



GIGGLESWICK SCHOOL

Prep School PSHE Policy

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1 INTRODUCTION

Our PSHE provision supports our core values and aims by providing opportunities for pupils to develop important personal traits. We are committed to developing pupils' knowledge, skills, and attributes to stay healthy, safe, and prepare for life and work.

The provision supports the aims of our Curriculum Policy as well as the shared and common values of Giggleswick School, and is a key priority in our school development plan. As an area of importance, all pupils receive a weekly hour lesson of PSHE delivered by a subject specialist.

Through our provision (and in other areas) we seek to also promote the **fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others with different faiths and beliefs; paying particular regard for the protected characteristics set out in the 2010 Equality Act. We also view our PSHE provision as a key method to reinforce e-safety to pupils and parents - which will be taught in Computing. The school was recognised by Healthy Schools North Yorkshire in 2021 for its PSHE curriculum and provision (Bronze Award), in 2022 for the school's Emotional Health and Wellbeing Provision, and in 2023 for its promotion of Active Lives (Silver Award). In 2024 the school achieved Gold Award with its focus on Healthy Eating. It is now working towards Platinum by further developing provision to support emotional resilience in pupils.

Our PSHE scheme is developed across the whole school, and will be a rolling programme revisited annually (using current resources and plans developed by North Yorkshire and the PSHE Association), building on skills, but delivered at the appropriate level for the age of the child.

2 DEFINITION AND OBJECTIVES FOR PSHE

PSHE helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes; they build knowledge, confidence and self-esteem and develop an awareness of their mental health, resilience and well-being. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. This includes respecting different families and relationships (see RSHE policy). The world is full of complex and sometimes conflicting values. PSHE helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions; learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programs to take.

(Extracted and adapted from QCA PSHE importance statements for Personal Wellbeing and Economic Wellbeing and Financial Capability)

At Giggleswick Prep School Personal, Social and Health Education (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 families and of social and economic communities. The key aims are to:

**Foster emotional literacy, resilience, confidence, and healthy relationships.
Promote pupils' spiritual, moral, social and cultural development.
Prepare pupils for transitions (to secondary school and beyond).
Fulfil statutory responsibilities, particularly around Relationships Education and Health Education.**

3 DELIVERY OF PSHE AND THE CURRICULUM

3.1 PSHE Curriculum

The PSHE programme will be firmly embedded within the school's curriculum and cross-referenced to the National Curriculum for Science, e.g. harmful substances, including vaping. Computing lessons are used to embed online safety and relationships. The following aspects ensure the delivery of good quality PSHE:

- A whole school commitment to the importance and value of PSHE (as reflected in the development of the Wellbeing Curriculum which links assemblies).
 - Structured learning opportunities with a focus on pedagogy to make lessons active, engaging and relevant.
 - Sufficient curriculum time to allow for the coverage of the full range of PSHE topics and themes – one dedicated PSHE hour lesson delivered to each class.
 - Age and culturally appropriate PSHE which starts in the EYFS
 - Pupils, parent and carers should be involved in identifying their needs for their PSHE curriculum.
- The PSHE curriculum is delivered through Science, Computing and Humanities, and discrete PSHE lessons. Where appropriate cross-curricular links are made to ensure that PSHE is embedded across the curriculum (as reflected in the Wellbeing Curriculum).
 - The PSHE programme is delivered by Felicity Mundell, who attends North Yorkshire PSHE & Wellbeing network meetings/is a member of the PSHE Association and provides feedback to relevant staff following training.
 - The content of the PSHE curriculum is structured around the North Yorkshire PSHE planning and assessment tool, in conjunction with the PSHE Education Programme of Study (PSHE Association) with clear learning outcomes highlighted in planning documentation. This is available for all staff to access in the school's curriculum map.
 - Key PSHE topics and objectives are shared each term with parents through Padlets (Curriculum overviews).
 - The school is ensuring that it is providing effective provision for all learners (including those with protected characteristics) through ongoing needs analysis and a comprehensive PSHE curriculum which takes this into account.

All teachers will be mindful of the language they use and the resources they select to ensure that they are not inadvertently promoting stereotypical images but are recognising and celebrating the diverse nature of families, sexual orientation, faiths and cultures. Correct terminology will be used, and slang/street names will be avoided. PSHE will respect differences in families, gender, sexuality, and culture (Equality Act 2010).

The school's rolling programme has a thematic approach which covers the following topics on a half-termly basis:

1. Becoming an Active Citizen (including: Rules, Rule of Law/Parliament, responsibilities, and rights, Fair Trade, Refugees, Media bias and how to find impartial advice, caring for the environment, respecting different opinions and debating issues, democracy, how choices effect local and national communities)
2. Keeping Myself Safe (including: First Aid & making a 999 call, Road/Rail/Water/Fire/Farm/School Safety, Online Safety and Digital Resilience including bullying and how to manage requests for images, Peer Pressure, Medicines and Drugs safety, alcohol/tobacco/drugs/vaping, household substances that can be harmful, people who can help us, Sun safety)
3. Healthy Lifestyles & Wellbeing (including: healthy eating/nutrition, exercise, sleep, mental health, personal hygiene including oral hygiene, grief/loss/bereavement, developing resilience/growth mindsets, body image, coping strategies, emotional regulation – naming and managing feelings, making informed choices)
4. Me and My Relationships (including: Consent, Online behaviour, kindness/respect and what makes a good friend, resolving conflict, valuing oneself/being an individual, challenging gender stereotypes, who is our network of people to support us, different families/relationships, our bodies including names for main body parts including external genitalia, knowing what is meant by private, and respecting others privacy on and off line, puberty – Y6 only, covering topics such as menstruation, physical and emotional changes)
5. Me and My Future (including: economic education including ways to pay for things, needs and wants, savings and different ways to gain money, charities and volunteers, different careers/jobs, tackling gender stereotypes in the world of work)
6. Moving on (including: moving into new year groups/secondary education or school phases, providing profiles for new teachers/schools to support transition)

- A range of active teaching and learning methods are used in the delivery of PSHE which challenge pupils' thinking and encourage them to reflect profoundly on their learning and on their behaviours.
- Giggleswick School manages sensitive and controversial issues in PSHE following our Safeguarding Policies. Pupils are made aware of confidentiality procedures at the start of every PSHE session.

3.2 Resources

A range of relevant and up to date resources that reflect the diverse nature of society will be used in PSHE. All resources will be reviewed regularly to ensure that they are still fit for purpose. Resources are used from a range of sources that are recommended by North Yorkshire and the PSHE Association. RSE resources are shared with parents in an annual workshop led by the PSHE Subject Lead who are consulted about with regards policies and content of the curriculum.

3.3 External agencies

The responsibility for organising and delivering most, if not all, of the PSHE programme rests with the school, however it is recognised that at times an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. This includes visits from the emergency services to focus on forms of safety as

well as rules and responsibilities, annual First Aid training for all pupils, bi-annual Parliament workshops, bi-annual workshops on Fairtrade and Refugees, talks about careers and jobs, The PSHE Subject Leader (FM) or organising teacher will always ensure that prior to the visit of an external contributor a planning meeting has taken place where learning outcomes and objectives for the session have been agreed, teaching and learning approached have been discussed and other relevant information shared. On these occasions the school's visitor log will be used in line with our safeguarding procedures. The class teacher retains responsibility for the class at all times and should be present in the classroom even where sessions are delivered by external visitors. Please refer to the school's Visitor Policy.

4 ASSESSING, MONITORING, EVALUATING AND REVIEWING

4.1 Assessment

Pupil progress in PSHE will be assessed in accordance with the school's policy for Assessment, Recording and Reporting. Assessment of PSHE should:

- Be planned from the beginning as an integral part of teaching and learning, including a detailed needs analysis at the beginning of each key theme.
- Children's work will be recorded in PSHE workbooks if appropriate and a whole school 'Big Book' as many lessons are discussion/circle-time based.
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Include pupils as partners in the assessment process e.g., through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.
- Use data collected from the school's participation in the 'Growing Up in North Yorkshire' questionnaire (via SHEU) on a bi-annual basis, and GL PASS surveys.
- Reporting of pupil's knowledge and understanding to parents will be given verbally via a Spring Term parent/teacher consultation.

The subject leader for PSHE will be responsible for monitoring the outcomes of pupils and the quality of teaching and learning in PSHE reporting the results to the Senior Leadership Team and, via the Headteacher, to the Governors Boarding and Wellbeing Committee.

4.2 Monitoring and Evaluating

The PSHE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. Schemes of learning will be formally reviewed every year for the following purposes:

- To review and plan the content and delivery of the programme of study for PSHE education.
- To review resources and renew as appropriate.
- To update training in line with current guidance and staff identified needs

4.3 Management and co-ordination

The PSHE Subject Leader, **Felicity Mundell** is responsible for all aspects of the subject. In respect of PSHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term PSHE schemes of work, also ensuring statutory compliance.
- Ensure that all staff are confident in the skills required to teach and discuss PSHE issues.
- Consult with pupils to inform PSHE provision.
- Access to appropriate training.
- Monitor and advise on organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Review/update the policy on an annual cycle.
- Provide relevant information/guidance to parents when deemed necessary.
- Co-ordinate provision with PSHE subject lead at Giggleswick Senior School in order to provide continuity throughout the PSHE curriculum.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of PSHE are to:

- Liaise with the PSHE Subject Leader.
- Keep the governing body fully informed of issues and progress in PSHE via the Academic and Co-Curricular Committee, and Pastoral and Wellbeing Committee.
- Act upon any concerns which may arise from pupil disclosure during PSHE sessions.

5 CHILD PROTECTION AND CONFIDENTIALITY

PSHE can be a sensitive issue and to protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

In line with the RSE statutory guidance 2025, and to support safeguarding of pupils, when discussing human bodies, the correct anatomical terminology will be used (e.g. penis, vagina).

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, the school will

have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection. The Designated Safeguard Lead (James Mundell) will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children's Partnership guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act.

The Parental Right to withdraw their child from PSHE lessons

The school recognises the right of parents/carers to withdraw their children from all, or part, of sex education, which is not part of the National Curriculum (Science).

The Primary National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Further information on the parental right to withdraw is contained within the school's RSHE policy which follows the statutory guidance from July 2025.

At the Prep School, Health and Relationships education is taught, but not sex education, which is covered in the Key Stage 3 curriculum at our Senior School. Therefore, the parental right to withdraw pupils is not applicable. The decision to teach sex education will be annually reviewed and should the school decide to change its curriculum, parents will be consulted.

Parents of pupils in Year 6 will be notified in writing of the programme and content for health and relationships education (RSHE) **during the Summer Term each year**; and an information evening is provided to share resources during this term. This will include physical and emotional changes that occur during puberty, including menstruation and wet dreams.

