



WREKIN PREP

PSHE POLICY 2025- 2026

Last review: September 2025 (Alan Grant)

Date for next review: September 2026

PSHE

From September 2025 Wrekin Prep will be following the 1st Decision scheme of work.

Rationale and Aims

The purpose of the PSHE curriculum at Wrekin Prep is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and to prepare them for some of the opportunities, responsibilities and experiences of later life. This preparation for life involves self-knowledge; an understanding of the needs and motives of human beings; knowledge about their own health and bodies, and the importance of choice. PSHE education at Wrekin Prep is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The values promoted in our PSHE curriculum are inherently incorporated into the fabric of our school through assemblies, community events, support for charities and in our day-to-day living. They significantly contribute to the school's safeguarding and equality duties, the government's British Values agenda and the SMSC development opportunities provided for the children.

Pupils are taught PSHE between the ages of 4 to 11 and it is an essential part of the school aim, to provide a challenging, broad, balanced and healthy education.

We aim to achieve this through the following areas:

1. Pastoral care and support

- Pupils are encouraged to develop the skills required to form relationships with adults and peers in a way that prepares them for life within and beyond the school years.
- Pupils are encouraged and supported to acquire a sense of self-discipline, responsibility and self-respect.
- Pupils learn to ask for help and advice when they need it and reflect on the answers to such questions.
- Pupils are taught how to protect themselves both on and off-line and to recognise who to talk to to gain help.

2. Academic

- Pupils develop a love of learning and develop the skills necessary to be the best that they can be.
- Pupils fulfil their academic potential.
- Teachers and pupils pursue excellence in teaching and learning.

- To prepare each child for the appropriate senior school.

3. Personal & Social Development

- Pupils benefit from a comprehensive personal and social education, which helps them to lead confident, happy and fulfilling lives.
- Pupils participate in a variety of physical activities and experience a sense of well-being and self-confidence which arises from good health and fitness.

4. Extra-Curricular

- We provide a range of activities outside the curriculum.
- Our pupils are encouraged to experience unfamiliar activities, where their efforts will be praised and where their enjoyment and appreciation can be nurtured.
- Our pupils will be offered the opportunity to participate in residential visits where they are encouraged to become more independent and self-reliant.
- Pupils understand the role of leadership and ownership and make appropriate decisions.

5. General

- Pupils develop moral, social and aesthetic awareness and appreciation of their immediate environment and of the wider world.
- Pupils learn to meet success with modesty and accept disappointment with grace.

AIMS OF PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE):

Aims and Objectives.

The aims of PSHE and citizenship are to enable the children to:-

Know and understand what constitutes a healthy lifestyle.

Be aware of safety issues (the real/virtual world).

Understand what makes for good relationships with others.

Have respect for others regardless of race, gender, mental and physical disability and beliefs and sexuality.

Be independent and responsible members of the school community.

Be positive and active members of a democratic society.

Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.

Develop good relationships with other members of the school and the wider community.

Understand the impact that money has on our British society and the world around us.

Making financial choices and understanding how to budget.

Develop their understanding of British democracy.

Living in the wider world – Economic wellbeing and being a responsible citizen

This area has cross-curricular links with RS, Geography and Numeracy. To develop the pupils' awareness of being a responsible person who can manage their own money and have an understanding of how the School, local area and the British Government budget money. It is also about;

- Respect for self and others and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, different groups and communities.
- Being members of diverse communities, and as participants in the local and national economy.
- Learning how to respect equality and to be an active citizen of a diverse community.
- The importance of respecting and protecting the environment.
- Understanding the economic and business environment.
- Understanding where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- An understanding of enterprise.
- How to make informed choices and be enterprising and ambitious.
- How to develop employability, team working and leadership skills and develop flexibility and resilience.
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.
- To ensure that children are aware of the dangers that the World has and how important to respect people from all walks of life, Faith, gender, sexuality, ability and disability.

Framework for PSHE

To ensure a spiral curriculum, our programme of study comes from PSHE 1st Decision. The knowledge, skills and understanding are to be taught through the core 9 strands (themes) listed below.



(Attached in Appendix I is the breakdown of the content that is within these themes.)

PSHE at The Foundation Stage (also known as PSED)

We teach PSHE and citizenship in our Early Years as an integral part of our daily routine. In Reception we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. We also support citizenship education in Reception, when we teach 'how to develop a child's knowledge and understanding of the world'.

PSHE at Key Stage 1 (Lower School) and Key Stage 2 (Upper School)

Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. They are encouraged to become councillors along with taking on roles of responsibility. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the School. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist physical, emotional or cyber bullying.

Statutory Relationship and Health Education.

Relationship Education (RE)

Health Education (HE)

(Please also see RSHE policy)

At Wrekin Prep, we use the 1st Decision Personal Development Programme to teach RE and HE. The following elements of RSHE are embedded within the 9 teaching strands of PSHE – listed above. If a teacher needs to delve deeper into these areas, there are more comprehensive lessons available through 1st Decision.



- Different types of Relationships (friends, family and dealing with families that have different parents or parents who are the same sex.)
- Identifying strangers.
- How to recognise and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and

consent and how to manage conflict and also how to recognise unhealthy relationships.

- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- An understanding around sex, and sexuality set firmly within the context of relationships.

As a whole school we will continue to promote the following through the teaching of PSHE and our all-round day to day messages:

- Healthy minds, including emotional wellbeing, resilience and mental health.
- Economic wellbeing and financial capability.
- British values and citizenship.

Dealing with sensitive issues

The teaching of RE and HE must be sympathetic to the age of the children and their backgrounds. Staff are aware of family background and dynamics and ensure that teaching materials are sympathetic to individual needs.

Sensitive and controversial issues can arise in PSHE sessions. Part of the purpose of PSHE is to enable children to address issues of this kind in a balanced way, in a safe environment. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the Head of PSHE for further support. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules are suggested below to provide a common values framework within which to teach. There should be clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions and hand them to the teacher who will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. The teacher must also inform the DSL of such concerns.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Designated Safeguarding Lead (DSL) should be informed and the usual child protection procedures followed. (See Child Protection and Safeguarding Policy.)
- Staff have had Prevent training. Any signs of radicalisation will be reported to the DSL.

Citizenship Education

We encourage British values and what it means to be British. We held a World Culture Week in the Summer Term 2025, which included an emphasis on the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs
- Economic wellbeing and understanding of financial matters

Forms of Curriculum Provision

PSHE and citizenship is mostly delivered by class teachers up to an hour a week of curriculum time.

Learning opportunities happen across and beyond the curriculum, in specific lessons, and in assemblies, chapel, circle time, special school projects and other activities and events that enrich pupils' experiences. The very nature of PSHE requires that it is flexible and able to respond to specific issues and incidents that occur throughout the school year. Wrekin Prep has a structure that allows for that flexibility whilst ensuring that the necessary elements of the curriculum are covered at the appropriate level for each year group.

- The Year 6 pupils, during the Summer Term, attend 'Crucial Crew' – a local authority programme that tackles issues such as alcohol abuse, fire safety, stranger awareness, vaping, lifesaving and mental health awareness. This day is also supported by West Mercia Police.
- Sex Education is delivered in the Summer Term for Year 5. (See RSHE Policy)
- Occasionally, appropriate and suitably experienced visitors are invited to contribute to the delivery of PSHE in school.
- We offer residential trips to pupils in Years 3, 4, 5 and 6 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and cooperative skills.
- Reception, Y1 and Y2 pupils spend a day at a residential centre in preparation for the Upper School trips.
- Year 2 also spend a day at Arthog Outreach centre.
- There are numerous opportunities during the year for pupils to become involved in developing their understanding of economics. This is through fund raising for charities setting up their own stalls with a float during the summer fete. This is organised by the pupils, run by the pupils, with charities chosen by the pupils through the School Council.
- Pupils are encouraged to watch 'Newsround' in order to aid their awareness of politics and National and International issues.
- Cross-curricular links included within the PSHE scheme of work for each term.
- A strong committee system is embedded within the school.

THEMED WEEKS/DAYS

- Anti-Bullying Week is 10th-14th November 2025 (Theme: 'Power of Good')
- E-Safety day is 11th February 2026
- Children's Mental Health Week is 9th-15th February 2026
- Black History Month is October 2025

Delivery Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning :

- Effective starting and ending strategies
- High order questioning skills
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Problem solving
- Understanding another point of view
- Working with feelings and imagination

PSHE, Assessment and the evaluation / Audit

Through following 1st Decision objectives, a tracking sheet will follow each child from year to year. PSHE work books will be transferred from one form class to the next and continued to be used. The purpose of the PSHE work book is to record any written work and help to maintain their emotional and wellbeing journey through school. Within Lower School, the class teachers will be displaying their work in large floor books.

Throughout the teaching of PSHE there will be baseline assessment in Y1 and Y4 to help gauge the pupils' knowledge to date,

An annual pupil audit will be used in the Summer term to assess the pupil's all round development and understanding of the 9 PSHE teaching strands.

We also assess their understanding of economic well-being, budgeting and British Law, along with their knowledge of British culture and values.

Reporting

Schools are required to keep records on all aspects of pupils' development, so it is appropriate for the pupils' school reports to include a commentary on personal and social learning in the same manner as academic reporting. In class teacher reports, teachers comment on personal, social and emotional development, as well as summarising academic accomplishments.

Role of PSHE Coordinator

To securely support the quality delivery of PSHE.

Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities.

Establish a shared view of best practice to which all pupils are entitled.

Lead policy development.

Provide staff with relevant information to access 1st Decision (new scheme from Sept 2025).

Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.

Provide appropriate support and training for staff.

Monitor and evaluate the programme, including pupils' responses to the programme.

Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.

Order and monitor resources.

Appendix 1 – PSHE termly overview, including the 9 PSHE areas and the RSHE areas that are embedded within:



PSHE / RSHE - Topic Overview 2025-26

Below is a table outlining the topics to be covered in each Year group for the academic year 2025-2026

Year Group	Christmas Term	Lent Term	Summer Term
<p>Reception</p> <p>PSED (Prime Area)</p>	<p>Making relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a roleplay activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking for help. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>Making relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting <p>Beginning to be able to negotiate and solve problems without aggression.</p>	<p>Making relationships</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self confidence and self awareness</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

1	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Friendships /Jealousy ● ● Our World 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Online bullying ● Fire Safety ● Water spillage ● Road safety 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Growing in our world ● RSE ● Washing hands
2	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Keeping/ staying healthy: Brushing teeth ● Our World: living in our world (community/ animals) ● Being responsible: Helping someone in need ● Anti-bullying week: ● Relationships: Bullying 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Computer safety- internet safety week: image sharing ● Fire Safety: petty arson ● Staying safe ● Relationships: body language ● Keeping/ staying safe: Tying shoelaces 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Feelings and emotions: Anger ● Feelings and emotions: worry ● Being responsible: practice makes perfect ● Our World: working in our world

3	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Keeping/staying safe - windows ● keeping/staying healthy - medicines ● Relationships -touch ● Ani bullying week 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Being responsible - stealing ● Feelings & Emotions - grief ● Computer safety - making friends on line 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Our world -looking after it ● Fire Safety - Visit to fire station
4 (This is a provisional plan as we need to see how each topic works over the year)	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Keeping/staying healthy ● Being responsible ● Computer safety ● First Aid 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Growing and changing (including relationships) ● Feelings and emotions ● A world without judgement 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ● Keeping/staying safe (including cycle safety) ● The working world

5			
	<u>PSHE</u>	<u>PSHE</u>	<u>PSHE</u>
	<ul style="list-style-type: none"> ● Peer pressure ● Looking out for others ● Smoking 	<ul style="list-style-type: none"> ● Anger ● Image sharing ● Inclusion & acceptance 	<ul style="list-style-type: none"> ● Enterprise ● Puberty ● First aid
6	<u>PSHE</u>	<u>PSHE</u>	<u>PSHE</u>
	<ul style="list-style-type: none"> ● Water Safety ● Being responsible - Stealing. ● Feelings and emotions - Worry. 	<ul style="list-style-type: none"> ● Computer Safety ● The Working World ● Growing and changing (conception) 	<ul style="list-style-type: none"> ● First Aid ● Effects of Alcohol ● A world without judgement - British values.

RSHE objectives to be taught within the 9 PSHE topic areas.

Within 1st Decision the Simply RSHE portal contains in-depth information on the following (see RSHE policy for more details)

- Families who care for us
- Caring friends
- Online safety awareness (linked with IT)
- Being Kind
- General wellbeing
- Online Safety (linked with Safer Internet Day)
- Physical health and fitness (linked with PE, Games and Swim)
- Healthy eating
- Drugs, alcohol and vaping

- Health protection and prevention

- Personal safety
- Basic first aid
- Developing bodies