

LEWESTON PSHRE POLICY

PART A: LEWESTON WHOLE SCHOOL PSHRE POLICY

Leweston School Mission Statement

“The Governors and staff of Leweston work with the students and their parents to provide a contemporary education rooted in the Catholic tradition.”

Our Vision for PSHRE

Leweston believes that a strong Personal, Social, Health and Relationship Education (PSHRE) curriculum is essential in helping students develop into well-rounded members of society who can make a positive contribution to their communities. Rooted in the Catholic tradition, our PSHRE programme is closely linked to our Relationships and Sex Education (RSE), health education and pastoral care provision, and is founded on the belief that every person is created in the image and likeness of God, with inherent dignity and worth.

PSHRE contributes to the holistic formation of each child, supporting their intellectual, spiritual, moral, emotional and social development so that they may flourish in mind, body and spirit, live life in its fullness and respond to their God-given vocation. Inspired by the Gospel and the teachings of the Catholic Church, the curriculum enables students to develop the knowledge, understanding, skills and character needed to lead healthy, fulfilling and responsible lives.

Through an age-appropriate programme of study, students explore relationships, health and wellbeing, equality and inclusion, online safety, citizenship, careers and preparation for adult life. They are encouraged to respect themselves and others, make informed decisions, develop resilience and integrity, contribute positively to society, and navigate the opportunities and challenges of the modern world with confidence and compassion.

Central to the curriculum is the Church's commitment to the dignity of every human person and the building of communities rooted in love, justice, responsibility, service and the common good. Through these themes, students are equipped not only for academic success, but also for lives of faith, purpose, service and leadership.

The PSHRE curriculum also contributes to meeting the Independent School Standards relating to pupils' spiritual, moral, social and cultural development and reflects Leweston's commitment to forming thoughtful, responsible and compassionate citizens.

The vision for students, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHRE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

Parents will be informed about the policy via the www.leweston.co.uk/ where it, and the PSHRE curriculum, will be available to read and download.

Background Information

Leweston is a Catholic Independent School

Average No. on roll: 320

No. of classes in year: 2/3/4

Ethnic Breakdown: White (Majority)

Gender Breakdown: Female/Male

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2026) Keeping Children Safe in Education (KCSIE)
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education
- DfE (2019) 'School and college security'
- Diocese of Plymouth Relationships and Sex Education Policy (April 2026).

This policy will be followed in conjunction with the following school policies and procedures:

- RSE and Health Education Policy
- Diocese of Plymouth Relationships and Sex Education Policy (April 2026) [Plymouthcast](#)
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

Key Roles and Responsibilities

The **Deputy Head Pastoral Ollie McManus** has overall responsibility for reviewing the PSHRE Policy annually.

The school will ensure that governance arrangements provide appropriate oversight of PSHRE and RSE, including monitoring the quality and impact of provision and considering relevant feedback from students, parents and staff. Where appropriate, a governor with responsibility for Catholic life, RE or RSE will receive information about the effectiveness and development of RSE provision.

The **Head John Paget-Tomlinson** has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The **PSHRE co-ordinator Liz Littlechild** (Senior School) and **Jenny Dycer** (Prep School) are responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHRE education that achieves the aims laid out in this policy.

The school will consult with parents to ensure that the RSE and relationships education elements of the PSHRE curriculum reflect the needs and sensibilities of the wider school community.

The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

The school ensures that students are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

Catholic Rationale for RSE

RSE will be taught within the wider Catholic life of the school and will be connected, where appropriate, with Scripture, prayer, the Sacraments and the school's understanding of human dignity, vocation, relationships and the common good. Detailed RSE content and curriculum arrangements are set out in the separate RSE and Health Education Policy.

RSE at Leweston is rooted in the Catholic understanding of the dignity of the human person, created in the image and likeness of God. RSE forms part of the wider Catholic life of the school and supports students to develop healthy, respectful and responsible relationships. In accordance with the Diocese of Plymouth Relationships and Sex Education Policy, the teaching of RSE promotes the virtues of faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

The detailed RSE curriculum, content, resources, parental information and right of withdrawal arrangements are set out in the separate RSE and Health Education Policy. This PSHRE policy should be read alongside that policy and the current Diocese of Plymouth Relationships and Sex Education Policy.

Parents and Carers

We recognise that parents and carers are the primary educators of their children and seek to work in partnership with families in the delivery of PSHRE. Information about curriculum content is made available to parents, and opportunities are provided for discussion and consultation where appropriate. The school values the important role that families play in supporting students' personal development and wellbeing.

The school will support parents and carers in discussing relationships, health, wellbeing and online safety with their children and will signpost appropriate information and support where this is helpful.

Parents are recognised as the first educators of their children. The school will work in partnership with parents and carers when developing and reviewing the RSE provision, including consultation where significant changes are proposed. Parents and carers will be informed about the RSE curriculum and will have appropriate opportunities to view the resources used. Detailed information about RSE content, curriculum arrangements and the statutory right of withdrawal is contained in the separate RSE and Health Education Policy.

Staff Training and Support

Staff involved in delivering PSHRE and RSE will receive appropriate training and updates so that they understand the Catholic principles underpinning RSE, current statutory requirements, safeguarding procedures and the resources used by the school. Staff will be supported to respond appropriately to sensitive questions and disclosures and will refer safeguarding concerns to the DSL in accordance with school procedures.

Students will learn to do the following:

- Develop the virtues and personal qualities that support healthy, respectful and responsible relationships, including faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.
- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

Safeguarding, Reports of Abuse and Confidentiality

There is an element of PSHRE in pastoral care and the school will ensure that PSHRE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- Sexting
- Initiation/hazing type violence and rituals.

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding students' involvement in serious crime, and understand measures in place to manage these.

If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

Staff are aware of KCSIE advice concerning what to do if a student informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

Every lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHRE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

The school recognises that contemporary online risks may include sextortion, coercive threats, the non-consensual sharing or manipulation of intimate images, and AI-generated or manipulated images. These issues will be addressed through the PSHRE curriculum in an age-appropriate way, with safeguarding procedures followed where concerns are raised.

During RSE and PSHRE lessons, staff will not promise confidentiality where a safeguarding concern is disclosed. Staff will listen calmly, avoid leading questions, reassure the student, record and report the concern in accordance with safeguarding procedures, and involve the DSL or deputy without delay. Staff will not investigate safeguarding concerns within the lesson.

The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of encouraging or making suicide seem a more viable options for students, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

Tailoring PSHRE

The PSHRE curriculum is designed to be accessible to all students. Teaching is differentiated where appropriate to meet the needs of individual learners, including those with Special Educational Needs and Disabilities (SEND). Staff use a range of teaching approaches, resources and support strategies to ensure that all students can engage with the curriculum and make progress.

The school uses discussions and other activities during initial PSHRE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

Adaptations are made for those for whom English is a second language to ensure that all students can fully access PSHRE educational provision.

All students with Individual Needs receive PSHRE education, with content and delivery tailored to meet their individual needs.

The school will deliver RSE and health education as part of its timetabled PSHRE programme, having due regard to the school's RSE and Health Education Policy.

Assessment

Assessment in PSHRE is formative and focuses on students' knowledge, understanding, reflection and engagement. Teachers assess learning through discussion, questioning, written tasks, self-reflection activities and student participation. Assessment is used to inform future planning and ensure that students are able to apply their learning in relevant and meaningful contexts.

Assessment in PSHRE is formative and based on observation, pupil discussion, reflection activities and demonstrated understanding. Assessment informs future planning and supports progression in learning.

Monitoring and Review

The PSHRE Co-ordinators, in partnership with the Senior Leadership Team and Governing Body, are responsible for monitoring the implementation, quality and effectiveness of the PSHRE programme across the school. Monitoring activities will include curriculum planning scrutiny, lesson observations, discussions with teaching staff, student voice, staff feedback, and the evaluation of resources and external providers to ensure that provision remains consistent, relevant and effective.

The school values the views of students, staff and parents. Feedback will be gathered through pupil and teacher evaluations, student voice activities, staff meetings and parental consultation. Any comments or concerns raised by parents regarding the programme will be considered carefully and recorded where appropriate. Parents and carers have the right to view materials and resources used in the teaching of PSHRE and RSE.

Evaluation of the programme's effectiveness will be informed by:

- Pupil feedback on learning and engagement
- Teacher evaluation of curriculum content and learning processes
- Student voice activities and consultation
- Staff discussion, monitoring and review meetings
- Monitoring of curriculum delivery and lesson quality
- Evaluation of resources and contributions from external providers
- Feedback from parents and carers where appropriate

This policy will be reviewed annually by the PSHRE Co-ordinators, the Deputy Head Pastoral and the Governing Body, or sooner in response to:

- Changes in statutory guidance
- Changes in Diocese of Plymouth guidance
- Developments in safeguarding practice
- Emerging issues affecting children's health, wellbeing or safety
- Feedback from students, staff, parents or governors

The RSE and Health Education Policy will be reviewed alongside this policy to ensure consistency across related documentation and compliance with current statutory requirements, safeguarding guidance and Diocese of Plymouth expectations.

Any updates to the policy will be communicated to staff, students, parents and governors as appropriate.

THE SECTIONS ABOVE APPLY TO ALL PUPILS FROM RECEPTION TO YEAR 13 AND
PROVIDE THE OVERARCHING FRAMEWORK FOR PSHRE PROVISION ACROSS
LEWESTON SCHOOL.

PART B: LEWESTON SENIOR SCHOOL PSHRE POLICY

Aims of the PSHRE Policy

Through PSHRE, we aim to ensure that every student develops the knowledge, character and confidence to build healthy relationships, stay safe, make informed choices and contribute positively to society. Rooted in Catholic values and the belief in the dignity of every person, our curriculum promotes respect, resilience, responsibility and service. We seek to prepare students not only for academic success but also for fulfilled, compassionate and purposeful lives.

Implementation

PSHRE is delivered through a variety of engaging teaching and learning approaches that encourage active participation, reflection and discussion. Lessons are designed to be age-appropriate, inclusive and responsive to the needs of students, enabling them to develop the knowledge, skills and confidence required to flourish both in school and beyond.

Teaching places a strong emphasis on active learning and student engagement. Students are encouraged to contribute their ideas, experiences and opinions through discussion, paired and group activities, debate, case studies, role play, problem-solving tasks and independent research. This approach helps students to develop critical thinking, communication skills and the ability to make informed and responsible decisions. To ensure that learning takes place in a safe, supportive and respectful environment, teachers establish clear ground rules at the beginning of discussions and when exploring sensitive topics. Students are encouraged to:

- Use respectful and appropriate language.
- Listen carefully to the views of others.
- Avoid interrupting or talking over others.
- Respect differing opinions and beliefs, even when disagreeing.
- Focus on the topic being discussed rather than on personal experiences or individuals.
- Maintain confidentiality where appropriate and understand the limits of confidentiality in safeguarding situations.

Students are also given opportunities to develop wider personal, social and learning skills through investigation, enquiry-based learning, reflection and collaborative activities. They are encouraged to evaluate information critically, consider different perspectives and apply their learning to real-life situations.

The curriculum is further enriched through contributions from appropriately qualified external agencies and visiting speakers, including health professionals, safeguarding specialists, community organisations and careers providers. These contributions provide students with access to specialist expertise and current information that complements classroom teaching.

In line with our Catholic ethos and safeguarding responsibilities, all external providers are subject to the school's quality assurance procedures. Materials and content relating to Relationships, Sex and Health Education (RSHE), safeguarding or other sensitive aspects of PSHRE are reviewed in advance to ensure that they are age-appropriate, educationally sound and consistent with:

- The mission and values of the school.
- The teachings of the Catholic Church.
- The Diocese of Plymouth Relationships and Sex Education guidance.
- Statutory Relationships, Sex and Health Education requirements.
- Current safeguarding legislation and best practice.

All visiting speakers are supervised by members of staff, who remain responsible for the learning taking place and will intervene if any content is deemed inappropriate or inconsistent with school policies and values.

Students are encouraged to ask questions and engage thoughtfully with the topics covered. Teachers respond to questions with sensitivity, accuracy and professional judgement, taking into account the age, maturity and needs of the students. Where appropriate, students are signposted to reliable sources of information and support through Microsoft Teams, school resources and recognised external organisations, enabling them to continue their learning safely and independently.

Through this varied and interactive approach, PSHRE aims to equip students with the knowledge, understanding, values and practical skills needed to build healthy relationships, safeguard their wellbeing, make informed choices and contribute positively to society.

Timetabling

Students in Years 7-13 receive a fortnightly PSHRE lesson, delivered by trained members of staff. These lessons provide dedicated curriculum time for the planned PSHRE programme, covering relationships and sex education, health and wellbeing, safeguarding, online safety, equality and inclusion, financial education and careers education. The curriculum is carefully sequenced to ensure that themes are revisited and developed in greater depth as students' progress through the school.

In addition to their fortnightly lessons, students take part in a regular 5-Minute PSHRE Boost during tutor time. These short, focused sessions reinforce key messages from the wider PSHRE curriculum and provide opportunities to address current issues, wellbeing, safeguarding updates, Catholic Social Teaching, character development and preparation for life beyond school.

CURRICULUM CONTENT AND LEARNING THEMES

The PSHRE curriculum is designed to support students in developing the knowledge, understanding and skills required to build healthy relationships, protect their wellbeing, make informed choices and become responsible citizens. Learning is delivered through age-appropriate topics that revisit key themes and develop increasing depth and complexity as students' progress through the school.

Relationships, Family Life and Human Dignity

Students learn about the importance of family life, committed relationships and the dignity of every person. They explore:

- Family, love and belonging
- Different types of committed and stable relationships
- Marriage and lifelong commitment
- Parenthood and family responsibility
- Healthy friendships and positive relationships
- Trust, loyalty, kindness, generosity and respect
- Boundaries, privacy and consent
- Communication and conflict resolution
- Healthy intimate relationships
- Respect, abuse and unhealthy relationships
- Domestic abuse and coercive control
- Sexual harassment and sexual violence
- Consent and mutual respect
- Parenthood, fertility and future family life
- Human dignity, inclusion and respect for others
- Equality, diversity and protected characteristics
- Challenging stereotypes and discrimination
- Professional relationships and ethical conduct

Safeguarding, Personal Safety and Consent

Students are taught how to recognise risk, seek help and keep themselves and others safe. Topics include:

- Personal safety and risk management
- Grooming, exploitation and abuse
- Sexual consent and the law
- Sexual exploitation and harassment
- Domestic abuse and coercive behaviour
- Forced marriage, honour-based abuse and FGM
- Sextortion and image-based abuse
- Recognising manipulation and controlling behaviour

- Safety in relationships
- Travel and personal safety
- Emergency situations and accessing support
- Bystander responsibilities and reporting concerns
- Understanding rights and responsibilities under the law

Digital Citizenship and Online Safety

Students develop the skills needed to navigate an increasingly digital world safely and responsibly. They learn about:

- Digital footprints and online reputation
- Rights and responsibilities online
- Safe and responsible use of social media
- Data protection, privacy and personal information
- Online relationships and communication
- Cyberbullying and harmful online behaviour
- Harmful influencers and online communities
- Critical thinking and misinformation
- Artificial intelligence and digital responsibility
- Deepfakes and manipulated content
- Online misogyny and harmful stereotypes
- Sharing images and online consent
- Reporting harmful, illegal or inappropriate content
- The law relating to online behaviour

Health, Wellbeing and Human Flourishing

Students explore how to maintain their physical, emotional and mental wellbeing. Learning includes:

- Puberty and adolescent development
- Personal care and hygiene
- Body awareness and health promotion
- Nutrition and healthy lifestyles
- Building confidence and self-esteem
- Mental wellbeing and emotional resilience
- Managing stress and anxiety
- Positive coping strategies
- Rest, balance and healthy routines
- Organ donation and the gift of life
- First aid and caring for others
- Human flourishing and living well
- Looking after personal health throughout life

Substance Use and Risky Behaviours

Students are taught about the risks associated with substance use and strategies for making healthy choices. Topics include:

- Drugs and their effects
- Alcohol awareness and responsible decision-making
- Vaping and e-cigarettes
- Nicotine and snus
- Substance misuse and dependency
- Addiction and recovery
- Peer influence and pressure
- Managing risk and resisting harmful influences
- Understanding the consequences of substance use
- Staying safe in social situations and at events

Sexual Health and Wellbeing

Students receive factual, age-appropriate education about sexual health and wellbeing, enabling them to make informed and responsible choices. Topics include:

- Sexual health and wellbeing
- Reproductive health and fertility
- Pregnancy and informed decision-making
- Contraception
- Sexually transmitted infections (STIs)
- Accessing health and support services
- The impact of relationships on emotional and physical wellbeing
- Managing pressure and making informed choices
- Respect, responsibility and healthy expectations
- Pornography and its impact on relationships and perceptions of sex

Equality, Inclusion and Social Responsibility

Students develop an understanding of diversity, justice and the common good. They explore:

- Human dignity and equality
- Race, inclusion and belonging
- Respecting difference
- Challenging prejudice and discrimination
- Bullying and its impact
- Kindness, empathy and respectful language
- Human rights and responsibilities
- Active citizenship

- Ethical leadership
- Service, charity and the common good
- Ethical consumerism
- Respectful communities and social responsibility

Financial Education

Students develop financial literacy and an understanding of responsible stewardship. Topics include:

- Money management
- Budgeting and financial planning
- Tax and personal finance
- Consumer rights and responsibilities
- Managing financial risk
- Debt and borrowing
- Gambling and gambling-related harms
- Fraud awareness and identity protection
- Financial independence
- Ethical spending and responsible consumer choices
- Long-term financial planning

Careers Education: Aspirations, Learning and Work

Students are supported in preparing for future education, training and employment through a progressive careers programme. They learn about:

- Personal strengths, interests and skills
- Goal setting and aspiration building
- Study skills and organisation
- Career pathways and opportunities
- Labour market information
- Employment rights and responsibilities
- Enterprise and entrepreneurship
- Work experience and employability skills
- Further education, apprenticeships and higher education
- CV writing, applications and interviews
- Professional conduct and workplace expectations
- Managing an online presence for future employment
- Lifelong learning and career development

PART C: LEWESTON PREP SCHOOL PSHRE POLICY

At Leweston Prep School the intent of PSHRE is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child; an education which opens eyes. As a result of this they will become healthy, independent and responsible members of our school community and of

the wider society. Their learning experiences will enable them to understand how they are developing personally and socially. They will become confident, resilient, adventurous, creative and inquisitive enabling them to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to the Catholic life of the school and wider community.

Our policy is also informed by DfE guidance on Relationships and Health Education, preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

This policy has also been written taking in to account up to date data from www.fingertips.phe.org.uk that details local issues and trends amongst young people in Dorset. We have, in particular, noted that the prevalence of severe obesity amongst both Reception and Year 6 pupils is significantly higher than in many other areas. We have also noted that hospital admissions as a result of self-harm amongst 10 – 24-year-olds is high in Dorset. Dorset's rate of hospital admissions for mental health conditions in children is above the national average. We have therefore taken this information into account when adapting our planning and creating a whole school philosophy.

Aims of the PSHRE Policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. At Leweston Prep, we choose to deliver the PSHRE curriculum through timetabled, explicit teaching because we believe that the pupils need dedicated time in which to reflect on their experiences and understand how they are developing personally, socially, culturally and morally. However, we also recognise the importance of embedding the skills and knowledge required in PSHRE throughout the curriculum. We appreciate the value of making links between PSHRE and other subjects and our whole school approach. The pupils are therefore encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHRE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation

The PSHRE curriculum in Key Stages 1 and 2 is delivered through the **1Decision scheme of work**, which provides a progressive and age-appropriate framework. The programme introduces pupils in KS1 to core themes such as relationships, personal safety, health and wellbeing, and understanding feelings, using interactive video-based scenarios to develop decision-making skills. In KS2, the programme builds on this foundation by exploring topics in greater depth, including physical and emotional changes, diversity, online safety, and financial awareness, while continuing to use scenario-based learning to encourage reflection and discussion. The scheme ensures continuity and progression across the primary years, equipping pupils with the knowledge, skills, and vocabulary to make informed, safe, and respectful choices.

The core themes are:

- Keeping and staying safe
- Keeping and staying healthy
- Growing and Changing
- Being Responsible
- Feelings and Emotions
- Computer Safety
- The Working World
- A World without judgment

The statutory elements of Relationships and Health Education are mapped to each topic within each year group. We have also mapped the statutory elements across the curriculum in Science, History, Forest School, Performing Arts, Music, English, Geography, PE, Art and Design. We have chosen the 1Decision scheme because of its unique adaptability. We feel strongly that every pupil is different and every cohort is different and therefore, any framework that we put in place needs to suit the differing needs of our pupils. The teachers are able to take the framework and use it reactively, responding to the needs of the pupils as they progress through the units. This also fits with our philosophy of inclusivity – every child has the right to access the curriculum.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure policy is followed.

Answering difficult questions

Staff members are aware that views around PSHRE-related issues are varied. However, while personal views are respected, all PSHRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHRE issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned. Our school believes that PSHRE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover PSHRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support.

Pupil Consultation

It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people.

Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to School Policies

PSHRE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- RSE Policy
- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

Updated: August 2026

Next Review: August 2027

This content was created with the assistance of AI and reviewed, edited, and approved by Liz Littlechild