



PSHCE Policy Including EYFS

Ashley Manor Preparatory School

1. Introduction

Our policy reflects the DfE guidance, in particular 'Keeping Children Safe in Education' (DfE, 2025), the National Curriculum (DfE, 2014) and the 'Early years foundation stage statutory framework For group and school-based providers' (DfE 2025)

This policy should be read in conjunction with the policies listed below:

- Anti-Bullying
- Safeguarding and Child Protection
- Curriculum
- RSE
- Teaching and Learning

Personal, social, health, citizenship and economic (PSHCE) education promotes students' personal social and emotional development, as well as their health and well-being. It helps to give students the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives students an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

2. Aims

The PSHCE curriculum at The School aims to promote and support student's learning in the following areas:

- behaviour and conduct: including management of their own feelings and behaviour; how they relate to others; and how to conduct themselves in a variety of social contexts;
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media;
- knowledge of how to keep themselves healthy; both emotionally and physically, including through exercising and healthy eating;
- encourage respect for other people, paying particular regard to all the protected characteristics listed in the Equality Act 2010;
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

School leaders, teachers and support staff must also be aware and ensure that:

- action is taken to raise awareness of students and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation;
- there is a clear approach to implementing the 'Prevent' duty and keeping students and learners safe from the dangers of radicalisation and extremism;
- the School takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language.

This is, in part, integrated within PSHCE lessons, as well as in everyday school life and culture. Effective, age-appropriate PSHCE is therefore crucial for schools to be providing effective safeguarding.

The non-statutory National Curriculum guidelines for PSHCE provide the overall framework for what students should be taught. The four main themes are:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active part as citizens;
- developing a healthier, safer lifestyle;
- developing good relationships and respecting the differences between people.

3. Promoting Fundamental British Values

As a British school, we promote our own values that reflect these Fundamental British values.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister.

At the School, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is key to the running of the School. Students have the opportunity to have their voices heard throughout our school curriculum.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the School, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and the Fire Service are regular parts of our curriculum and help reinforce this message.

Individual Liberty:

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young students to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Internet and PSHCE lessons. Students are given opportunities to express themselves within the confines of government control, and difference is celebrated. Whether it be through choice of challenge, of their hobbies, students are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and students have been part of discussions and assemblies related to what this means and how it is shown. This is also promoted through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing students understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHCE. Members of different faiths are encouraged to come to our school to enhance learning within the school, as well as trips to places of other faith or culture.

4. Healthy Eating

We believe that proper nutrition and fluid intake is essential to all members of the school community if they are to fulfil their potential and make constructive use of the school day. Proper nutrition is essential for good health and effective teaching and learning. As a school, we play a central role in establishing and maintaining lifelong healthy and environmentally sustainable eating and drinking habits.

Mealtimes will be maximised as a time to appreciate eating together in a unit and forming social bonds. Teachers will assist with this by modelling and supervising

The Science curriculum overlaps with the PSHCE curriculum regarding healthy eating and its impact. It also teaches students about eating a balanced diet and the effects of a healthy lifestyle.

Parents must send students to school with healthy snacks including at least one portion of fruit or vegetable. Parents must never send students to school with nuts, sweets or chocolate. They may only be sent in if prearranged with a member of staff for a special occasion

Students must always have a bottle of water clearly labelled in school so that a lack of fluid intake does not have an adverse effect of their concentration and performance. Students will have access to water throughout the day.

5. Organisation and the Teaching of PSHCE

The School uses a scheme of work that is designed to fit the needs of the students as well as fulfilling the curriculum objectives. These lessons have been created using a wide range of research with reliable and appropriate resources.

PSHCE will enable students to practise specific skills in structured contexts and in their daily life including:

- **encouraging everybody to take responsibility for their actions through the agreement of class rules and other incentives;** such as House Points, table points, marble jar, raffle tickets, Kangaroo passes (for lining up nicely), Gold Leaves
- **involving students in the setting of their targets for learning;** all pupils set their own individual general targets during PSHE sessions as well as academic targets for certain subjects. Some classes may also set termly or half-termly class targets which encourage the pupils to work together as a class – marble jars where the pupils earn Golden Time as an example.
- **encouraging students to recognise and respect differences between people;** throughout the year, our Ethos assemblies for the week focus on how we are all unique and have differences which we should share and respect. Pupils with additional needs have shared their differences/experiences/difficulties in assembly as well as pupils from other countries sharing their different traditions/faiths. We have Japanese students visit us every year and teach the pupils traditional Japanese art such as calligraphy and origami and parents from differing cultures, backgrounds, faiths also come into the classrooms to share experiences.
- **the election of a school council in a democratic manner, which actively develops the direction of the School;** at the start of every academic year, each class vote for two Pupil Council representatives to represent the views/opinions/ideas of the class during Pupil Council Meetings. Each child has the opportunity to present their ideas before a democratic vote is carried out. The School Pupil Council also work with the PTA.
- **encouraging students to take responsibility for their behaviour and understand the consequences of actions;** Pupils understand the Behaviour Policy and the sanctions in place if they don't follow the rules. The older pupils have Roles of Responsibility which include; House Captains, Music Captains, Sport Captains, Ambassadors, Charity Ambassadors, Flag Bearers, etc and work with the younger pupils to support their behaviour and own responsibilities. We have a Buddy System where older pupils listen to younger pupils read or help supervise in the playground or walking in where they demonstrate good role models.
- **a formal lunch time where good table manners are expected and general adherence to social etiquette with visitors and each other;** Younger pupils sit with their Form Teachers during lunch time and are shown and expected to display good table manners. The Head and Deputy supervise the older children and encourage good manners. Our Marvellous Manners book highlights key pupils over the week that have stood out with their manners during lunch times, and these are acknowledged during assembly. Our pupils greet visitors and hold doors open for them and are very keen to let visitors know about our school. Our older pupils get the opportunity to tour prospective parents during Open Mornings.

There are wider opportunities for personal and social development at school. These include:

- **the development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship and etiquette;** All pupils belong to a House and represent their House in a range of House activities working together as a team and across year groups. Pupils from all year groups have the opportunity to set up and carry out Charity sales for local or national charities.
- **consideration of the holistic needs of every child with regard to their race, culture, language and faith;** Pupils are encouraged to lead assemblies or PSHE/RE sessions or talk to their peers during Form Time about different family traditions, faiths or language, etc. We celebrate the different nationalities in the school as well as celebrating Saint Days. For example, we hold an American Independence Day celebration around our flagpole as well as celebrating Chinese New Year and Diwali in the classroom or during assemblies. We have parents from different faiths and nationalities come in to school to share their traditions/experiences with the children.

- **planning class visits and trips which widen student's experiences beyond the immediate local environment;** A range of school trips are planned during the course of the academic year for all year groups linked to work being covered in History, Geography, English, RE, Modern Foreign Languages, Science, STEM, PSCE, Music and more. Such as visits to: The Black Country Museum, Sir John Moore Museum, Corinium Museum, Literature Festival, Science Festival, Bristol Zoo, Tewkesbury Abbey, Gloucestershire Warwickshire Steam Railway, Royal Albert Hall, Maison Claire Fontaine – Burgundy (Year 6), PGL-Torquay (Year 5), Manor Adventure (Year 4).
- **coming together as a school for collective worship to celebrate academic and personal achievements;** We hold weekly Ethos assemblies on a Monday and celebration assemblies on Thursday (Pre-Prep) and Friday (Prep) where children's achievements over the week both in and out of school are recognised. Gold leaves are awarded for certain pupils in each class who have made specific progress or shown great work ethic, behaviour, etc. Pupils are also awarded for academic, music, sport, drama achievements over the week including celebrating all that have represented the school in these areas. Pen Licences, Effort Cards (half-termly), class lining up achievements, Magical Moments (Pre-Prep), Marvellous Manners at lunchtime awards are also celebrated during this time. 'Monthly House Assemblies are another opportunity to make links to key topical issues from the PSHCE curriculum in a smaller setting, ranging from charity, Black History Month, Elections to Anti-Bullying week etc. These smaller groups enable pupils to share experiences and opinions, in particular those who may be less confident and reticent to partake in a larger environment whilst developing their knowledge and understanding of the wider world'
- **planning events which encourage the School to work together for example:** We have a Pre-Prep Christmas and Summer Production; a Prep Carol Service where all the school are included, and our Prep Choir join St Edward's Senior School for their Carol Service at Tewkesbury Abbey and for the Joy of Christmas. Our Year 6s end their year with a Year 6 Production supported by the Year 5s, our Charity Ambassadors organise many charity initiatives and we also recognise that all pupils want to hold charity sales so, during many break times, hand made products or cakes are being sold with donations going to charities of the pupils' choice. We work closely with The National Star College, and their students teach our Year 4s how to play boccia and they then visit us to hold an assembly. We open our doors to the local community for our PTA led Fireworks each year, our choirs sing to local nursing homes and local primary schools have access and visits to our farm.

We seek to promote a healthy lifestyle and self-confidence for our community by:

- **the provision of a range of extra-curricular activities which help foster a healthy lifestyle and encourage students to explore individual talents;** Clubs are on offer every day from 4-5pm and also during lunchtimes. Clubs include rugby, swimming, fencing, choirs, art, cookery, gardening, ballet, farm, hockey, netball, football, dance, cross-country, drama.
- **providing opportunities in school for students to learn musical instruments and new sports;** We have specialist music teachers who teach whole class instrumental lessons such as ukulele, recorder, violin, clarinet and drums. As well as many peripatetic music and drama teachers covering all instruments and private drama sessions. Pupils can work towards music grades and LAMDA exams and also perform at the Cheltenham Festival of Performing Arts. We regularly evaluate our sporting provision and alter, add or change accordingly or in response to suggestions from pupils, parents and staff. For example, fencing has been added to our extra-curricular provision over the last couple of years due to a parental suggestion and dance has been added due to a specific skill set of a member of staff.
- **attention to the needs of SEN/EAL students;** We offer all activities to all pupils and adapt according to the needs of the pupil. We have a rigorous SEN/EAL provision in School which

allows all pupils to be supported in order for them to take part in the variety of curricular or extra-curricular activities on offer.

- **attention to the needs of Gifted and Talented students;** We offer extra-curricular opportunities for those pupils with a particular gift or talent in an area. For example, our pupils working above expectations can follow our 11+ programme and be part of an array of extra academic provision such as 11+ clubs, non-verbal reasoning lessons, mock testing practice. Our stronger linguists in Year 6 learn Latin. Our talented musicians are invited to attend and/or play in specific concerts or celebrations, and we offer musical theory sessions to our talented singers. Our talented sport pupils have the opportunity to represent their individual or team sport at National standard through representing ISA or through the district cross-country and football leagues we take part in and host.

We seek the involvement of the whole school community through:

- encouraging parents/carers to support trips and whole school events
- Grandparents' afternoons
- Craft afternoons
- School events such as Carol Service, Productions, Informal Concerts, Sports Day and sporting fixtures
- PTA events
- newsletters
- frequent trips and donations to local charities

6. Time Allocation

In all Key Stages, PSHCE shall be taught for a minimum of 50 minutes a week, at an appropriate level. Our teaching in PSHCE and citizenship matches the aim of developing a student's personal, emotional and social development as set out in the curriculum and age-related expectations. We also support citizenship education in Early Years classes when we teach 'how to develop a child's knowledge and understanding of the world'.

It is also recognised that PSHCE is often integrated into other lessons and this cross curricular approach is not to be overlooked.

We recognise that discussing issues pragmatically relating to specific situations is a very useful teaching model for many of the aspects of PSHCE and have spent time to train teachers and support staff in the skills of this.

7. Assessment

Assessment in PSHCE Education usually occurs at the end of each session or topic. This can take a number of forms:

- Verbal from class discussions
- Aurally from presentations
- Production of written work.
- Observation of lessons

8. Reporting

Reporting of progress in PSHCE Education takes place bi-annually and usually forms part of the Form Tutors comments.

9. Monitoring

The role of the Co-ordinator is to support staff in the delivery of a spiral PSHCE Education curriculum programme throughout the School, to organise and produce resources and to disseminate any new initiatives. INSET is available and staff should request this by approaching the Headteacher. Resources are put together for each session and provided to staff to aid delivery of the individual sessions and topics. Staff are encouraged to share resources that they have produced and to save them in the shared area.

10. Outside Speakers

Outside speakers are invited to share their expertise with the students. We have a number of these that come to deliver sessions to different Year groups, for example:

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- Internet safety and personal safety, drugs, crime and the young
- The Police
- Fire Service
- Air Ambulance
- NSPCC
- Star College
- Open Door – Homeless Charity
- Careers Advisors/School Nurse/Well-Being Nurse from St Edward's Senior School
- Nazereth House
- Local authors
- Little Princess Trust
- Sue Ryder
- Online Safety- 'In the Net'

Outside speakers are never left unsupervised with the students. There is always at least one member of school staff in attendance to support the speaker, to manage the behaviour of the students and to ensure the smooth running of the session with regard to ICT use, timing, etc. Outside speakers are thoroughly researched before being booked by the school and the material that they are planning to present is reviewed prior to their visit.

This policy precludes the promotion of partisan political views in the teaching of any subject in the school; and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students while they are in attendance at the school; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a **balanced presentation of opposing views**.

Date	Position	Name of Reviewer	Date of Next Review
August 2025	PSCHE Co-Ordinator	Mrs Maria Bailey	August 2026
August 2025	Deputy Head	Miss Sarah Tow	August 2026
August 2025	Proprietor	Mr Ali Khan	August 2026

