St Hilary's Prep School Policy

PSHE Policy

What is PSHE and Citizenship?
PSHE comprises all aspects of a school's planned provision to promote pupils' personal and social development, including health and economic wellbeing. We actively promote democracy, the rule of the law, individual liberty, and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

PSHE equips pupils with knowledge and practical skills to make informed decisions about their health, wellbeing and relationships, recognise risks and seek help. It supports resilience, self-respect and kindness through a planned, progressive curriculum and the wider life of the school.

Statutory framework and current guidance

As an independent school in England, St Hilary's must provide PSHE under paragraph 2(2)(d) of the Education (Independent School Standards) Regulations 2014. Provision reflects the school's aims and ethos, encourages respect for other people with particular regard to the protected characteristics in the Equality Act 2010, and prepares pupils for life in British society. Relationships Education is compulsory for pupils receiving primary education. The school has regard to the revised DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from 1 September 2026. The separate statutory Health Education requirement does not apply to independent schools; we use its primary health content to inform our PSHE provision. Sex education beyond Relationships Education is not compulsory at primary level; our provision is set out in the RSE Policy.

Current reference documents: DfE RSHE statutory guidance (effective September 2026); Keeping Children Safe in Education 2026; Independent School Standards guidance (updated April 2026); and the current EYFS statutory framework for group and school-based providers. Reviewed against available guidance on 3 November 2026.

This policy should be read in conjunction with the following polices:
Behaviour, Discipline and Exclusions Policy
Equality, Diversity and Inclusion Policy
Philosophy Policy

Promoting Positive Mental Health and Wellbeing in School Policy
Religious Studies Policy
RSE Policy
Safeguarding and Child Protection Policy
Science Policy
SMSC Policy

Equal Opportunities

All pupils have access to a planned, progressive PSHE programme. Teaching is adapted to pupils' age, stage, prior learning and needs, including SEND and relevant individual support plans or EHCPs. Teachers use accessible language, suitable resources and additional rehearsal where needed, recognising that some pupils may be more vulnerable to abuse or exploitation. PSHE complements the personal and social development supported at home.

The school complies with the Equality Act 2010 requirements applicable to independent schools, including protection from unlawful discrimination, harassment and victimisation and the duty to make reasonable adjustments for disabled pupils. Independent schools that are not academies are not subject to the public sector equality duty. Teaching promotes dignity and respect, challenges prejudice and bullying, and represents different families sensitively, including same-sex parents, adoptive and foster families and kinship care.

The PSHE Policy reflects the values and ethos of St Hilary's.

Mission Statement: At St. Hilary's we aim to educate the whole child by providing unequalled opportunities, support and encouragement for the on-going development of academic, creative, spiritual, moral, social, cultural and physical aspects of our children's lives.

Values:

Honesty	Empathy	Aspiration
Patience	Inclusivity	Kindness
Respect	Creativity	Resilience
Responsibility	Perseverance	

Across school life, pupils practise honesty, kindness, responsibility and perseverance. PSHE develops these attributes through discussion, reflection and opportunities to apply learning in everyday relationships and decisions.

How will this PSHE Policy help pupils at St Hilary's?

It helps pupils to:

- Value their achievements
- Deal with risk and meet the challenges of life now and in the future
- Identify their values and strive to live up to them

How will this policy help St Hilary's as a school?

It helps St Hilary's as school to:

- Relate positively to its neighbourhood and local community
- Raise standards of achievement by children who are more secure, motivated, confident and independent learners
- Help promote equal opportunities for all
- Improve the health of children

The Curriculum

PSHE is not just confined to a specific weekly timetabled lesson. Instead, a variety of provision needs to be used at different times.

1. Specific curriculum time i.e. a weekly timetabled PSCHE in Pre-Prep and Prep (Years 1 – 6).
2. In EYFS, this learning is rooted in Personal, Social and Emotional Development, including self-regulation, managing self and building relationships, with links to Understanding the World and other areas of learning under the current EYFS framework.
3. Provision through teaching and learning in other subjects /curriculum areas

Suggestions as to how this can be done:

- In **English** skills in enquiry and communication, stories that illustrate aspects of personal and social development
- In **Mathematics** aspects of financial capability, counting and sharing. The Economic wellbeing of pupils and their understanding of how to have a secure future are paramount. 'Money Matters' and 'Money week' are often used to support this learning. Year 6 have specific Financial Education sessions.
- In **Science** drugs (including medicines) sex, health, including mental wellbeing, safety and the environment
- In Digital Learning, pupils learn to communicate respectfully, evaluate information and recognise unsafe content or contact. Teaching addresses privacy, personal information, online bullying, pressure to share images and how to report concerns. Resources include the UK Safer Internet Centre (https://saferinternet.org.uk/) and NCA CEOP Education (https://www.ceopeducation.co.uk/).
- In **History** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past
- In **Geography** topical issues concerning the environment, sustainable development, land use study of pupils' own locality and places in different parts of the world, including less economically developed countries
- In **Art and Design** reflecting on and responding to ideas and experiences communicated through works of art, craft, and design from different times and cultures
- In **Music** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression

- In **Physical Education** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports
- In **RS** religions and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
- **Philosophy** provides an excellent opportunity for children to develop their ideas about the world and continue to improve their speaking and listening skills.

Education for Citizenship comprises three inter-related strands:

- **Social and moral responsibility**

Pupils learn from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.

- **Community involvement**

Pupils learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.

Pupils throughout the school follow the Eco Schools' programme to improve the school's sustainability and efficiency. The children are challenged to balance the environmental, social and economic forces of sustainable development when making decisions that affect their school, homes, community and the wider world.

Practical, real-life activities develop thinking skills and provide opportunities for the pupils to raise standards through cross-curricular links.

In addition, the whole school is aware of Fair Trade issues and St Hilary's School is a Fair Trade School.

- **Political literacy**

At Pre-Prep and Prep the emphasis is on the development of social and moral responsibility, community involvement and some of the basic aspects of political literacy, for example, knowing what democracy is and about the basic institutions that support it locally and nationally.

Curriculum Impact

Children are informally assessed by staff throughout their work. Each unit of work holds an end of unit objective for which 'most children' should achieve. This is then used to inform future planning and to monitor children's development across the year groups. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this. A class PSHE book is kept to record any work produced.

We intend for our curriculum to enable pupils to:

- Successfully discuss modern social issues and interact with peers and adults confidently
- Become aware of issues around them and in the wider community they live in
- Grow in resilience, self-esteem, confidence and patience
- Develop skills to deal with situations in the future
- Be conscious of their own mental and physical wellbeing

The PSHE Scheme of Work and Long-Term Plan

The scheme of work is reviewed against the revised DfE RSHE guidance effective from September 2026, the Independent School Standards and pupils' needs. The Deputy Head, as PSHE Subject Lead, maps year-group provision to the end-of-primary Relationships Education outcomes and the primary health content adopted by the school. The long-term overview is a summary and is supported by detailed teaching plans.

https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

https://www.gov.uk/government/publications/regulating-independent-schools

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Years 1–6 follow three broad themes in the order shown in the long-term overview: Autumn – Relationships; Spring – Living in the Wider World; Summer – Health and Wellbeing. Themes are revisited progressively, with flexibility to respond to pupils' needs.

- Relationships includes families, friendships, respectful behaviour, boundaries, privacy, recognising unsafe relationships and seeking help.
- Living in the Wider World includes community, citizenship, equality, media literacy, digital resilience, money and work.
- Health and Wellbeing includes emotional literacy, physical activity, sleep, nutrition, oral hygiene, medicines, substance risks including vaping, basic first aid, personal safety and growing and changing. Puberty, including menstruation, is taught in good time before pupils experience changes and revisited as needed.

The PSHE Association programme and resources, alongside the Christopher Winter Project, Real Love Rocks and Medway resources, support planning where appropriate. Use of a named resource does not establish compliance: the Deputy Head, as PSHE Subject Lead, checks accuracy, age and stage suitability, accessibility and alignment with current guidance before use.

Safe teaching and safeguarding

Teachers establish ground rules, use distancing techniques and provide opportunities for questions without requiring personal disclosures. Questions are answered factually and sensitively at an appropriate level; questions beyond planned primary sex education are discussed with the Subject Lead and

managed in line with the RSE Policy, with parents involved where appropriate. Staff never promise confidentiality. Any disclosure or concern is recorded and reported promptly to the DSL or deputy in line with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026. Pupils learn that abuse is never their fault and that they should keep seeking help until heard.

Parents and curriculum materials

The school consults parents when developing and reviewing its Relationships Education and RSE policy and seeks meaningful pupil feedback. The RSE Policy is published on the school website and is available free of charge. Parents can request to view all RSHE teaching materials through the Deputy Head, including external-provider materials, with appropriate copyright arrangements. Parents are informed in advance of sex education content and significant departures from published provision. There is no parental right to withdraw from Relationships Education. Requests for withdrawal from primary sex education beyond the science curriculum are made to the Headmaster and granted; the arrangements are detailed in the RSE Policy. Health and puberty teaching should not be confused with optional sex education.

Visitors and external resources

The Deputy Head, as PSHE Subject Lead, checks visitors' credentials and reviews lesson plans and materials in advance. Content must be accurate, accessible, age and stage appropriate and consistent with school policy and the requirement for political impartiality. Visitors understand safeguarding and confidentiality procedures; the school retains responsibility for teaching and content. Staff supervise delivery and evaluate its impact.

	Autumn: Relationships			**Spring:** Living in the wider world			**Summer:** Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Rec	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	Confident to speak to others about own needs, wants, interests and opinions.	Takes steps to resolve conflicts with other children, e.g. Finding a compromise.	Enjoys joining in with family customs, reflecting on individual communities and cultures.	Uses ICT hardware to interact with age-appropriate computer software.	Beginning to use everyday language related to money. Learning about people who help us in the community.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Encompassing the unique child who is constantly learning and can be resilient, capable, confident and self-assured.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Expressing opinions and respecting other points of view	**Growing and Changing** CV- My stengths, personal identity confidence, values.	Body Image – respecting myself and others Healthy eating/Online/Self respect/Esteem)	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, managing transition loss and bereavement; managing time online	**Safe Relationships** Attraction to others; romantic relationships; civil partnership and marriage Healthy Relationship Recognising and managing pressure; consent in different situations	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PSHE, citizenship activities and school events

Residential experiences, day trips and special days or weeks in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. Year 5 and 6 pupils also take part in 'Ombrosa,' in which pupils from France stay with families and attend St. Hilary's school for two weeks.

Each year pupils in Years 3 – 6 attend residential trips and throughout the school educational outings are organised to support the curriculum.

Twice a year, every form in Years 1-6 prepares a Class / Form assembly and this is discussed and rehearsed during PSCHE Time. The assembly provides an opportunity for individuals to gain in confidence and self-esteem and parents are invited to come into the school and watch.

PSHE provide many opportunities for visitors to come into schools, including parents and St Hilary's encourages the involvement of the **FOSH (Friends of St. Hilary's School),** which has a Class / Form representative for every Class / Form in the school. As well, the school invites in Charity representatives such as the National Society for the Prevention of Cruelty to Children, Save The Children and there are many events to raise funds for charity throughout the school year. At Harvest time the school invites a local clergyman to address all pupils and food and vegetables are distributed to the elderly and stationery goes to Zambia. Two members of staff coordinates Charity efforts. Awareness of local and international needs has been shown in raising funds for a variety of different charities. We have a partner school, Machwa in Tanzania which we have supported for a number of years.

Local police also are regular visitors to the school where they talk to the children about topics such as stranger danger, 999 calls and road safety.

The school is seen to take an active part in local events e.g. providing art work or displays in the local church or participating in a Charity Pancake Race, attending the town Carol Service and supporting local charities such as the Meath and Mane Chance.

At St. Hilary's School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. It is interconnected with PSHE. (see SMSC policy). We are committed to serving our community and preparing our pupils for their futures. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom as a whole. We also understand the vital role we play in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We follow equal opportunities ensuring that there will be no discrimination against any individual or group, regardless of faith, gender, ethnicity, sexuality, political or financial status, or similar. Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children.

Assemblies at St Hilary's provide a regular opportunity to enhance pupils' spiritual, moral, social and cultural development (SMSC). They can identify, promote and celebrate the values of the school. At St. Hilary's, assemblies are held 5 times per week:

Head's Assembly
Group assembly
House Assembly
Singing Practice and class assemblies
Celebration assembly.

At St Hilary's assemblies and the curriculum provide an opportunity to embed 'moments':

- True Grit – resilience, determination and desire to not give up
- Kindness Awards
- TAR (Take a Risk) – have a go!
- PB (Personal Best)
- DIY (Do it Yourself)
- Green Award
- Etiquette Award
- True Friends Band
- Headteachers Award
- Commendation

The school environment can allow pupils to feel safe and involve their exercising some responsibility. **PSHE** can provide opportunities for children to become involved in developing proposals for improving the school environment. The Class / Form representatives and Vice Form representatives in Year 1 upwards can write down collected suggestions in regular weekly meetings to present at School Council Meetings. In addition, we have a team of trained, Anti-Bullying Ambassadors.

Social and moral responsibilities can be developed through encouraging positive behaviour and relationships, anti-bullying strategies, environmental and recycling projects. At St Hilary's, each class is encouraged to recycle paper in their classroom. This is collected weekly by a team of Year 5 pupils. Each class also appoints an Eco-rep who forms part of a committee looking at environmental issues within the school.

All pupils are encouraged to take care of their possessions and respect others' belongings as well as keeping the classroom, cloakrooms and general school environment tidy. Pupils are given specific tasks within their form and each class cares for a gardening tub outside the building.

All Year 6 pupils are given a specific role or responsibility for their final year. The School Council which is elected each term involves decision-making and also promotes responsibility and learning about democracy first-hand. Year 6 elect a President, Vice President, Secretary and Fourth member. Class / Forms in Years 1-6 elect their own Class / Form and Vice Class / Form representatives who are given responsibilities by the Class / Form teacher and by the School Council.

In addition, Year 6 pupils act as reading partners for Year 3 children and support buddies for Reception children, Year 4 carry out joint activities with Year 2 and Year 5 pupils are assigned buddies in Year 1. This encourages the older pupils to look after someone younger than themselves and the Pre-Prep pupils are given an opportunity to grow in confidence with new people. Year 3 – 6 have elected Digital Leaders.

Monitoring and Review

The Deputy Head is the PSHE Subject Lead; this role is currently held by Mark Parton, who is also the DSL. The Deputy Head monitors teaching, curriculum coverage and progression through planning reviews, appropriate work scrutiny, pupil voice and discussion with staff. Assessment identifies pupils' knowledge and skills and informs subsequent teaching; pupils are not required to disclose personal experiences or assessed on private beliefs. The Subject Lead coordinates resources and staff training, reviews provision with colleagues teaching related subjects and reports findings and priorities to the Headmaster and governors.

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READ & APPROVED BY: The Governors, The Headmaster and St Hilary's Senior Leadership Team.
READ & SHARED: With all staff at St Hilary's School.
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