ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

Personal, Social, Health and Economical Education (PSHEE) Policy

Policy Owner:	Deputy Head Academic
ISSR Reference:	Part 1 – Quality of Education Provided
Date of review:	Spring 2026
Approved by:	Group Board (Education committee 26 March 2026)
Date of next review	Spring 2029 (or sooner if statutory guidance changes)

1. Aims (and rationale)

This policy is applicable to staff, pupils, and parents of Rosemead Preparatory School and Nursery and aims to ensure all parties are clear on the PSHEE Schemes of Work Policy.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act 1996
- SEND Code of Practice 2015
- Equality Act 2010
- Duty to Prevent (2015)
- Statutory Guidance: Relationships Education, RSE and Health Education (DfE, 2025)
- Keeping Children Safe in Education (KCSIE, 2026)
- Independent School Standards Guidance (2026)

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to Group CEO who in Turn delegates to the Head of School.

The Local School Board shall provide assurance to the Group Board that the school's PSHEE policy is being implemented effectively, that the statutory curriculum requirements are being met, and that appropriate arrangements are in place for parental engagement, and safeguarding.

3.2 Head of School

The Head is responsible for overseeing the work of the Deputy Head Pastoral and ensuring the below details are met.

This involves ensuring all Heads of Subject and Subject Coordinators follow what has been outlined in the below content.

3.3 Deputy Head Pastoral

The Deputy Head Pastoral is responsible for overseeing the PSHEE curriculum and the delivery of it through the KAPOW scheme. The Deputy Head Pastoral is also responsible for monitoring the quality of the PSHEE curriculum, which is carried out in the following ways:

- Learning Walks and Lesson Observations
- Work and planning scrutiny
- Pupil and Teacher Voice

3.4 Staff

Staff are responsible for understanding this policy and their role in delivering the curriculum. Staff are responsible for:

- Delivering PSHEE in a sensitive way
- Teaching high quality, engaging lessons that allow pupils to progress their knowledge
- Modelling positive attitudes to PSHEE
- Monitoring progress
- Reporting on pupils' engagement with PSHEE and how they can develop their knowledge and skills further
- Responding to the needs of individual pupils
- Liaising the SENDCo and differentiating on an individual basis so all pupils with SEND can access PSHEE lessons
- Actively promote and embed the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance within PSHEE lessons.

3.5 Pupils and parents/carers

Pupils and parents/carers are responsible for engaging with the school's provision with the curriculum. Pupils are expected to engage fully in PSHEE and, when discussing sensitive issues, treat others with respect and sensitivity.

4. PSHEE Curriculum

4.1 Structure

PSHEE is embedded throughout life at Rosemead and is reflected across all areas of the curriculum. The Kapow curriculum meets the statutory requirements for RSE while also providing the framework for our PSHEE teaching. Form times and assemblies place a strong emphasis on pupils' mental health and wellbeing, supported by our weekly themes. Every Wednesday, forms take part in Wellbeing Wednesday, using the MyHappyMind programme to promote children's mental wellbeing through a variety of mindful activities. Across the wider curriculum, pupils also explore and develop an understanding of British Values alongside their Social, Moral, Spiritual, and Cultural development.

4.2 KAPOW

The Kapow PSHEE curriculum is organised into five core areas, delivered through a spiral approach that revisits themes each year to deepen understanding and build skills progressively:

- Family and relationships – building healthy relationships, understanding diversity, and managing conflict.
- Health and wellbeing – promoting physical and mental health, personal safety, and healthy lifestyles.

- Safety and the changing body – developing awareness of online safety, risks, and bodily changes.
- Citizenship – understanding rights, responsibilities, democracy, and the role of the law.
- Economic wellbeing – developing financial literacy and decision-making skills.

Lessons are timetabled for 1 hour a week. Lessons are interactive, discussion-based, and supported by age-appropriate resources. The scheme ensures coverage of the statutory RSE content while also embedding the promotion of British Values and SMSC development.

4.3 MyHappyMind

MyHappyMind is designed to nurture pupils' mental wellbeing, resilience, and self-awareness through positive psychology and neuroscience-based strategies. It is structured around five key modules:

1. **Meet Your Brain** – understanding how the brain works and how to manage thoughts and emotions.
2. **Celebrate** – recognising and appreciating personal strengths and achievements.
3. **Appreciate** – practising gratitude to enhance wellbeing and optimism.
4. **Relate** – building and maintaining positive, healthy relationships.
5. **Engage** – setting goals and maintaining motivation for personal growth.

The programme is delivered through our *Wellbeing Wednesday* sessions, using stories, discussions, and practical mindfulness activities to help children apply these skills in their daily lives.

4.4 Assemblies

Our assemblies are shaped by the Roots of Rosemead, which underpin the values and ethos of our school. They provide opportunities for children to come together as a community, to reflect on shared values, celebrate achievements, and learn from one another. Through stories, discussion, and reflection, assemblies help children to understand how the Roots guide their behaviour, relationships, and personal growth. They also promote a sense of belonging and collective responsibility, supporting pupils in developing respect, empathy, and a commitment to living out our school values in their daily lives.

4.5 Curriculum Delivery

- Lessons are delivered by class teachers, in a safe and respectful environment, using interactive and engaging methods such as discussion, role play, and videos with age appropriate material matched to the children's level of understanding.
- Pupils are encouraged to ask questions.
- Years 3- 6 Pupils each have a PSHEE journal where they record their work or thoughts. Where appropriate, teachers may respond in written format to this work. Teachers *may* also choose to have a class PSHEE book to record their class work.

- Years 1 -2 use a class journal to record their learning but individual work will be kept in a personal file.
- We believe that it is important that children feel able to ask any questions that they wish and that their questions are valued. Children's questions will be answered openly and honestly, as would be expected in all areas of the curriculum and in terms which are age appropriate. Additionally, children will be able to raise questions anonymously by using the 'Questions Box'. This also gives the teacher time to prepare for what the children want to know about. Responses may be directed to the whole class or individuals or referral to parents.
- Teaching is inclusive of SEND, cultural backgrounds, and family structures.
- Where questions fall outside the planned curriculum, teachers respond sensitively and developmentally appropriately.
- Teachers may use their professional judgment to deliver bespoke, topic-related PSHEE lessons in response to specific class needs, current events, or pastoral issues.

4.6 Planning

Planning is a process that all teaching staff are involved in. The foundation of which is the School Development Plan, progressed by collaboration between staff and the Senior Leadership Team.

PSHEE topic overviews are developed by KAPOW and displayed in a Rosemead Overview Document.

Detailed medium plans are accessible on our Rosemead Curriculum Drive and drawn up by KAPOW.

Weekly plans are created by year group teams for each term and monitored by Heads of Year, Lead Practitioner and the Deputy Head Pastoral.

- For MyHappyMind, teachers will use the online dashboard to access lesson materials. Staff should keep a simple record of where they are in the programme, but no additional written planning is required.
- For Kapow PSHEE, lessons should follow the sequence provided within the scheme. Planning should be minimal and reference only the key elements: lesson objectives, assessment criteria, any necessary adaptations or differentiation, the main tasks, and resources. Full, detailed lesson plans and materials are already available via the school's Kapow dashboard and should be used directly, avoiding unnecessary duplication of work.
- Early Years Planning for Personal, Social and Emotional Development (PSED) may reference KAPOW lesson objectives.
- Any bespoke lessons will require a short plan outlining objectives, main activities, and any necessary resources.

4.7 Safeguarding

PSHEE lessons may raise safeguarding concerns.

Staff are trained in line with **KCSIE 2026** and the school's **Safeguarding and Child Protection Policy**.

- Disclosures are reported to the DSL immediately and recorded using the school's safeguarding system (CPOMS).
- Teachers ensure a safe space and explain when they must share concerns for safety.

4.8 Assessment and Tracking

Formative assessment is used to guide the progress of individual children. It involves identifying each child's current level of understanding, what they have learned, and determining the next steps in their learning journey. Most formative assessment is carried out informally by teachers during lessons, through marking, verbal or written responses, and observation.

Suitable tasks for assessment include:

- Individual questioning
- Small group discussions, often linked to practical tasks
- Specific assignments or activities that are recorded in journals or class PSHEE books.

Teachers assess pupils against success criteria for each lesson using the terms 'Working Towards,' 'Secure Understanding,' and 'Greater Depth.' These judgements can be recorded after each lesson or throughout a topic and are reviewed again following an end-of-topic assessment. Teachers use Kapow's assessment materials, including quizzes and reflection sheets, to support ongoing formative assessment and to provide clear evidence of pupil understanding. These tools help inform teacher judgements and identify areas needing further focus.

Records of pupil progress in PSHEE are maintained on our PSHEE/RSE assessment tracker and regularly reviewed by form teachers and the Deputy Head Pastoral. This tracker is used to inform discussions with parents, support target setting, and guide planning or intervention strategies.

Additionally, children complete the PASS (Pupil Attitudes to Self and School) assessment twice yearly (October and June). This psychometric tool measures pupils' attitudes towards learning and school, identifying barriers such as low confidence, anxiety, or disengagement by assessing factors like self-regard as a learner, readiness to learn, and attitudes towards teachers. PASS results help inform targeted interventions and support to improve wellbeing and academic outcomes.

Reporting to Parents:

Parents receive updates on their child's PSHEE progress during consultation evenings, through one written PSHEE report each year, and via informal communications such as emails or phone calls. Parents are encouraged to arrange appointments with their child's teacher or a member of the Senior Leadership Team at any other time to discuss any concerns.

5. Monitoring

A review of the provision and content of PSHEE will be undertaken by the PSHEE co-ordinator (Deputy Head Pastoral) and reported to SLT. Children's journals will be used as part of the evaluation process, alongside pupil and teacher voice. If used, class journals will also be reviewed.

Teachers critically reflect on their work in delivering PSHEE through year group and staff meetings to review and share ideas. The PSHEE co-ordinator (DHP) will monitor PSHEE delivery through learning walks, lesson observations, and discussions with teaching staff to ensure consistent and coherent curriculum provision.

Teacher evaluation of content and the learning process is ongoing and should respond to changes in society. Children have opportunities to review and reflect on their learning during lessons through their journals.

6. Links with other policies

The PSHEE Policy complements the following policies:

- Safeguarding and Child Protection Policy
- Anti Bullying Policy
- Curriculum, Teaching and Learning Policy
- Equality, Equity, Diversity and Inclusion Policy
- Digital Safeguarding and Online Safety Policy
- Physical Education Policy
- Behaviour Policy
- Prevent Duty Policy
- Data Protection Policy
- RSE Policy
- Use of Images Policy

7.Review

This policy will be reviewed every three years (or sooner if statutory guidance changes). Any substantive changes will be subject to consultation and approval by the Group Board.