓ Respecting ourselves and others

Spring Term – Living in the Wider World

- ✓ Belonging to a community
- ✓ Media literacy and Digital resilience
- ✓ Money and Work

Summer Term – Health and Well-being

- ✓ Physical health and Mental wellbeing
- ✓ Growing and changing
- ✓ Keeping safe
- ✓ Promoting British Values

At Bowdon Preparatory School, the promotion of fundamental British values is integral to our PSHE curriculum and wider school ethos. These values; democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, are seamlessly embedded into daily school life, ensuring pupils develop the understanding, skills, and attitudes necessary to thrive as responsible citizens in modern Britain.

Through our approach, pupils gain:

- An understanding of how citizens influence decision-making through democratic processes.
- An appreciation of how living under the rule of law protects individual citizens and supports their safety and well-being.
- An understanding of the separation of powers and the accountability of public bodies, such as the police and judiciary, through independent processes.
- Knowledge that the freedom to hold and practice different faiths and beliefs is protected in law.
- An acceptance and respect for others with different faiths, beliefs, or no belief, fostering a culture free from prejudice or discrimination.
- An understanding of the importance of recognising and challenging discrimination in all its forms.

At Bowdon Prep, these values are not only taught but also consistently reinforced through purposeful activities and the fabric of school life:

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**Democracy**

Democracy is a cornerstone of our school community. Pupils have their voices heard through platforms such as the Pupil Council, pupil questionnaires, and leadership roles, including leading extracurricular clubs. School Council members are elected by their peers, demonstrating democratic processes in action. This active participation nurtures pupils' understanding of responsibility, collaboration, and the importance of their role in shaping their school community.

**The Rule of Law**

The value of laws, whether governing the classroom, school, or society, is reinforced through assemblies, classroom discussions, and daily routines. Pupils are taught the reasons behind laws, their role in ensuring safety and fairness, and the responsibilities they entail. Regular visits from the Police, Fire Service, and other authorities further enhance pupils' understanding of how laws protect them and the consequences of breaking them, fostering respect for the rule of law.

**Individual Liberty**

At Bowdon Prep, pupils are encouraged to make informed and independent choices within a safe and supportive environment. Through PSHE, online safety lessons, and our broader curriculum, we educate pupils on their rights and personal freedoms while guiding them to exercise these responsibly. Opportunities to choose challenges, express themselves, and engage in extracurricular activities empower pupils to develop confidence and autonomy.

**Mutual Respect**

Mutual respect is central to our school ethos and values. Through assemblies, classroom discussions, and daily interactions, pupils explore what it means to respect others and how to demonstrate this in their words and actions. Core values are woven into the Behaviour Policy, and pupils engage in meaningful discussions during daily form time, reinforcing their understanding of respectful relationships.

**Tolerance of Those with Different Faiths and Beliefs**

Pupils are taught to appreciate the richness of diversity within our society and the importance of tolerance and inclusion. PSHE, RE lessons, form times, circle times and pupil-led assemblies provide opportunities for open conversations about prejudice and the harm caused by discriminatory behaviours. Pupils explore different cultures and beliefs, often learning directly from members of the community who share their experiences. This fosters empathy, understanding, and the principle that everyone is welcome, reflecting our commitment to creating a culture of acceptance and belonging for all.

Through the promotion of British values, Bowdon Preparatory School equips pupils with the knowledge, respect, and skills to contribute positively to their community and embrace the responsibilities of citizenship in a diverse and interconnected world.

## Spiritual, Moral, Social and Cultural Development (SMSC)

**Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning and willingness to reflect on their experiences

At BPS, we will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

**Moral DevelopmentDefinitions**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

We believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

At BPS, we develop pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

At Bowdon Preparatory School, we believe in fostering an environment where every child feels valued and supported. Teachers work closely with their classes at the beginning of the school year to establish a code of conduct that reflects the core values of the school. This collaborative approach encourages pupils to take ownership of their actions, develop an awareness of their personal responsibilities, and understand the importance of respecting themselves and others. We actively promote independence while guiding pupils to identify and manage their feelings in ways that are socially acceptable and aligned with the values of respect, kindness, and responsibility. This is achieved through a combination of collective worship, social skills groups, and PSHE/Circle Time sessions and Rainbows, where pupils have opportunities to reflect on their emotions, discuss behaviours, and build empathy for others.

We are committed to the holistic development of every child, focusing not only on academic progress but also on social and emotional growth. Through consistent praise and rewards such

as Pupil of the Week, and a range of positive reinforcement strategies, we strive to raise self-esteem and celebrate both academic and social achievements. This approach, supported by our Positive Behaviour Policy, helps to create a nurturing environment where pupils feel confident in their abilities and are empowered to thrive both academically and personally.Text

**Social Development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

BPS develops pupil social development by:

- Identifying and promoting the key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

**Spiritual Development**

Pupils' spiritual development is:

- A sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- The ability to reflect upon experiences of awe, compassion, beauty etc
- The ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

At BPS, pupils' cultural development is demonstrated by:

- We seek to find ways in which all areas of the curriculum can contribute to children's spiritual development.
- We seek to foster spiritual capacities, eg. imagination, insight and empathy.
- We allow children the opportunity to explore and express feelings and emotions.
- We provide opportunities for prayer including silence and stillness.
- We share feelings and experiences that foster hope and joy, reassurance and encouragement.
- We encourage children to develop relationships based on the Christian values of love, forgiveness and service to others.
- We enable children to make the links between biblical values the life of the school and the wider community.

Initiatives and activities promoting spiritual, moral, social and cultural development:

- Pre/After School Clubs
- Assemblies
- Charity Support
- Competitions
- Library resources and sessions
- Celebrating diversity
- Learning walks
- Themed days/weeks
- Trips and excursions
- School council involvement
- Pupil voice
- Leadership and enterprise

**Wellbeing**

PSHE plays a key role in safeguarding, teaching pupils how to stay safe both offline and online, how to establish healthy relationships, and how to address physical and emotional changes. For

further details on emotional well-being, safety, and safeguarding, please refer to our Pupil Well-Being Policy.

## Engaging Parents and Other Stakeholders

At Bowdon Preparatory School, we recognise that PSHE education is most effective when there is strong communication and collaboration between school and home. Our commitment to working closely with parents and other stakeholders ensures that pupils receive consistent and supportive messages about personal development, both in school and at home.

We actively involve parents in the creation and review of our PSHE policy through regular consultations and by making the policy accessible on the school website for transparency. While PSHE is a statutory part of the curriculum and there is no right for parents to withdraw their children from it, we acknowledge that parents have the right to withdraw their children from certain elements of Relationships and Sex Education (RSHE). To support informed decision-making, we provide parents with clear information about the content and delivery of both PSHE and RSHE through curriculum newsletters and detailed overviews.

To further engage parents, we communicate regularly about all aspects of the PSHE curriculum. This includes email notifications to alert parents when sensitive or challenging topics will be addressed in class, ensuring they are prepared to provide any necessary support at home. We also offer workshops and resources to help parents understand the content and objectives of our PSHE programme, fostering a shared approach to their child's personal development.

We recognise that consultation with and involvement from pupils is also crucial to ensure that PSHE teaching meets their needs and addresses the issues they face in their daily lives. The level of consultation and involvement is carefully tailored to their age and level of maturity, allowing older pupils more opportunities to voice their perspectives and contribute to curriculum planning, while younger pupils are consulted in a way that is appropriate for their stage of development. This ensures that the PSHE curriculum is both relevant and meaningful for all pupils

By maintaining open lines of communication and involving parents as valued partners, we uphold our ethos of Care for All, ensuring that every pupil benefits from a consistent, well-rounded approach to their PSHE education.

## Assessment, Record Keeping and Reporting

Assessment in PSHE at BPS differs from traditional subject assessments as it focuses on the development of pupils' behavioural outcomes, with a particular emphasis on how learning and understanding have progressed over time. Instead of relying solely on written tests, we assess the growth of key skills, emotional intelligence, and the ability to apply knowledge in real-life contexts. Assessment activities, such as 'The Three Houses' task, brainstorming techniques, discussions, quizzes, self-assessments on a scale, and working walls, provide valuable insights into pupils' progress and help guide lesson planning and adaptations.

At the beginning of each topic, baseline assessments are used to establish pupils' starting points and inform weekly term planning. These initial assessments help us identify the specific needs of each pupil, allowing us to tailor lessons to ensure that learning is relevant, engaging, and appropriately challenging. As the topic progresses, we continue to assess and evaluate pupils' understanding and skills, comparing baseline assessments with endpoint assessments to

measure the growth and development of their knowledge and behaviour. This ongoing assessment process ensures that lessons remain responsive to pupils' evolving needs and that every pupil is supported to achieve their full potential in PSHE education.

Teachers will make informal judgements based on these assessment outcomes. On completion of a piece of work, if relevant, the teacher marks the work and highlights the objective in accordance with the school's marking policy, and comments as necessary.

The PSHE book will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging, meeting or exceeding expectations for

the key objectives. Teachers should judge which description best fits the pupil's performance which is reported to parents on the termly report.

**The Role of the PSHE Lead and Monitoring**

The PSHE Lead plays a vital role in ensuring the effective delivery and continuous improvement of the PSHE curriculum at BPS. Oversee the monitoring and evaluation of the programme through a variety of methods, including lesson observations, reviewing lesson plans, and gathering feedback from teachers during meetings. Pupil voice is an essential part of this process, and pupil input is sought through feedback sessions, lessons, or group discussions. These insights, along with teacher feedback, help to identify areas of strength and any staff development needs. Additionally, Relationship and Sex Education (RSHE) issues are incorporated into the induction programme for all new staff members, ensuring that they are fully equipped to teach sensitive topics with care and clarity.

The PSHE Lead also has a broad responsibility for staff training and development, parent information events, and relevant workshops. They will ensure the monitoring of the standard of pupils' work and the quality of teaching and learning in PSHE. The PSHE Lead will review and contribute to teachers' planning to ensure comprehensive coverage of the National Curriculum through the various units, offering support for colleagues in planning, teaching, and assessment. They also keep staff informed about current developments in PSHE and RSHE, providing advice and maintaining the availability of resources and the PSHE curriculum budget. Furthermore, they play a key role in evaluating the strengths and weaknesses of the subject, identifying areas for further development to be addressed in the school's action plan.

Monitoring of the PSHE programme occurs termly and includes a variety of activities such as planning and book scrutiny, interviews with pupils, conversations with staff, learning walks, and checking that assessments are up to date. These processes ensure that teaching and learning remain high quality and responsive to pupils' needs.

As part of the school's commitment to transparency and collaboration, parents and carers are given the opportunity to discuss the draft RSHE policy at parents' meetings with Phase Leaders, and teaching and non-teaching staff had the chance to review the policy during staff training sessions. The policy is accessible to all teaching and non-teaching staff, community partners, and any outside visitors who contribute to PSHE lessons via the school office. Furthermore, the policy is available on the school website for staff, Governors, and parents to review, and it may be formally reviewed, evaluated, and updated annually to assess its relevance and effectiveness.

**Further titles**

Relationships Education, Relationships and Sex Education (RSHE) and Health Education (February 2019)

Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)

Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)

Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013

Keeping Children Safe in Education, 2023)

Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Public sector equality duty (PSED) (s.149 of the Equality Act).

Respectful School Communities: Self Review and Signposting Tool

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

SEND code of practice: 0 to 25 years (statutory guidance)

Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Sexual violence and sexual harassment between children in schools (advice for schools)

The Equality and Human Rights Commission Advice and Guidance

Promoting Fundamental British Values as part of SMSC in schools

SMSC requirements for independent schools

National Citizen Service guidance for schoolsText

**Related policies**

Early Years Policy

Curriculum, Teaching and Learning Policy

eSafety Policy including Cyber Safe

SEND Policy

Positive Behaviour Policy

Safeguarding and Child protection Policy

Anti Bullying Policy

Activate Handbook

Equality, diversity and inclusion Policy and Procedures

Relationships and Sex Education Policy

Pupil Well-being Policy

## Policy Review and Dissemination

All members of staff and governors will receive a copy of this policy (via TEAMS link).

The policy will be available for parents on our website. A paper copy can be requested via the School Office office@bowdonprep.org.uk

| | |
|---|---|
| **SLT member responsible** | KiP/SMT |
| **Governor / Board Responsible** | Education Board |
| **Date of review** | January 2026 |
| **Date of next review** | January 2027 |

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