

# PSCHE Policy

## Prep School including EYFS

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2025 / 2026



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Personal, Social, Citizenship and Health Education Policy**

### **Prep School including EYFS**

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#### **Scope**

This policy applies to all Prep pupils (including EYFS) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### **Roles and Responsibilities**

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Prep Co-Heads and DSL, who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

#### **Philosophy**

Pupils are given the opportunity to understand the principles of personal, social, citizenship, health and relationship and sex education through a spiral-curriculum, where topics and ideas are revisited, and skills developed during their time in the Prep School.

At Ibstock, it is believed that PSCHÉ is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children to stay safe, while preparing them to make the most of life and work. It also helps pupils to achieve their full academic potential.

PSCHÉ is taught, assessed, and expressed through the school curriculum and day. This is evident in assemblies, visitor talks, curriculum events, school council, the work of the safeguarding and Director of Wellbeing and cross-curricular links, in addition to one hour lesson slots each week for every year group. We are also proud to have a 'Kids for Equality' Club run by children in Prep 6, who discuss and explore inequalities and current social issues.

Pupils are encouraged to seek knowledge and understanding, rather than merely having opinions on these topics. Central to Kids for Equality Club is kindness, and its members are committed to sharing their ideas with pupils across the school. This happens through assemblies, poetry, stories and going into classrooms to read picture books.

All teaching is focused on teaching children respect of the Protected Characteristics, as laid out in the Equality Act 2010 Act to ensure there is no discrimination against: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Ibstock Place Prep School prides itself on the teaching of the PSCE curriculum and, particularly, on the positive impacts that the PSCE education has on the pupils. The School will always aim to 'eliminate discrimination, harassment, victimisation' (Equality Act, 2010).

## **Curriculum**

The main units of study within Ibstock's Prep School PSCE scheme of work are as follows:

### **Content:**

#### ***Autumn 1: Being Me in My World***

Covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

#### ***Autumn 2: Celebrating Difference***

Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

#### ***Spring 1: Dreams and Goals***

Aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they have an opportunity to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

#### ***Spring 2: Healthy Me***

Covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean,

drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

### *Summer 1: Relationships*

Starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups and consider stereotypes.

### *Summer 2: Changing Me*

Deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. British Values will also be taught in this module. The class teachers, support staff and Kids for Equality Club regularly teach pupils about the British Values and often associate them with a well-known event or well-known current or historical figure.

**Resources and plans:** All resources and plans can be found on [Jigsaw \(jigsawpshe.online\)](https://www.jigsawpshe.online)

Individual year group resources can also be found on the MH Drive under 'Curriculum' and 'PSCHE'.

In addition, the following themes are taught in a cross-curricular way by the class teacher:

- Children are encouraged to move forward and work out of their comfort zone.
- Teachers respond to issues that arise and inculcate positive attitudes and mindsets.

## **Planning**

There are six units taught each year. One to two units are allocated per term, including a Relationships and Sex Education module in the Summer Term.

To have maximum effect, cross-curricular links are considered, so that the Ibstock Place School PSCHE curriculum may be embedded across all subjects in the Prep School.

Each unit of study is planned per half term, using the 'Knowledge Organisers' for each year group.

## Teaching

There is a dedicated PSCHÉ lesson of approximately one hour each week for pupils from P1-P6.

As well as following the Jigsaw PSCHÉ programme, Kindergarten teaches three sessions a week following the Think Equal scheme. Through stories and related activities, this teaches children that all humans are equal and equally valued.

### Differentiation:

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Plans should be adapted to meet the needs of the pupils if:

- A pupil is not attaining levels broadly appropriate for their age
- A pupil demonstrates understanding beyond the level appropriate for their age
- A child with SEND requires resources to best help them access the learning objective.

### Relationships and Sex Education (RSHE: cf. Relationships and Sex Education Policy):

The Relationships and Sex Education scheme of work is taught in the Summer Term, from EYFS and Prep 1 to Prep 6 as part of class PSCHÉ lessons. The frameworks of study are followed by each year group, which includes the learning objectives to be taught. These can be found in each year group's planning folder, along with the associated resources. Resources and books are kept within the year groups.

Before RSHE is taught, letters are sent to parents in each year group that list the topics that will be covered – offering some background to the learning. Parents are invited to get in contact if they have any queries or concerns regarding the teaching of RSHE. This will be in line with the government updates at the end of 2024.

This scheme has been planned so as to merge with the final two PSCHÉ units, Relationships and Changing Me.

Prep 5 and Prep 6 have talks on puberty in single sex groups, in addition to the Sex and Relationships scheme of work.

Parents have the right to remove their child from RSHE lessons (see RSHE policy for further details) and any child withdrawn will be provided with purposeful education during this time (see RSHE policy).

## **Confidentiality and Handling Disclosures:**

The nature of PSCH means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSCH.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the Designated Safeguarding Lead as soon as possible and always within 24 hours, in line with the Safeguarding and Child Protection Policies. If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, a discussion with the Prep School Designated Safeguarding Lead will inform the next course of action. This may be communicating with parents, formalising on the safeguarding system of MyConcern or escalating to the Local Authority or Police.

The same procedures will apply if a pupil asks to speak to a member of Prep School Staff separately to their peers. Pupils will be reminded that no disclosures will be confidential if deemed concerning.

## **Responding to Pupil Questions:**

It is acknowledged that sensitive and potentially difficult issues will arise in PSCH as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSCH.

As a first principle, the teacher in charge may answer questions relating to the planned curriculum for that age group to the whole class. The teachers answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way. This can be done to the pupils/pupil individually or may be applicable to the whole class.

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSCH Lead/Designated Safeguarding Lead.

Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, the School ensures that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters.

Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by for example:

- Setting the tone by speaking in a matter-of-fact way.
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in the 'happiness' and 'worry' boxes or similar resource.
- Staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow-up.
- If a verbal question is too personal, Staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too mature for a pupils, is inappropriate for the whole-class,
- If a question is too explicit, feels too mature for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and attend to it later, on an individual basis.
- This may then be reported to parents and the Designated Safeguarding Lead who will decide whether to formalise the comment on MyConcern.
- Staff will not provide more information than is appropriate for the age of the pupil if staff are concerned that a pupil is at risk.

## **Queries**

Queries on this policy should be directed to the Prep Co-Head and DSL.

## **Review and Verification**

This policy is reviewed annually by the Prep Co-Head and Subject Lead for PSCH.