



Kimbolton School
Cambridgeshire

Kimblton Preparatory School Personal, Social, Health Including Economic Education (PSHE) Policy EYFS, KS1 and KS2 2024

Policy owner: E.Prew Preparatory School PSHE and RSE subject leader
Governor Committee: Education
Policy Summary Statement: This is our policy for Personal, Social, Health including Economic Education at the Preparatory School.
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Prep School PSHE Policy & Overview

Rationale

The study of Personal, Social, Health and Economic Education (PSHE) enables pupils to learn about themselves both as individuals and as members of a group. A successful PSHE Programme of Study will help prepare children to understand their journey into adolescence and adulthood.

They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active responsible citizens.

Pupils can learn about their own feelings and the feelings of other children and adults. This includes the needs, views and rights of the young and old. They learn social skills such as taking turns, how to share, helping others, resolving simple arguments and resisting bullying.

Safeguarding Statement

Kimbolton School is dedicated to safeguarding and promoting the welfare of its boarding and day pupils, regardless of age, ability, race, culture, religion, sexuality or class. Safeguarding is integrated into the School ethos. It is the duty of all members of staff including full-time, part-time and volunteers, both teaching and support, to play an active role in ensuring the safety and promoting the welfare of the children in the School's care. Safeguarding is everyone's responsibility.

Teaching and Learning

Every class has a weekly PSHE lesson and elements of the PSHE curriculum are covered additionally in the following ways:

- Through activities such as School assemblies, House assemblies, visits, performances etc.
- Incidentally when an issue is raised by a pupil or an incident takes place (both at school level and nationally).
- Through the hidden curriculum – ethos, atmosphere of the school.

We use a range of teaching and learning approaches to meet the PSHE requirements and promote British Values. In the EYFS, PSHE takes place in the Personal, Social, and Emotional Development (PSED) section of the EYFS curriculum. PSHE also supports learning through 'Knowledge and Understanding of the World' (KUW).

An emphasis is placed on active learning by involving the children in discussions and problem-solving activities. Classes are organised so that pupils are able to participate in discussion to resolve conflicts or set agreed rules of behaviour.

PSHE is taught with reference to the National Curriculum 2014. It states that 'Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired, and applied when developing skills of enquiry and communication, participation and responsible action.' We broadly base our long-term plans on the non-statutory guidelines.

Teachers provide learning opportunities matched to the needs of individual children including those with specific learning needs. We take into account the targets set for the children in their Individual Education Plans (IEPs). We ensure inclusion of diverse perspectives, identities and family structures. Parent involvement



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is important, for example, parents in Year 3 and 6 are invited to visit the Life Education programme's mobile unit and meet the person who takes the sessions and have the opportunity to ask questions.

RSE (Relationship's and Sex Education)

The government has introduced new guidelines for Relationships and Sex Education (RSE) which must be taught in schools from September 2021. RSE will be taught during PSHE lessons following the PSHE Association plans and using Kapow Primary to enhance teaching, as well as through other subjects, as appropriate, in a safe learning environment. RSE will foster gender equality and meet the needs of the pupils which is set out in the PSHE rationale. An email goes out to parents and carers, and they are informed about when these sessions will take place. Please see separate RSE policy.

Early Years Foundation Stage (EYFS)

We promote personal, social and emotional development in Reception. We deliver regular PSED lessons each week covering a variety of subject areas. In addition, PSED is incorporated in all daily lessons including register time, play times, lunch time, and Bee Time. There is a great focus on working and playing cooperatively and taking turns, respecting others as well as being aware of their own needs. Children learn to understand rules, know right from wrong and regulate their own behaviour. We encourage children to try new activities to become more confident and show independence, resilience, and perseverance.

Assessment and reporting

PSHE at Kimbolton School is not formally assessed i.e. we do not routinely report attainment grades to parents.

It is important that PSHE work is evaluated by teachers because we must be able to:

- monitor our provision
- give staff and pupils (and parents) feedback about their progress and how pupils' learning might be improved
- improve learning and increase pupils' motivation
- help pupils to reflect on and identify what they have learnt
- The use of individual Think Books from Reception to Year 6, showing the child's progression through the school.
- Meetings for parents – Reception, Year 1 and 2 will take place during the welcome meetings at the start of the autumn term. Year 3 and 4, Year 5 and 6 will be separate meetings and take place during the first half of the autumn term.

Formal assessment/marking in PSHE is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life. Ipsative assessment will be used (the practice of determining pupil's progress based on their earlier work.) Each pupil will have a 'Think' Book, which will start when pupil's join Kimbolton Prep and finish at the end of Year 6 or when they leave.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School
- increased awareness of courtesy, trustworthiness and respect for property (these two aspects may be rewarded with Stars)
- increasing ability to form constructive relationships with one another, teachers and



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- other adults
- increasing understanding of the impact the individual makes on others
- increasing respect for the differences between people, particularly their feelings, values
- and beliefs
- an increasing ability to show initiative and take responsibility

Teachers have clear expectations of what pupils will know, understand and be able to do at the end of each Key Stage. Teachers observe and make informal judgments during lessons and within the classroom environment generally. (Parents are kept informed of the children's progress during parent's evenings, telephone calls, meetings or at the end of the school day.)

Pupils will have the opportunity to self-evaluate each module. There will also be opportunities to celebrate success and understanding in assemblies and display work. Feedback between the teacher and pupil may be verbal or written.

EYFS

Progress and attainment in PSED is continually monitored daily by our EYFS Team. More formal assessments are carried out at the beginning and end of the year. Parent consultation appointments take place throughout the year. Tapestry online Learning Journal is also used for communication, this includes observations and the child's experiences.

Curriculum Enrichment

All children are encouraged to take advantage of the many opportunities presented, which are designed to enrich their school experiences and contribute to their wider personal development.

Examples include:

- Reception a visit to Kimbolton town, nurse, dentist and florist visit
- Year 1 a visit from the school nurse
- Year 2 a visit to Kimbolton Church to meet the Reverend
- Year 3 a visit to Kimbolton village; a visit from the Cambridgeshire Life Education Programme, an overnight residential
- Year 4 our local Town Councillor; an overnight residential
- Year 5 an overnight residential
- Year 6 a visit from the Cambridgeshire Life Education Programme; an overnight residential
- Participation in School performances
- Visits to other religious places of worship
- The School Council has representatives from Years 1 to Year 6.
- Extra-curricular activities
- Charitable activities, e.g. gathering donations for the local food bank, cake sales and occasional 'Mufti' days.
- Whole School theme days e.g. Stars and Stripes Day
- STEM week
- Hosting visitors to the School
- Developing awareness of current affairs
- Odd Socks Day (Anti-bullying week)
- Charities Day- the children create stalls to make money for a named charity



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School Council

The School Council aims to give the pupil body the opportunity to put forward ideas which could improve the school environment and experience. Two School Councillors are elected annually by their peers in a mock election in each year group from Year R-6. They take on the roles of members of the committee and learn to work together to bring about change. They are facilitated by a link teacher.

E-safety

E- safety has a high priority in Kimbolton School, during PSHE lessons and other curriculum subjects. When necessary, it is also discussed in class time and assemblies. E-safety week is also highlighted in the school calendar.

Children should be aware of the different forms cyber bullying can take, for example: on the internet; through emails and chatrooms; through interactive games; on mobile devices and via social media platforms. Pupils are also taught how to recognise cyber bullying and what action to take if it occurs.

Fundamental British Values

Kimbolton School aims to promote and uphold the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance as well as Christian values including faith, love, forgiveness, responsibility, service, trust and unity. The British Values are listed in the Upper Prep Homework Diaries.

By promoting **Fundamental British Values** our pupil's gain:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army
- can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

(Promoting fundamental British values as part of SMSC in schools, November 2014)

The aims of personal, social, health and economic education are to:

- provide every pupil with opportunities to develop knowledge, skills and attitudes which enable them to become effective learners and citizens, both within and beyond school;
- develop independence and self-discipline and promote confidence in decision making and communication;
- recognise the role of parents and carers as co-educators and promote strong partnerships with families and the wider community;
- be committed to the healthy development and well-being of the whole school community;
- value each member of our school and develop self-esteem, tolerance and caring.

Prevent Duty

The Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015 (Act) and its application came into effect from July 2015.



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It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion.

Staff need to be able to identify children who may be vulnerable and know what to do when they are identified. Our 'Prevent' work depends on effective partnership with the police and the local authorities in the areas from which our children are drawn. Staff have regular training and safeguarding is on the agenda each staff meeting.

Staff must be vigilant, and, to this end, all colleagues will receive regular, updated training as part of our School's ongoing measures designed to prevent the radicalisation of our pupils. Staff must consult with one of the Safeguarding Designated Lead (DR) immediately should they feel a pupil may be vulnerable to radicalisation and/or extremist views.

Further guidance can be found in *The Prevent Duty – Departmental advice for schools and childcare providers* (April 2021) and in the updated *Keeping Children Safe in Education* (September 2023).

Equal Opportunities - Respect for other people

The staff will ensure that all children will have an equal opportunity to develop their potential within PSHE, regardless of ability, age, disability, gender reassignment, marriage, civil partnership, pregnancy, maternity, age, religion, belief, sex and sexual orientation, in the line with the schools' policy equal opportunities.

Protected Characteristics

Under the Equality Act, it is illegal to discriminate an individual based on-

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including Colour, Nationality, Ethnic or National Origin,
- Religion, Belief or lack of Religion/Belief
- Sex
- Sexual Orientation

Protected Characteristics are traits which cannot be used against any individual in any way, shape or form.

Monitoring and Review

The subject leader will review the policy with all other members of staff and attend relevant courses. The Preparatory School subject leader meets with the Senior School co-ordinator and the Preparatory School Head on a regular basis, usually termly to ensure the policy remains relevant and responsive to the children's evolving needs.

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Curriculum Overview

PSHE EYFS, KSI	Autumn: Relationships			Spring: Living in the wider world				Summer: Health and Wellbeing	
Topics/ Year groups	Families and Friendships	Safe relationships	How behaviour affects others: being polite and respectful	Belonging to a Community	Media literacy and digital resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and changing	Keeping safe
Reception EYFS	Making friends. Taking turns. Who we live with	Who can we talk to? Who is special to us? Families, teachers, nurses	Kind words. How do we feel? How do others feel? Circle time	Celebrate 'Thinking day' Ourselves, our class, Reception, Lower prep. Student council	Online games with adult supervision. Internet safety	Jobs in the community. Visits from parents with specific jobs	Physical development. Nurse visit- keeping healthy. WOW wall. Fill my Bucket story- positivity	Growing up- baby, now and adult. Baby visit. Preparation for Year 1 in last term	Crossing a road. Online safety. To follow rules and regulations
Year 1	Roles of different people, families, feeling cared for	Recognising privacy, stating safe, seeking permission	How behaviour affects others: being polite and respectful	What rules are, caring for others' needs, looking after the environment	Using the internet and digital devices, communicating online	Strengths and interests, jobs in the community	Keeping Healthy, food and exercise, hygiene routines, sun safety	Recognising what makes them feel unique and special, feelings, managing when things go wrong	How rules and age restrictions help us, keeping safe online
Year 2	Making friends, feeling lonely and getting help	Managing secrets, resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences, playing and working cooperatively, sharing opinions	Belonging to a group, and responsibilities, being in the same and different in the community	The internet in everyday life, online content and information	What money is, needs and wants, looking after money	Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help	Growing older, naming body parts, moving class or year	Safety in different environments , risk and safety, home emergencies

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PSHE KS2	Relationships			Living in the wider world			Health and Wellbeing		
Year 3	What makes a family, features of family life	Personal boundaries, safely responding to others, the impact of hurtful behaviour	Recognising respectful behaviour, the importance of self-respect, courtesy and being polite	The value of rules and laws, rights, freedoms, and responsibilities	How the internet is used, assessing information online	Different jobs and skills, job stereotypes, setting personal goals	Health choices and habits, what affects feelings, expressing feelings	Personal strengths and achievements, managing and reframing setbacks	Risks hazards, safety in the local environment, and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour, managing confidentiality, recognising risks online	Respecting differences and similarities, discussing difference sensitively	What makes a community, shared responsibilities	How data is shared and used	Making decisions about money, using and keeping money safe	Maintaining a balanced lifestyles, oral hygiene and dental care	Physical and emotional changes in puberty, external genitalia, personal hygiene routines, support with puberty	Medicines and household products, drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people, recognising prejudice and discrimination	Protecting the environment, compassion towards others	How the information online is targeted, their role and impact	Identifying job interests and aspirations, what influences career choices, workplace stereotypes	Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies	Personal identity, recognising individual and different qualities; mental well being	Keeping safe in different situations, including responding in emergencies and first aid
Year 6	Family and relationships – respect. Understanding stereotypes.	Recognising and managing pressure, consent in different situations How to resolve conflict. What grief is and how we can get help to cope with it	Health and Wellbeing – to identify goals for the future. To manage our wellbeing through mindfulness and healthy eating	Citizenship – understanding human rights, Valuing diversity, challenging discrimination and stereotypes	Evaluating media sources: sharing things online	Human reproduction and birth, increasing independence, managing transition	Influences to attitudes and money; money and financial risks	What affects mental health and ways to take care of it: managing change, loss and bereavement, managing time online	Keeping personal information safe, regulations and choices; drug use and the law: drug use and the media