



Warwick Preparatory School

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PSHEE Policy

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PSHEE Policy

INTRODUCTION AND POLICY STATEMENT

The Head of Department of PSHEE has written this subject policy in liaison with the school's Senior Leadership Team (SLT). There are many other policies which also link to the PSHEE policy and are available to parents on request.

Personal, Social, Health and Economic Education (PSHEE) enables pupils to lead healthy, independent lives and become informed, responsible members of society. We encourage pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth and encourage them to learn to work well with others. We teach them how society is organised and governed. We teach them about rights, responsibilities and duties as individuals and members of a community. Through the teaching of fundamental British Values, they learn to appreciate what it means to be a positive member of a diverse, multicultural society.

Within the PSHEE curriculum, pupils are taught age-appropriate sex education as part of the Relationships and Sex Education requirements (separate RSE Policy). This is part of a spiral curriculum teaching children human reproduction, why bodies change during adolescence, how to form positive relationships and how to stay safe, both in-person and on-line.

Alongside this, all children are taught to safeguard themselves through our Protective Behaviours (PBs) framework, which encourages the children to understand personal safety and helps develop their self-esteem, resilience and confidence. Our Protective Behaviours framework follows two key themes:

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything even if it's awful or small. During these themes, the children learn about 'Unwritten Rules and Beliefs' and 'Feelings, Thoughts and Behaviour'. They are taught seven key strategies to implement these themes and elements: **Theme Reinforcement**, Network Review, **One Step Removed**, Protective Interruption, Persistence, Risking on Purpose and The Language of Safety.

The PSHEE programme for the school encompasses much more than the discrete curriculum that is taught to the children and covered in many ways. Although, in many of the activities that the children experience on a daily or regular basis, there are links to the scheme of work for PSHEE, the ethos of the school evokes a broad and diverse attitude towards instilling a high level of values, delivered through our 'Skills for Life' programme. In addition, we believe that the staff should be role models for the children and the purpose to all that we do should be underpinned by our school aims from which the children are able to build their lives, living and working in harmony with others, learning what is right and wrong and instilling confidence in them to stand up for what they believe. The Christian ethos of the school plays a key and fundamental part in

the nurture and growth of each individual helping to ensure that their social and emotional development is central to current and future success. As a school, we are also sensitive to the protected characteristics.

As a school we believe and vigorously support the view that all children should be protected from radicalisation and extremism. Radicalisation is the process by which people come to support terrorism and extremism, and in some, cases participate in terrorist groups. Extremism is the vocal or active opposition to fundamental British values. We actively promote British values and make sure that our safeguarding arrangements protect our children, meeting all statutory and other government requirements.

By the time our pupils leave us, we aim to equip pupils for the opportunities, responsibilities and experiences of later life.

Pupils' capacity for learning is fostered through our general ethos in the school to develop resilience, independence and curiosity.

In covering our taught curriculum and through the broad opportunities that everyday school life offer, we therefore aim to meet the ISI Framework criteria for pupils' personal development in the following areas:

- Self-understanding
- Resilience and self-confidence
- Preparation for adult life
- Character traits such as social awareness, moral responsibility, respect for diversity, independence and tolerance.

PLANNING & ASSESSMENT

All staff who teach PSHEE plan in line with the information found in the School's Curriculum Policy.

Programme of Study / Scheme of Work

The school uses the Jigsaw scheme which is a comprehensive programme for ages 3-11 covering the following key areas:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

This programme includes the statutory requirements for Relationships and Health Education. Also included is the Protective Behaviours programme (PB). PBs is a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe and explores practical ways to keep safe. It also promotes and builds on social, moral, spiritual and cultural (SMSC) awareness, fundamental British values and a greater understanding of bullying and safeguarding.

Homework

The school has a homework policy in place. Formal homework is not set in PSHEE although occasional tasks may be set, such as 'sticky questions' to encourage deeper conversations at home based on a particular theme.

In Year 6, pupils complete a Skills for Life Portfolio which is a bespoke skills focused programme designed by Warwick Prep School for the pupils. Pupils complete relevant broad tasks related to a skill such as resilience, independence, curiosity, empathy etc. For example, facing your fears at Challenge Academy, redesigning a bedroom on a budget and running a business in the 'Make your money grow' project.

The Jigsaw programme allows pupils to self-evaluate their understanding and progress through time for reflection in lessons.

EARLY YEARS FOUNDATION STAGE

Within the Early Years' Foundation Stage, PSHEE falls under Personal, Social and Emotional Development. This is one of the Prime Areas of learning and development and a fundamental area for the youngest children. This is fully embedded within the Jigsaw curriculum, Teach First and the Protective Behaviours Programme that is delivered to EYFS children as well as allowing the flexibility to pick up on any areas deemed pertinent to the children in the year groups. Children in Nursery complete their PB lessons in the Spring Term when they are more able to engage with the content at an age-appropriate level.

CROSS CURRICULAR LINKS

PSHEE is taught as a discrete subject and the ethos thereof continues throughout the day and throughout all curriculum areas.

Warwick Prep has a cohesive plan of assemblies many of which follow the 'Skills for Life' programme and which fit in with PSHEE and whole school focuses, including Anti-Bullying Week, Mental Health Week or Road Safety Week. A full record of assemblies is kept.

SEND and INCLUSION

The school has a detailed SEND Policy and EAL Policy which indicates how curriculum provision for children across the school and within the EYFS is catered for. The school's Curriculum Policy details how the school, including EYFS, aims to promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disability, gender or ability.

EDUCATIONAL VISITS AND EDUCATIONAL VISITORS INTO SCHOOL AND OUT OF SCHOOL LINKS

The School has a comprehensive Educational Visits Policy with clearly defined procedures in place to ensure the safe planning of educational trips and visits.

The department is constantly seeking new opportunities for the children to embed and extend their learning. As a school, we believe that all educational visits support children's personal development and for this reason, day and residential visits form an important part of our enrichment (starting in Nursery, through to Year 6).

Where possible, residential visits in Year 4, Year 5 and Year 6 provide pupils with the opportunity to experience life away from home, work as part of a team, gain independence, responsibility and particularly develop their social and moral framework.

Through the work of the PSHEE department, there are a number of out of school links. For example: pupils participate in activities across the Foundation and visit Myton Hospice. The Charity Co-ordinator has helped pupils to develop a growing awareness of those less fortunate than ourselves and children are encouraged to show empathy towards others by immersing themselves in fundraising days such as Children in Need, Red Nose Day, Save the Children Christmas Day plus more events with the local community. Most recently we planted trees with residents from Leycester House in Warwick and created artwork for a ward at Warwick Hospital. The Year 6 pupils especially take a lead in organising charitable events at school such as 'Make Your Money Grow' and 'Squirrels Market'.

EXTRA CURRICULAR PROVISION & SCHOOL COUNCIL

There is a range of extra-curricular activities available to children within the school.

The clubs and activities that run make a valued contribution to pupils' personal, social and developmental educational.

The School Council is an essential part of the children's PSHEE education. This comprises a Year 6 Executive Committee (Chair, Vice Chair, Secretary and Treasurer), the Head Girl and Deputy Head Girl and elected councillors from Reception to Year 5. In addition to the School Council, each form has its own Class Council. These councils are in place so that pupils have a voice and are involved in decisions about the school that affect them. Through Class Council, all pupils have the opportunity to raise issues, share ideas and take part in discussions, and discuss wider issues. Through this process they learn to be active members of a democratic society and develop a sense of responsibility for the school community.

Wider issues that arise at Class Council are discussed further at School Council, which also helps with fundraising as well as being the voice of their form when discussing school issues. Every Autumn term, the School Council

are given the opportunity to make a presentation in front of WPSA and bid for items that they feel would enhance the running of their school.

POLICY MONITORING AND REVIEW

This Policy is monitored by the Senior Leadership Team and will be reviewed every two years or earlier, if deemed appropriate.

Appendix 1: Overview of Jigsaw PSHEE materials:

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Appendix 2: Overview of Protective Behaviours

Protective Behaviours – what's that?

Protective Behaviours (PBs) is an internal process where each person applies the ideas to their own unique experience. This paper looks at what Protective Behaviours is and some of its uses. It is intended as an information paper with the hope the reader will see its relevance to their specific interests and will then attend training.

The PBs process is presented here as separate sections. In practice, all interact and support each other - to take one section out leaves the others incomplete.

Unwritten rules of society

We see how certain rules of society have a powerful influence on our choices of behaviour. Whilst these rules can be positive and help guide our interactions, many of them tell us we should, ought, or must behave in a particular way. For instance, children should do as adults tell them; professionals should always have the answer; men should not show their feelings and women should behave in a ladylike manner. These rules are not written down, are often contradictory and may not fit with our own experience. During training we look at their function, how they develop, their effects and why we may choose to follow them or not.

Feelings, Thoughts and Behaviours

During this session we look at the interaction between our feelings, thoughts and behaviour. We see that feelings are feelings, neither right nor wrong, good nor bad, positive nor negative. Some people seem to mask one feeling with another or use behaviour as a way of avoiding or covering feelings. We look at how behaviour is a choice with an effect. These effects may involve others as well as ourselves. Sometimes we do not know what our choices are or they may be limited by factors we cannot change. Once we are in touch with our feelings it helps free us to use our thinking. Our thinking can influence both our feelings and behaviour.

Theme 1 **'We all have the right to feel safe all the time'**

We explore this theme in detail, carefully looking at the connection between rights and responsibilities. We also take the concepts of blame and punishment out of commonly held ideas associated with responsibilities. Instead we focus on the 'ability to respond' contained within the meaning of the word. The difference between having responsibility **for** ourselves and **to** others is also examined. Next we discover for ourselves the difference between feeling safe, fun to feel scared (adventurous), risking on purpose (which may not feel like fun but we want the goal at the end) and feeling unsafe. These differences are recognised by what we call our 'Early Warning Signs' (EWS), the specific bodily responses which tell us when we do not feel safe. These universal body signs mean Protective Behaviours is accessible to all people, irrespective of age, gender, sexuality, nationality, ability or belief system.

Theme 2 **'We can talk with someone about anything, even if it feels awful or small'**

This theme is also explored in detail. In particular we focus on the ideas and effects of 'talking', and what might happen if we do not believe this theme. We encourage everyone to develop their personal networks of support; those people they could turn to if in need. Desired qualities of network people are identified and we examine how we would know if someone has these qualities. Types of networks and ways of letting people know we need to talk with them are also explored.

The seven strategies

During training we examine how these strategies can be used to effectively implement the 2 themes at the core of the process. The strategies include **Theme Reinforcement** - reinforcing the two themes verbally, visually and especially by example. **Network Review** - constantly checking to ensure our networks are available and still fit our needs. **One Step Removed** - using a 'third person' approach for problem solving, to seek assistance or to check out someone's likely response before making a disclosure. This might include role play, videos or asking for help from another person. **Protective Interrupting** - any action we take to interrupt or halt any potential or actual unsafe situation, for instance, saying 'no' when someone is trying to make us do something we feel is wrong. **Persistence** - persisting in seeking help until we feel safe again and our EWS have gone. This includes seeking further help if our EWS return. **Risking on Purpose (ROP)** - deliberately choosing to take a risk when the outcome may be what we want or need, for example, going for a job interview. It also includes remembering other people have a right to feel safe. **The Language of Safety** - this is the glue which holds all the Protective Behaviours elements together. It includes re-framing our language into an empowering, non-victimising and non-violent format consistent with the PBs process. We demonstrate the difference between 'political correctness' when we may not believe in what we are saying and PBs language of safety where we know, for example, racist words are never acceptable because someone is likely to feel unsafe if we use such language. Using racist language would mean we were not observing our responsibility to other peoples' right to feel safe.

Uses of PBs training

To date the PBs framework is used in many places and by a variety of people. It is being used by schools, residential care services, domestic abuse services, mediation practitioners, police, counselling agencies, probation workers, youth workers, social services, disability service workers. The process is used in many ways including abuse prevention, crisis intervention, bullying prevention; policy development, managing challenging behaviour, crime prevention, counselling, assertiveness training, staff development, parent support work, Restorative Justice, mediation, conferencing and conflict resolution, to name a few. Because of the universal 'we all' in PBs it can be, and is, used by anyone irrespective of their ability, belief system, colour, gender, sexual orientation, profession, age, physical or mental abilities.

Protective Behaviours training

There are several types of training. One day Introduction to the PBs Process and two day Foundation Level courses are available to introduce the ideas to individuals who can then use them for themselves and the people with whom they work. It is preferable for the two days to be spaced at least a week apart. Specialist Practitioner (Process into Practice/ Intermediate Level) courses last four days during which all the ideas are analysed in greater detail enabling people to further develop their skills as PBs Practitioners. This course is a pre-requisite for people who want to become PBTP (Protective Behaviours Training Partnership) Trainers. Trainer Training involves practice presentations, written work and apprenticeship to an endorsed trainer. This can be a lengthy process according to the needs of the individual.