



Sedbergh

PREP AT CASTERTON

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY	
Version	2025-26
Effective from	September 2025
Extent of Policy	Casterton, Sedbergh Prep School
Policy Owner	Senior Deputy Head
Review by	June 2026
Governor	Richard Biggs
Frequency of Audit	Annual
Circulation	Staff & Parents
Publication	Website

POLICY CONTEXT AND RATIONALE

This policy covers Casterton, Sedbergh Prep School's (the "School's") approach to PSHE. It was produced by the Senior Deputy Head, through consultation with the Headteacher, Deputy Head (Academic), Head of PSHE and parents.

Documents that inform the School's PSHE include:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Behaviour in Schools \(advice for headteachers and school staff\)](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Alternative Provision \(statutory guidance\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [SMSC requirements for independent schools \(guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development\)](#)

WHAT IS PSHE?

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. It is specifically taught through weekly timetabled PSHE lessons, but children also learn through assemblies, Friday Chapel services, Form Periods and similar.

The PSHE Association Programme of Study identifies three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

At Casterton, Sedbergh Prep School these are grouped to form termly or half-termly topics, each of which responds to a 'big question' which acts as the topics' title. This enquiry-based approach to curriculum planning for PSHE is best suited to the needs of our pupils.

The learning opportunities from the PSHE Association Programme of Study are allocated to different year groups. They are selected carefully to reflect the context of the School and local community, address the pupils' needs and stages of development and build logically, year upon year. By grouping the learning opportunities together, we are able to see topics or short units of learning coming together. The PSHE Association Planning Toolkit is used to match age-appropriate learning objectives for each year group.

POLICY AIMS AND OBJECTIVES

This policy is informed by the School's ethos and values, which include the aim of developing happy, confident children with a 'can-do' attitude, independent yet always with a sense of team before self. Through careful and sensitive teaching, we aim to foster a spirit of adventure, both inside and outside the classroom.

Our PSHE programme has the following intended outcomes:

- To help pupils recognise their worth;
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, respect and tolerance;
- To develop each pupil's ability to achieve economic wellbeing;
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society;
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
- To promote a happy and healthy School community, reflecting the ethos of the School;
- To teach children Relationships and Sex Education (RSE) in an age-appropriate manner in keeping with the context of the School. See separate RSE Policy.

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills.

This policy ensures they will receive a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

CURRICULUM CONTENT

The curriculum overview can be found on the School's website, [\[here\]](#). However, the School may adapt lessons in response to observed themes or patterns of behaviour.

CURRICULUM DELIVERY

PSHE and RSE need to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through these lessons. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning). Circle time, role-play, and discussion can play an important part in this.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire', by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they do not do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE.

PSHE is timetabled weekly for pupils in Reception to Year 8. The Form Tutor is generally timetabled to take these lessons in Year 6 and below, but some classes may be taught by the Head of PSHE, where necessary. The Head of PSHE and form tutors take lessons for Years 7 and 8. On occasions, whole year groups or the whole School may have PSHE sessions, delivered by an outside speaker or organisation. Our provision is further enriched by material covered in assemblies or through sessions timetabled outside the normal PSHE timetable, such as Form Periods.

ASSESSMENT

It is important to recognise that assessment in PSHE is not about 'passing or failing'. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Therefore, PSHE is not reported on in the same way as other subjects though Form Tutors will, of course, comment upon personal development in reports or at parent meetings.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Children are involved in self-assessment when talking about their own experiences.

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Because PSHE works within pupils' real-life experiences, it is essential to establish a safe learning environment.

Clear ground rules need to be established to ensure a safe learning environment. Occasionally, where appropriate, whole year groups, or the whole School may be involved in the delivery of particular topics, and, again, these are designed to ensure a safe learning environment, delivered by experts in their field.

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. There are clear links here with the School's Safeguarding Policy, and all staff therefore have clarity about what is required in such circumstances.

Due to the nature of PSHE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including School nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the School's confidentiality policy.

More information can be found in the Safeguarding Policy.

It is also important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the School’s SMT if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: ‘That is a really interesting question and I need time to think because I want to give you a proper answer.’) Teachers should feel able to work with colleagues if necessary, to construct an appropriate answer.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

We promote the needs and interests of all pupils, irrespective of gender, culture, language, SEND or personal circumstance by taking these differences into account, and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others’ needs by addressing these issues directly and appropriately in PSHE lessons, ensuring equality for all.

Full PSHE provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of Sex Education not within the national curriculum science programmes of study.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs through working closely with the Learning Support department where necessary.

RESPONSIBILITIES

ACTION	BY WHOM
<ul style="list-style-type: none"> • Review this policy on annual basis. 	Senior Deputy Head
<ul style="list-style-type: none"> • Schemes of Work for each topic, including signposting of relevant and up-to-date resources based on the PSHE Curriculum Overview 	Head of PSHE
<ul style="list-style-type: none"> • PSHE Curriculum Overview and scheduling of Assembly themes 	SMT
<ul style="list-style-type: none"> • Delivery of PSHE Programme, science and computer science 	Timetabled staff