The Gleddings Preparatory School

PSHEE Policy

To Include Early Years Foundation Stage (EYFS)

Academic Year: 2026 / 2027

Date of review: August 2026

Date of publication: September 2026

Date of next review: August 2027

Person(s) responsible for review and role:

Head of School: Naomi Edwards

Designated Safeguarding Lead: Veronica Kitson

Curriculum, English & Literacy Leader: Alison Long

Table of Contents

Aim of policy: 2

Related Guidance and School Policies 2

Scope of the Policy 3

Aims of PSHEE and Citizenship Education 3

PSHEE Curriculum Structure 4

Whole School Approach 4

Teaching and Learning 4

Health and Wellbeing 6

Relationships 6

Living in the Wider World 7

Teaching and Learning Environment 7

Relationships and Sex Education and Health Education 8

Safeguarding and Sensitive Issues 8

Inclusion and Equality 8

Providing Equal Opportunities 9

Cross-Curricular Links 9

Financial Literacy 9

Spiritual, Moral, Social, Emotional and Cultural Development 10

Roles and Responsibilities 10

- Governing Body 10
- Headteacher 10
- PSHEE Coordinator 10
- All Staff 10
- Parents and Partnership 10

Monitoring, Assessment and Review 11

Aim of policy:

The Gleddings is committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education, including Citizenship, which supports pupils' personal development, wellbeing, safety, and preparation for life in modern Britain.

PSHE and Citizenship education at The School enables pupils to develop the knowledge, skills, values and attitudes they need to:

- Lead healthy, safe and fulfilling lives
- Build positive relationships
- Become responsible, respectful and active citizens

Related Guidance and School Policies

This policy outlines the school's approach to personal, social, health and economic education but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Filtering & Monitoring Policy*
- *Artificial Intelligence Policy*
- *Behaviour & Sanction Policy*
- *Anti-Bullying Policy*
- Relationships & Sex Education (RSE) Policy
- *Early Years Framework*
- *Political Impartiality Policy*
- *Drug, Alcohol & Tobacco Misuse Policy*
- EDI Policy
- Mental Health & Emotional Wellbeing Policy
- Prevent (Radicalisation & Extremism) Policy
- SEND Policy
- SMSC Policy
-

Statutory & Regulatory Guidance:

- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance — December 2025
- Keeping Pupils Safe in Education 2026
- Working Together to Safeguard Pupils 2026

- SEND Code of Practice: 0 to 25 Years — updated September 2024
- Equality Act 2010: Advice for Schools — June 2018
- Promoting Fundamental British Values as Part of SMSC in Schools
- Teaching Online Safety in Schools — January 2023
- The Independent School Standards: Guidance for Independent Schools — April 2026
- Early Years Foundation Stage (EYFS) Statutory Framework — effective September 2026
- Pupils and Social Work Act 2017, s.34 — the Act that made Relationships and RSE education statutory
- Education Act 2002, s.78 — duty to provide a broad and balanced curriculum promoting spiritual, moral, cultural, mental and physical development
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Scope of the Policy

This policy applies to all pupils attending The Gleddings, including those in the Early Years Foundation Stage (EYFS), the Preparatory School and the Upper School. It applies equally to all pupils and reflects the School's commitment to supporting the personal, social, health, emotional and economic development of every pupil throughout their education.

The policy applies to all teaching, pastoral and support staff who contribute to the planning, delivery and reinforcement of PSHEE and Citizenship education. It encompasses both the formal curriculum and the broader provision offered through pastoral care, assemblies, enrichment opportunities and the wider life of the School.

Aims of PSHEE and Citizenship Education

At The Gleddings' PSHEE and Citizenship education plays a central role in preparing pupils for life in modern Britain and the wider world. The programme is designed to support pupils in becoming confident, healthy, resilient and responsible members of society.

The School aims to ensure that pupils:

- Develop confidence, resilience and self-awareness
- Understand and manage their mental and physical health
- Form and maintain healthy and respectful relationships
- Understand their rights, responsibilities and role within society
- Respect diversity and promote equality
- Develop skills for independent living and future employment
- Participate positively in school, local and wider communities

The School's PSHEE programme is structured around the three core themes of Health and Wellbeing, Relationships, and Living in the Wider World. These themes provide a coherent framework through

which pupils develop the knowledge, understanding and skills necessary to navigate an increasingly complex world. The programme includes statutory Relationships Education, Relationships and Sex Education (RSE), Health Education, economic wellbeing, careers education and citizenship learning, ensuring that pupils receive a comprehensive and progressive curriculum.

The curriculum provides a consistent framework for both teaching and non-teaching staff and clearly outlines the rationale, content and expected progression of learning across all year groups.

PSHEE Curriculum Structure

The Gleddings follows the National Curriculum and recognises the importance of equipping pupils with the personal, social and emotional skills required to succeed in education and life. The PSHEE curriculum is built around three interconnected areas of learning:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The curriculum is delivered progressively across all phases of the School and is carefully planned to ensure that learning builds upon prior experiences and understanding. Content is adapted to reflect pupils' developmental stages, individual needs and the wider social context in which they are growing and learning.

Whole School Approach

PSHEE and Citizenship education is embedded throughout the culture and ethos of The Gleddings. The School recognises that many of the most important aspects of personal development are learned not only through formal lessons but also through everyday experiences and interactions.

PSHEE is delivered through a range of complementary approaches, including:

- Timetabled PSHEE
- Assemblies
- Pastoral care provision
- Educational visits, enrichment activities and visitors

The programme is designed to be age-appropriate, inclusive and progressive. Knowledge, understanding and skills are revisited and developed throughout a pupil's time at the School, enabling them to become increasingly confident, resilient and independent learners.

Teaching and Learning

PSHEE lessons are taught in accordance with current statutory guidance and recognised good practice. Teaching promotes active participation, reflection and discussion, allowing pupils to explore ideas, consider different perspectives and develop informed opinions.

A variety of teaching approaches are used to engage pupils and support different learning styles. Lessons may include discussion, role play, problem-solving activities, collaborative learning, research tasks and reflective exercises. Appropriate use is made of digital technologies to support learning and extend pupils' understanding of contemporary issues.

Pupils are encouraged to express their views respectfully, listen to others and engage critically with important social, moral, cultural and ethical issues. Opportunities are provided for pupils to record, reflect upon and review their learning in ways appropriate to their age and stage of development.

The curriculum seeks to:

- Promote a positive sense of self and encourage a growth mindset
- Develop positive relationships with others
- Foster understanding and respect for different viewpoints
- Provide opportunities to explore emotions, experiences and challenges
- Increase understanding of the wider world
- Develop learning skills and positive attitudes
- Encourage reflection on beliefs, values and choices
- Promote healthy and safe lifestyles
- Support understanding of British values
- Prepare pupils for adult life and future responsibilities

Through the programme, pupils are supported to:

- Develop knowledge and understanding of themselves and others
- Build practical life skills
- Manage emotions and wellbeing effectively
- Become socially and morally responsible
- Understand different roles and relationships
- Value themselves and respect others
- Contribute positively to their communities
- Appreciate diversity and inclusion
- Participate responsibly in democratic processes
- Understand environmental responsibility
- Develop their potential and contribute positively to society

Health and Wellbeing

The Health and Wellbeing strand supports pupils in understanding their physical, emotional and mental health and encourages them to develop the skills necessary to manage challenges and make informed decisions.

Across all phases of the School, pupils learn about:

- Mental health and emotional wellbeing
- Physical health, exercise and nutrition
- Personal hygiene and self-care
- Managing feelings, stress and change
- Online safety and digital wellbeing
- Puberty and body changes where age appropriate
- Accessing support and seeking help when needed

Within the EYFS, the focus is on helping pupils develop emotional awareness, self-confidence and positive habits and routines that support healthy development.

Relationships

The curriculum supports pupils in developing healthy, respectful and safe relationships throughout their lives. Relationships education helps pupils understand how to build positive friendships, work cooperatively with others and maintain appropriate boundaries.

Pupils learn about:

- Families and friendships
- Respect, kindness and empathy
- Boundaries and consent in an age-appropriate manner
- Bullying and cyberbullying
- Diversity, inclusion and respect for difference
- Online relationships and digital communication

Within EYFS, pupils are supported in developing foundational relationship skills through:

- Sharing and turn-taking
- Positive friendships
- Understanding their own feelings and the feelings of others

All relationships education is delivered in accordance with statutory guidance and safeguarding principles.

Living in the Wider World

The Living in the Wider World strand develops pupils' understanding of citizenship, democracy, community and their responsibilities as members of society. Pupils are encouraged to become active, informed and responsible citizens who contribute positively to their communities.

Pupils explore:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance
- Rights and responsibilities
- The purpose of rules and laws
- Influences and pressures in society
- Crime and punishment
- Community participation
- Financial awareness
- Careers and future pathways
- Environmental responsibility
- Global issues

Teaching and Learning Environment

PSHEE lessons are delivered within a safe, supportive and respectful environment where pupils feel able to express opinions and ask questions. Staff establish clear expectations and ground rules that encourage constructive discussion and mutual respect.

Classroom expectations include:

- Respect for differing opinions and experiences
- Appropriate and inclusive language
- No pressure to disclose personal experiences

Sensitive and potentially challenging topics are approached professionally, sensitively and in a manner appropriate to pupils' age, maturity and understanding.

Relationships and Sex Education and Health Education

Relationships and Sex Education is delivered as part of the broader PSHEE curriculum and reflects the School's commitment to supporting healthy relationships, personal safety and emotional wellbeing. The programme is rooted in the belief that stable, caring and respectful relationships are fundamental to human development and personal happiness.

RSE teaching supports pupils in developing age-appropriate understanding of:

- Self-esteem and personal identity
- Safe and unsafe feelings
- The importance of trusted adults
- Care and responsibility within relationships
- Personal boundaries and bodily autonomy
- Human development
- Physical and emotional changes during puberty
- The importance of family life
- Different family structures and relationships, including marriage

Content is delivered in line with statutory guidance and reflects the age, maturity and needs of pupils.

Safeguarding and Sensitive Issues

PSHEE education is closely linked to safeguarding and plays a crucial role in helping pupils recognise risk, seek support and make informed decisions. Staff are trained to respond appropriately to concerns that may arise through lesson content or pupil disclosures.

Pupils will never be promised confidentiality where safeguarding concerns exist. Any concerns identified through teaching or discussion will be managed in accordance with the School's Safeguarding and Child Protection Policy.

External speakers used to support curriculum delivery are appropriately vetted, supervised and briefed on school expectations and safeguarding requirements.

Inclusion and Equality

The Gleddings is committed to ensuring that PSHEE education is inclusive, accessible and relevant to all pupils. The curriculum reflects and celebrates diversity and actively promotes respect, equality and inclusion.

The School ensures that PSHEE:

- Is accessible to all pupils
- Reflects diversity within society
- Challenges prejudice and discrimination
- Supports pupils with SEND
- Complies with the Equality Act 2010

Appropriate support and differentiation are provided to ensure that all pupils can access learning and make meaningful progress. The Learning Support Lead works closely with teaching staff to identify and respond to individual needs, ensuring that barriers to learning are minimised and pupils are fully included in all aspects of the curriculum.

Providing Equal Opportunities

The Gleddings is committed to providing equal access to learning opportunities regardless of race, sex, disability, religion or belief, sexual orientation, or socio-economic background.

Learning resources and teaching materials are selected carefully to ensure that they represent a broad and realistic view of society and promote inclusion. Pupils are encouraged to develop understanding and appreciation of different cultures, experiences and perspectives, supporting their social, emotional and cultural development.

Cross-Curricular Links

PSHEE is embedded throughout the wider curriculum and contributes significantly to pupils' personal development across all areas of learning. Opportunities to reinforce PSHEE themes are identified across subjects and through wider school experiences.

Teachers work collaboratively to ensure that pupils are able to apply the skills, values and understanding developed through PSHEE in different contexts. This integrated approach strengthens learning and helps pupils make meaningful connections between the curriculum and real life.

Financial Literacy

Economic wellbeing forms an important component of the PSHEE curriculum. At The Gleddings, financial literacy is delivered through a dedicated programme developed across the Forfar group of schools and adapted specifically for the School's context and pupils.

This programme supports pupils in developing an understanding of money, budgeting, saving, spending, financial responsibility and economic decision-making. Financial literacy is taught progressively throughout the Pre-Prep and Prep School, ensuring that pupils develop practical knowledge and skills that will support them throughout their lives.

Spiritual, Moral, Social, Emotional and Cultural Development

The spiritual, moral, social, emotional and cultural development of pupils is integral to the School's educational philosophy and is embedded throughout the PSHEE curriculum. Learning opportunities encourage pupils to think critically, reflect upon their values and develop understanding of themselves and others.

PSHEE contributes to pupils' development through opportunities to:

- Reflect and think critically
- Develop empathy and understanding of different perspectives
- Appreciate the achievements and contributions of others
- Express thoughts, feelings and opinions confidently
- Develop effective communication skills
- Experience different cultures and traditions
- Work collaboratively and creatively
- Strengthen self-awareness and personal identity

Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that PSHEE provision complies with statutory and regulatory requirements and reflects the School's aims and values.

Headteacher

The Headteacher promotes a whole-school commitment to personal development, wellbeing and citizenship education and ensures that appropriate resources and support are available.

PSHEE Coordinator

The PSHEE Coordinator is responsible for leading curriculum planning, monitoring implementation and ensuring consistency, progression and high-quality provision across the School.

All Staff

All staff contribute to pupils' personal development by modelling respect, inclusion and positive relationships and by supporting pupils' wellbeing and personal growth.

Parents and Partnership

The School recognises the important role that parents and carers play in supporting pupils' personal, social and emotional development. Effective communication between home and school strengthens learning and promotes consistency in messages and expectations.

Parents are informed in writing about the PSHEE curriculum and are provided with opportunities to discuss content, ask questions and contribute to their child's development. The School actively encourages families to engage with and support learning at home.

Parents have a right to request (in writing) to withdraw their child from the sex education element of the curriculum, but not the Relationship or Health Education teaching.

Monitoring, Assessment and Review

The effectiveness of the PSHEE curriculum is monitored through lesson observations, curriculum reviews, staff evaluation and pupil voice activities. Assessment focuses on pupils' progress in knowledge, understanding, reflection and personal development rather than formal grading.

This policy will be reviewed annually or sooner if required following changes to legislation, statutory guidance or school practice.