



CLAYESMORE

Personal, Social, Health, Relationships and Economic Education (PSHRE) Policy

Clayesmore Prep School

Responsible:	Deputy Head Pastoral, Head of PSHRE
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POLICY AVAILABILITY

1. Parents and carers will be informed about this policy through the termly letters sent out detailing the PSHRE content for the term.
2. The policy is freely available on the school website. Should you require this policy in a different format, please contact the Head of PSHRE.

SCOPE AND PRINCIPLES

3. This policy applies to the teaching and development of Personal, Social, Health and Economic Education (PSHRE) in the Prep School (Year 3 to Year 8).
4. Schools are required to provide a curriculum that is broadly-based and balanced and which meets the needs of all pupils. Section 78 of the Education Act 2002 places the following requirements on the curriculum:
 - a. it must promote the spiritual, moral, cultural, mental and physical development of pupils, and
 - b. it must prepare pupils for the opportunities, responsibilities and experiences of later life.
5. PSHRE 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.
6. As part of a whole school approach, it delivers the qualities and attributes pupils need to thrive as individuals, family members and members of society.
7. Although PSHRE is taught as a timetabled subject it also runs through the school's educational provision; opportunities to promote the personal, social, health and economic development of our pupils exist in every area of school life.

AIMS

8. Through our teaching of PSHRE, we aim to help our pupils develop into healthy, independent, responsible members of society. During lessons, pupils will:
 - a. Have the opportunity to learn more about themselves as individuals; their rights and responsibilities as citizens of their school, their local community and our country;
 - b. explore national and global issues;
 - c. learn what constitutes a healthy lifestyle and be encouraged to start taking responsibility for their own well-being;
 - d. develop self-confidence and self-esteem, allowing them to make informed choices regarding personal and social issues;
 - e. learn and practise skills to help them in decision-making in later life;
 - f. be given opportunities to think about their future, including possible career choices;
 - g. gain empathy and understanding for others in the world around them;
 - h. learn respect, tolerance and acceptance;
 - i. learn about the governmental system of the United Kingdom and about British Values.
9. The Prep School PSHRE programme runs in line with and contributes to the school's aims and missions; specifically to:

- a. Create 'strong, respectful relationships among all member of the community;
 - b. Equip students the skills, understanding and values that will help them to live their lives well;
 - c. Encourage values and attitudes rooted in selflessness and service, courage, integrity, compassion and generosity
 - d. Instil a sense of appreciation and wonder; a respect for others and our environment, and a recognition of the need to tread lightly on the world.
10. And as stated in our Attitude to Learning Policy:
- a. Clayesmore Prep's Attitudes to Learning is a pupil-centred initiative which promotes self-reflection, personal challenge and regular, purposeful discussion between the pupil, their teachers, tutor and parents.
 - b. An important aim of our Attitudes to Learning initiative is that our pupils strive to develop valuable skills throughout their time at Clayesmore, such that they become natural and embedded.

OUTCOMES

11. Through our PSHRE programme, together with other opportunities offered by the school, our pupils will:
- a. be more aware of themselves as individuals, and will understand their rights and responsibilities as citizens of their school, their local community, our country and as global citizens;
 - b. know and understand what constitutes a healthy lifestyle, both physically and mentally;
 - c. have practised and be more confident in risk situations;
 - d. have thoughts about their future, including possible careers choices;
 - e. understand that they have a right to be safe and how this can be achieved, including people (in and out of school) and organisations to whom they can turn for help;
 - f. understand that they have the right to have their personal views respected by others;
 - g. understand that they must be tolerant of others' views and beliefs, and that discrimination in whatever form is unacceptable;
 - h. understand that they are a citizen of the United Kingdom and should respect the traditions and values of our country.

TEACHING METHODS

- 12. PSHRE is taught as an independent subject across all year groups, by a group of class teachers
- 13. Weekly lessons of 35 minutes are allocated to PSHRE.
- 14. New teachers have specific sessions with the Head of PSHRE.
- 15. All PSHRE learning is underpinned by the PSHRE 'Big Ideas'; Health and Wellbeing, Relationships and Living in the Wider World. Children have the opportunity to discuss these at the beginning of every PSHRE lesson, and regularly during lessons. All teachers in school are familiar with these, and recognise their importance in developing our children's understanding of PSHRE.

16. Pupils' learning is assessed by comparison with their starting points, talking to the pupils and allowing them to comment on their own progress.
17. The following considerations apply to teaching in this subject:
 - a. all pupils will have a different starting point for each topic. Teaching staff will identify this using baseline assessments or starter activities.
 - b. all tutor groups are mixed ability, and tasks and outcomes are differentiated to take this into consideration;
 - c. matters of equal opportunity are of particular importance in some topics, and staff are mindful of this;
 - d. some topics may be difficult for some pupils, so ground rules are in place to ensure confidentiality, respect and safety. Pupils are told that they are not to reveal their own sensitive personal histories or those of any others pupils during PSHRE lessons;
 - e. staff must also adhere to professional standards during discussions;
 - f. if pupils need to speak to a member of staff, they may do so at another time;
 - g. should any pupil indicate that they may be vulnerable or at risk, the safeguarding procedures outlined in the Child Protection Policy will apply;
 - h. connections between pupils' learning and 'real-life' is encouraged by rehearsing positive behaviours through role-play in given scenarios;
 - i. outside speakers are invited in when appropriate to supplement and enrich what is being taught. All visitors are asked to comply with the school's policies and all sessions with visiting speakers will be overseen by staff members.

PSHRE and other policies

18. The PSHRE policy complements the following policies and statements:
 - a. Equality and diversity policy
 - b. Prevent
 - c. Relationships and Sex Education (RSE) Policy
 - d. CPS Promoting Positive Behaviour
 - e. Safeguarding
 - f. Online Safety

LINKS WITH PARENTS AND CARERS

19. We welcome parental involvement with the PSHRE programme.
20. A letter to parents will be sent out before the beginning of each term giving more details about the topics being covered.
21. This will enable them to consider any potentially sensitive issues for their children, allowing them to introduce this before the topic is taught, for example bereavement.
22. Parents are welcome to view any of the teaching material used, and if they have any questions they should feel free to contact the Head of PSHRE (prepoffice@clayesmore.com)
23. The curriculum maps on the school website give an overview of the topic coverage within each year group. They are updated annually.