



**Personal, Social, Health, Citizenship and Economic Education (PSHCE) Policy
Whole School and EYFS**

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds (Head)

Date reviewed: July 2026

Date of next review: July 2027

Aims and objectives

Our PSHCE scheme of work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHCE curriculum coverage is a vital tool in preparing children for life in society now and in the future.

Lessons in the PSHCE scheme of work have their foundations in understanding each and everybody's value in society, from appreciation of others to promoting strong and positive views of self. Our teaching aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues.

Our PSHCE resources are fully in line with the Learning Outcomes and Core Themes referred to by the DfE in all key documentation relating to PSHCE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2026 Statutory Relationships Education curriculum, setting these learning intentions in the context of a broad and balanced PSHCE curriculum. The school uses SCARF resources and refers to the PSHE Association guidance when teaching PSHCE. The PSHCE curriculum at Parsons Green Prep includes the Relationships Education curriculum which meets the latest DfE 2026 statutory guidance.

Implementation

Our scheme of work is designed to be taught in thematic units. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHCE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Different methods and approaches are used, including role



play, discussion and games in groupings of various sizes. Resources are also provided for communication with parents and carers about how and why each theme is covered, together with suggestions for extending the learning at home.

We encourage the children to take part in a range of tasks that promote active citizenship, including charity fundraising or the planning of special school events such as an assembly. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Assessment

Assessment for learning opportunities are built into each lesson. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Teaching is matched to the individual needs of children, including for those who have special educational needs and/or disabilities (SEND). For pupils who have SEND and for pupils who speak English as an additional language (EAL), teachers take into account the targets set for the children in their individual education plans. For higher prior attaining pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for their own good and the good of the class or the wider community.

Impact

Our scheme of work supports pupil wellbeing. Children are helped to develop the vocabulary and confidence to articulate clearly their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.

Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHCE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning while building confidence and self-esteem.

We believe that PSHCE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed.

We ensure that the children experience the process of democracy through mock elections, discussion of current affairs and through membership of school committees. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. These and other British values run not just through PSHCE but throughout the school - in assemblies, circle time, key stage meetings and individual conversations.

The Early Years Foundation Stage

We teach PSHCE in Reception as an integral part of the curriculum. As the reception class is part of the EYFS, we relate the PSHCE aspects of the children's work to the objectives set out in the Early Learning



Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes, when we teach 'Understanding the World'.

Monitoring and reviewing

The PSHCE coordinator, Head and Director for Teaching and Learning are responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports colleagues in their teaching by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The coordinator is also responsible for giving the Head an informal annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

This document should be read in conjunction with other school policies and documentation including:

- PSHCE Curriculum Maps (<https://www.parsonsgreenprep.co.uk/school-life/year-1-to-year-6-curriculum/>)
- Relationships Education Policy (<https://www.parsonsgreenprep.co.uk/about-us/policies/>)
- SEND Policy (<https://www.parsonsgreenprep.co.uk/about-us/policies/>)
- Science Curriculum (<https://www.parsonsgreenprep.co.uk/school-life/year-1-to-year-6-curriculum/>)
- Mental Health and Emotional Wellbeing Policy (<https://www.parsonsgreenprep.co.uk/about-us/policies/>)