



**St Swithun's Prep School including EYFS  
Personal, Social, Health and Economic Education (PSHEE) & Citizenship Policy**

Policy History	
Reviewed	January 2026
Date of next review	January 2027
ISI No.	5a

This policy is linked to and should be read in conjunction with the following policies:

- PSHEE schemes of work
- [Safeguarding](#)
- [Behaviour policy](#)
- [Prevention of Bullying policy](#)
- [Relationships and Sex Education Policy](#)

**Rationale and Requirement in Law**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. Our PSHEE provision with the knowledge, skills and attributes needed to stay safe, be healthy and thrive personally and academically. It is shaped by the [DfE's PSHEE guidance](#) and the statutory duties set out in [Section 80A of the Education Act 2002](#) and [Section 403 of the Education Act 1996](#), which require all schools to teach Relationships Education and Health Education in accordance with the [DfE's statutory guidance](#) (updated December 2025)

Teaching is age-appropriate, promotes pupils' personal development and wellbeing, and supports safeguarding, equality and the protected characteristics as required by law. The curriculum includes updated statutory content on mental health, online safety, respectful relationships and the legal framework relating to families and personal safety

**Introduction**

**'A curriculum for life'**

At St. Swithun's our PSHEE and Citizenship curriculum aims to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. The purpose of PSHEE is to educate children so that they are able to make informed choices and to actively promote wellbeing.

This is done through providing learning opportunities, throughout the EYFS, KS1 and KS2, in the three core PSHEE themes: **'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'**. The statutory part of PSHEE (the 'Relationships and Sex Education'- RSE) is taught through the **'Relationships'** theme and more detail on this can be found in our [RSE Policy](#), which pays due regard to the DfE's statutory guidance on [Relationships and sex education \(updated 2025\)](#)

At St Swithun's Prep School we believe in the importance of educating our young people in this 'curriculum for life' and the need to help them manage the fast-changing world in which live. We have therefore devised a curriculum that

covers friendship, diversity and acceptance, physical health, mental wellbeing, economic wellbeing, citizenship, digital citizenship, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

The aim of PSHEE is to provide children with the tools to enable them to explore attitudes and values whilst developing skills to empower them to make positive decisions and contribute proactively and positively in society. Therefore, our objectives are:

- To develop a healthy, safer lifestyle with regards to both physical and mental health;
- To prepare to play an active role as citizens in their community;
- To develop good relationships with others and respect the differences between people;
- To be responsible digital citizens;
- Develop responsible attitudes in relation to their own self-knowledge;
- Reflect on their experiences and learning and tackle the issues that are part of growing up and an ever-changing society;
- To teach children about equality and protected characteristics;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To develop skills for a healthier, safer lifestyle;
- To develop skills to make appropriate choices;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To encourage children to respect and care for their bodies.

#### **Where and to whom the policy applies**

The policy applies to all staff, pupils, parents/carers, governors and partner agencies working with the school.

#### **School Aims and Ethos**

Our PSHEE teaching reflects our school purpose, our vision and our aims:

- **St Swithun's Purpose:**  
Our purpose at St Swithun's is to develop strong, independent women whose behaviour and values reflect the school's founding virtues: *caritas, humilitas, sinceritas*;
- **Prep school vision:**  
St Swithun's Prep is a modern and dynamic school for girls aged 3 to 11, with a co-educational preschool. We want to empower each of our pupils to go out into the world and change it for the better, both by developing a sense of social responsibility and by encouraging each individual to make broad contributions to life at school and beyond. By striving to recognise each child's individual strengths and promoting intellectual rigour alongside personal development, we hope to instil in each child a sense of self-confidence and self-worth. We believe in creating an environment where children love to learn, and in helping them to appreciate the importance of meeting life's challenges head on. We want our pupils to defy stereotypes, to be bold and think differently.
- **Our prep school aims are:**
  - To be a happy school with children who aspire to live by our guiding principles of *caritas, humilitas, sinceritas*.
  - To treat each child as an individual and strive to develop their character as well as their intellect, by offering a broad and inspiring academic curriculum alongside an enriching co-curricular and character development programme.
  - To enable each child to know their individual strengths and so develop self-confidence and self-worth.
  - To prioritise emotional well-being and the development of positive relationships in an environment of mutual respect, empathy and compassion.
  - To be a vibrant and welcoming community for pupils, their families and for staff; and to work as a community to make a positive impact on the lives of those around us.
  - To promote an enduring love of learning.

Our PSHEE teaching also reflects how highly we value 'respect' and, where age-appropriate, our curriculum pays due regard to the protected characteristics as listed in section 4 of the [Equality Act 2010](#):

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

### **Content of the PSHEE programme**

Our PSHEE programme aims to develop skills and attributes such as awareness, empathy, resilience, self-esteem, risk-management, team working and critical thinking in the context of learning which is grouped into three core themes: *Health & Wellbeing*, *Relationships* and *Living in the Wider World*. Briefly, the content of these areas includes:

#### **1. Health & Wellbeing:**

Physical health: the importance of exercise and appropriate nutrition, personal hygiene, personal safety (including online) and physical changes including puberty.

Pupils, across the key stages, are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep. They are also given the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Emphasis is placed on the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Mental health: understanding stress and how to manage it, mindfulness techniques, managing emotional health and understanding risks to emotional health. Teachers should be clear that managing mental wellbeing is a normal part of daily life, in the same way as physical health.

Wellbeing: includes physical and mental health, protection from harm and neglect, education and wellbeing, contribution made to society and social and economic wellbeing.

#### **2. Living in the Wider World:**

Finance: understanding where money comes from, different ways to manage, budget, save and protect money as well as a basic understanding of enterprise.

Citizenship: understanding rights and responsibilities as members of different and diverse communities and as citizens and being a productive member of a community. British Values; the importance of responsible behaviours and respect for equality; respecting and protecting the environment.

Digital Citizenship: how to be a responsible online citizen and stay safe online, as well as the benefits of the online world. Pupils should be taught about the benefits of limiting time spent online and the risks of excessive use of electronic devices. Older pupils are taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

#### **3. Relationships:**

Friendships: understanding the variety of friendships and relationships that can be had, developing and maintaining a variety of healthy relationships with a range of social and cultural contexts; and recognising and managing emotions within a range of relationships. They will also be taught how to recognise risky or negative relationships, including all forms of abuse, and where to turn for help with this.

Diversity & Acceptance: understanding and respecting equality and diversity in relationships and society and how families might be made up of different dynamics.

We believe that a firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers and pupils to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing, as well as all the positive aspects of the reverse.

By the end of Year 6 pupils should know:

#### **Mental wellbeing**

- that awareness mental wellbeing is a normal part of daily life, in the same way as physical health;
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- simple self-care techniques, including the importance of talking, rest, time spent with friends and family and the benefits of hobbies and interests;
- that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **Internet safety and harms**

- that, for most people, the internet is an integral part of life and has many benefits;
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- why social media, some computer games and online gaming, for example, are age restricted;
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- where and how to report concerns and get support with issues online.

#### **Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle;
- the importance of building regular exercise into daily and weekly routines and how to achieve this;
- the risks associated with an inactive lifestyle (including obesity);
- how and when to seek support including which adults to speak to in school if they are worried about their health.

#### **Healthy eating**

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

#### **Basic first aid**

- how to make a clear and efficient call to emergency services if necessary;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Learning approaches**

There are fifteen key objectives that the children are assessed in throughout their school life – these are similar for each year group, with some variation by key stage in order that they are age-appropriate. These key objectives are delivered during weekly timetabled PSHEE lessons (one hour for Years 5 & 6, two hours for Years 1-4) based on the PSHE Association's scheme of work as well as through science, computing lessons and whole school activities such as NSPCC's anti-bullying week, healthy eating week, e-safety week and safer internet day. Teachers are responsible for their own year group's planning, and may draw on many approved sources, such as Amnesty International, the Mentally Healthy Schools initiative, Premier League Primary Stars and Natwest MoneySense, to name only a few.

Teachers aim to use a flexible, active learning approach when teaching individual PSHEE lessons or units of work, using some of the following:

- Careful questioning of pupils to elicit understanding;
- Information gathering and sharing;
- Cooperative problem solving;
- Building empathy through drama or role-play;
- Sharing of stories, fiction and non-fiction books;
- Discussion and debate, this may include some 'P4C';
- Using a variety of media and online activities;
- Reflection through self and peer assessment;
- Outdoor learning: the PSHEE curriculum aims to incorporate in particular the use of team-building activities, based on the OEAP Outdoor Learning Cards which aim to develop the children's skills in working as a team, supporting each other and reflecting on their own strengths and needs.

As well as other curriculum lessons (in particular science and computing) adding to the PSHEE curriculum, the school also provides a range of experiences beyond the classroom. These include:

- Visits and trips across all the year groups;
- Themed weeks e.g. money week;
- Sports and team activities;
- School orchestra, choir and other musical ensembles;
- Co-curricular clubs and activities;
- Themed assemblies and class assemblies;
- Opportunities for pupils to take roles of responsibility around the school;
- Links to the wider community through whole school fundraising and charity events;
- Outdoor learning;
- School committees and positions through a democratic elective process;
- Involvement of visitors;
- Curriculum enrichment in KS2 giving children the freedom to explore and research;
- End of year prize giving.

#### **Organisation of the PSHEE programme**

The Head of PSHEE is responsible for coordinating the PSHEE programme while teaching staff (and, sometimes, external agencies), are responsible for its delivery. Electronic resources are stored on Teams, any relevant physical resources are kept in year group classrooms and relevant books in the library. Requests for new resources are made to the PSHEE coordinator who also cascades information on new products.

Links are made with other curriculum areas where appropriate. Staff recognise that issues need to be dealt with sensitively and are aware of different family structures through regular staff meetings that focus on the personal development of pupils.

#### **Staff support and training**

Opportunities for whole staff and teacher training will be identified by the Head of PSHEE, Headteacher and Deputy Head as changes in legislation and National and County guidelines occur. Relevant INSET or staff meeting training is presented to staff by the Head of PSHEE or external providers (such as recent staff meetings on the new statutory guidance issued by the DfE, delivered in Autumn 2025 and Spring 2026 by Freya Webb and online safety training delivered by Karl Hopwood of eSafety Ltd in January 2024).

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#### **Assessment, monitoring, evaluation and reviewing**

Pupils' achievement will be summatively monitored via baseline assessment tasks which are then reflected upon or used for comparison with another piece of work towards the end of the unit, which will demonstrate progression in learning and skills. This will be recorded in a PSHEE book or folder and will be taken home by the children at the end of each academic year. Teachers will also monitor children's progress against progress statements based on their observation of contributions during lessons. Children will be encouraged to reflect upon their own development through use of peer and self-assessment strategies and target-setting.

Pupils will take part in discussions with the Head of PSHEE to support assessment and monitor coverage. Termly reports to parents comment on PSHEE through the form teacher's comment.

The Head of PSHEE will review the delivery of the PSHEE with teaching colleagues, check children's work and use pupil conferencing and questionnaires in order to confirm coverage of the subject.

#### **The needs of pupils**

Pastoral care is largely provided by the class teacher and learning support assistants, but is also provided by specialist teachers, the Head, Deputy Head, ELSA (Emotional Learning Support Assistant) our school clinical psychologist, peripatetic staff and by the office staff. Where appropriate for individual children, outside agencies may be coordinated to undertake pastoral care under the direction of Hampshire Children's Services.

#### **Confidentiality**

Staff realise that they cannot unconditionally agree to offer confidentiality to a child, arising from a professional duty to report any concerns about an individual pupil. These could arrive from personal observation, information given by other pupils or disclosure made by the pupils themselves. Any concerns should be reported to the DSL, Kate Grosscurth, or in her absence the DDSs, Allison Greenfield and Shelly Say, as soon as possible.

#### **Links to Computing/Digital Learning**

Children to be taught how to:

- be safe and conduct themselves online;
- learn how to protect themselves from online fraud and to be aware of the dangers of sharing personal information;
- learn how and why there is the need to protect their information through the gaming world where online communication has developed;
- learn about the ever-changing world within computing and how to manage common difficulties online;

Cross-curricular themed awareness days may be used to support PSHEE (for example 'safer internet day'). Digital resources may also be used when delivering PSHEE, along with online resources.

#### **Links to High Performance Learning (HPL)**

- The VAAs (Values, Attitudes and Attributes) and the ACPs (Advanced Cognitive Performance Characteristics) of High-Performance Learning a link closely to our PSHEE teaching;

- The HPL ACPs of empathy, agility and being hardworking also link with our school ethos of *caritas*, *humilitas*, *sinceritas*. Girls are consistently challenged to be fearlessly creative, to take risks and be confident.

Our PSHEE curriculum aims to help the girls build these strengths and their understanding of the wider world and relationships.

<b>Reviewed &amp; updated January 2026</b>	<b>F Webb</b>	<b>Head of PSHEE</b>
	<b>K Brown</b>	<b>Head of Science</b>
	<b>K Grosscurth</b>	<b>Deputy Head and DSL</b>
	<b>L Norris</b>	<b>Prep Head</b>
<b>Ratified by Governors January 2026</b>		<b>Chair of Education Committee</b>