



WESTMINSTER UNDER SCHOOL

PSHE Policy

This policy also applies to the Early Years Foundation Stage

Written by:	HW
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Personal, Social, Health and Economic Education (PSHE)

We live in a world that is changing rapidly, where the increasing pace of life brings with it a multitude of choices and freedoms. The aim of our Personal, Social, Health, Economic Education (PSHE) programme is to equip each pupil with the skills they may need to be happy, healthy and confident in the years to come, becoming the best they can be as individuals, family members and members of wider society.

PSHE Education is therefore a vital part of the WUS curriculum. Each Year Group has a weekly lesson, taught mainly by subject specialists, in which the pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. PSHE lessons are taught weekly in 35-minute lessons in form classes. The school's 'Core Values' are also key to the pupil's self-development and emotional wellbeing and the PSHE curriculum aims to tie in with the aims of the Core Values. The PSHE curriculum is guided by the PSHE Association Programme of Study, which provides a nationally recognised framework for high-quality PSHE education in England.

PSHE also contributes significantly to the school's safeguarding responsibilities by helping pupils understand personal safety, healthy relationships and how to seek help when needed.

The aim of these lessons is to provide a safe and secure environment where pupil-led lessons allow our pupils to learn about a variety of topics. We want them to develop skills and attributes such as resilience, self-esteem, risk management, teamwork and critical thinking in the context of learning grouped into three core themes studied over the three terms:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

PSHE is taught through a 'spiral programme'. At each encounter, the level of demand increases, and learning is progressively deepened. Our guiding principle is to ensure subject content is age and development appropriate, it is taught sensitively and inclusively with respect to the differing backgrounds and beliefs of both pupils and parents. All content studied and discussed is relevant to appropriate age groups and follows national guidelines.

PSHE in Reception

From September 2026 Westminster Under School will welcome pupils into Reception as part of the school's expansion.

In the Early Years Foundation Stage (EYFS), learning related to PSHE is primarily delivered through Personal, Social and Emotional Development (PSED), which is one of the three prime areas of learning within the EYFS Statutory Framework.

PSED supports children to:

- develop a positive sense of self
- manage their feelings and behaviour
- build confidence and independence
- form positive relationships with adults and peers
- develop empathy, cooperation and respect for other

Learning takes place through structured classroom activities, carefully planned play opportunities, stories, discussion, assemblies, circle times, visiting speakers, discreet PSHE/TPR sessions and adult modelling of positive relationships.

These early experiences provide the foundation for the knowledge, skills and attitudes developed through the PSHE curriculum as pupils move through the school.

Aims and Objectives

The aims are delivered through a spiral progressive programme from Reception through to Year 8 that builds knowledge, skills and attitudes in age-appropriate steps, as set out by the PSHE Association framework. These include:

- To promote a healthy personal lifestyle following sound principles of bodily care
- To learn about health risks and safety issues and how to respond in an emergency
- To help the pupils to feel secure physically and emotionally
- To help pupils accept others for what they are through a greater knowledge and

understanding of human diversity and to be able to share and to cooperate

- To develop their sense of self-esteem and to build their confidence, enabling pupils to learn the necessary skills to cope both with life inside school and life outside school
- To teach pupils to become necessarily assertive, so as to cope with any peer group pressure
- To appreciate that their bodies are their own and special and to learn what they should do if they don't like what is being done to them, i.e., bullying and/or abuse
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings toward themselves, their family and others in a positive way. To provide them with greater awareness of the main social and personal issues facing them as they grow older and to encourage them to make informed choices
- To recognise their worth as individuals by identifying positive things about themselves and their achievements and in doing so promote self-awareness, self-esteem and self-confidence.
- To encourage them to become responsible citizens so that they value and respect, amongst other things, the need for good manners, caring for their belongings, nurturing living things and protecting the environment
- To recognise lesbian, gay, bisexual and transgender (LGBT+) people and relationships. All protected characteristics are presented factually and with respect, teaching with neutrality where views are contested, in line with statutory RSHE guidance (2025).
- To promote good manners
- To promote mutual respect and tolerance of others through understanding different types of lifestyles, faiths, beliefs and relationships
- To understand the concept of disability and to act in a caring, and appropriate manner to those with additional needs, both educationally and socially
- To understand the nature of democracy, dictatorship and a communist state and to encourage respect for the Fundamental British Value of democracy. To support the participation in the democratic process and to respect the basis for how the law is made and applied
- To encourage pupils to gain a respect for others, paying particular regard to the issues of gender, stereotyping, individual liberty, prejudice, discrimination, beliefs and race, including but not limited to the protected characteristics set out in the [Equality Act 2010](#). To encourage an appreciation and respect for their own and other cultures whilst building resilience to radicalisation through the promotion of Fundamental British Values
- To develop an awareness of world issues and how precious all life is on Earth and how we all have a responsibility to take care of it
- To learn about people who have made a difference in the world and to consider how they could themselves perhaps make a difference
- To know the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- To provide the information needed to develop healthy, nurturing relationships of all kinds, and in Years 7 and 8 to begin to consider intimate relationships

- To ensure pupils understand relevant laws relating to relationships, consent, personal safety and responsible behaviour.

Overall, we aim for pupils to be aware of themselves as developing individuals and members of their community. Physical changes, growing maturity and self-confidence will provide opportunities for greater freedom and independence. As their horizons broaden, they will become more knowledgeable about the wider world. Our intention is to provide our pupils with the knowledge and understanding that they will need in order to make informed choices, assume greater responsibility and develop a sense of right and wrong.

We aim to help them to recognise the importance of developing effective relationships with those around them and become more fully engaged in school and outside activities. They will have learned about how their local community functions and about those who enable it to do so. In addition, they will have gained greater knowledge about those who rule us. They will also find out about the institutions through which they do so.

Incorporating protected characteristics into our PSHE lessons is crucial, as it ensures that all students feel respected, included, and supported in their diverse identities, fostering an environment of equality, understanding, and acceptance. The importance of inclusivity, respect for diversity, and age-appropriate content is prevalent within our PSHE lessons for cultivating a safe and supportive learning environment, promoting healthy relationships, and equipping pupils with the knowledge and skills they need to navigate the complexities of their social and personal lives effectively.

As Westminster Under School moves towards a co-educational model, the PSHE curriculum plays an important role in supporting pupils to develop respectful relationships between boys and girls. Teaching encourages empathy, cooperation and mutual respect so that all pupils feel valued and included within the school community.

PSHE across the Curriculum

As a subject which is inherently cross-curricular, PSHE permeates all aspects of life in school, from encouraging the pupils to make healthy choices when choosing what and when to eat, to raising awareness of the risks of peer group pressure and understanding how best to stay safe. It is encompassed within assemblies, church services and through the teaching of many subjects, notably: PE, Science, English, Drama, Mathematics, Computing and TPR. From Reception through to Year 8, PSHE is an integral part of the whole curriculum and the School's philosophy and ethos are embodied within the PSHE curriculum.

In addition to the PSHE curriculum learning opportunities are further enhanced by the following extra-curricular and cross-curricular events:

- e-Safety workshops
- Visiting speakers
- School Council representatives

- Visiting theatre companies
- Trips and outings
- Visits to local schools and old people's homes
- Enterprise programme including Enterprise Reps
- Assemblies and church services
- Year 8 positions of responsibility – Head of School and Prefects
- House captains and Vice Captains
- Classroom Monitors in Junior years

Through general routines, in and out of the classroom, and the way in which individuals relate to each other, pupils are encouraged to display leadership through service to others. The School's attitudes towards manners and care for other assists in developing shared values for adults and children to work well alongside each other. Children learn about the need for good manners, self-discipline and appropriate behaviour. There are opportunities for children to receive *Praemia* or *Dignissima* for outstanding work or contributions in a particular subject and the Core Value awards and Beneficium which are awarded to pupils who embody these values. They are announced during assembly time and recipients receive a certificate. In this way, the whole school witnesses and shares in their achievement.

As stated in the Behaviour, Rewards and Sanctions Policy, the School uses a house point system, which has Digs (positive) to reward good behaviour or achievement in any area of school life. The Head of Enterprise, together with help from the pupils, organise a range of fundraising activities and assemblies. All children learn that it is their responsibility to be aware of and to support the needs of others less fortunate than themselves by organising activities within school on behalf of various charities. Visiting speakers inform the pupils about the work that they are carrying out and money is then raised to help.

Curriculum content is regularly updated to reflect statutory RSHE 2025 requirements, including teaching about online harms (misogyny, deepfakes, sextortion), consent and healthy relationships, and age-appropriate mental health education. Consultation with parents is undertaken on significant updates to the RSHE curriculum, normally via the weekly newsletter, Acta Adriana, or in a specific letter.

As with all subjects, parents are provided with termly curriculum overviews and are able to view any teaching resources in advance when requested. Withdrawal rights apply only to sex education, not to relationships or health education.

Teaching and Learning

A range of teaching and learning styles are used and these are geared to the developmental stages of the pupils throughout the school and to take into account any additional needs that they might have. Great emphasis is placed on active learning including pupils participating in

discussions, debates, investigations, games and problem-solving activities, all within a safe and secure classroom environment, and supporting the school development into the area of learning “qualities”.

Group work is used frequently to promote team building and cooperation skills. Visiting speakers are used wherever possible, including helping to support the drugs and alcohol programme in Years 7 and 8.

Teaching methods include:

- Individual and collaborative group work
- Stories discussion (pairs, groups, and whole class)
- Questionnaires
- Pupil presentations
- Role play
- Problem solving activities
- Surveys (including use of IT)
- Debates
- Case studies and scenarios
- 9-diamond ranking tasks
- Attitude continuums
- Responding to headlines or social media posts
- Video clips

Some of the issues faced in the curriculum will need sensitive handling but the aim is to involve pupils in discovering answers to the questions raised. At the beginning of the academic year the PSHE teachers provide ground rules within the lessons especially when discussing sensitive issues.

Lessons are adapted to support pupils with SEND, including those with neurodiverse profiles, EAL learners and those with EHCPs. A clear protocol is followed to ensure external visitors and resources are pre-screened, age-appropriate and in line with school safeguarding and values.

Responding to Sensitive Questions

PSHE lessons sometimes raise questions that pupils may find sensitive or personal. Teachers aim to create a safe and respectful environment in which pupils feel comfortable asking questions and expressing their views.

Teachers will answer questions honestly and in an age-appropriate way, while ensuring that responses are consistent with the school’s safeguarding responsibilities and the PSHE curriculum.

Where questions fall outside the planned curriculum or are not appropriate to address in a whole-class setting, teachers may:

- acknowledge the question and explain that it will be addressed later or in a different context
- encourage pupils to discuss the issue with a parent or trusted adult
- seek guidance from the Head of PSHE or the Designated Safeguarding Lead if necessary

Personal questions directed at staff will not be answered. Teachers will ensure that discussions remain respectful, inclusive and appropriate to the age and maturity of the pupils.

Any safeguarding concerns arising from discussion in PSHE lessons will be managed in line with the school's safeguarding procedures.

Assessment and Recording of Pupil Work

Assessment is carried out in a variety of ways to ascertain the children's level of understanding of specific tasks and of their overall understanding of a PSHE topic. Assessment methods include observation, discussion and questioning. Pupils will be assessed by observation in class and questioned to ascertain both their level of understanding and knowledge, and their development of personal and social skills.

Progress is monitored using baseline mindmapping techniques and photographic evidence is kept to show achievements in the area as well as displays of work around the school. Pupils are encouraged to realistically assess their own progress and are given time both to set achievable personal goals and reflect on what and how they have achieved.

In Reception, work is captured using Tapestry, an observation app. Children's thoughts, responses to questions and questions are recorded in individual or group observations, where appropriate.

In Years 3 – 6, the pupils' work is displayed in a Class Sketchbook which documents the learning that takes place and is often displayed in the classroom with the weekly topic to encourage reminders and discussions to continue through the week. It is the choice of the class teacher as to how the lesson is presented within the book, often the use of Post-It notes with the pupils' comments, photographs from the lesson, PowerPoint print outs plus much more is used to document the learning and progress that has taken place.

In Years 7 and 8, pupils sit a baseline assessment at the start of the terms work. Pupils fill in a Microsoft form asking questions on the topics being taught this term. The answers and starting understanding of the pupils then allow for the teacher to personalise and adapt any lessons that may need more or less time and create a more bespoke curriculum. A similar 'quiz' is then

repeated at the end of the term / unit of work to ensure we can monitor the progress being made. Individual subject reports for PSHE are included in the end of school year report.

Impact is also monitored through pupil voice, behaviour and safeguarding data, and an annual report to SMT and Governors which evidences outcomes and informs further development. Findings from assessment and Pupil Voice feed directly into departmental reviews and CPD planning, further helping to ensure a responsive and reflective curriculum.

Differentiation for pupils on the Learning Development Register is achieved through the implementation of slightly different tasks, or by outcome. Where appropriate, acknowledgement is made of different religious beliefs. This is particularly relevant in certain topics, for example, the teaching of sex education. There also needs to be recognition and celebration of diversity, including differences in culture, identity, background and experience in particular topics. The acknowledgement of, and respect for, the different racial origins of our children is essential if they are to develop a positive self-esteem. Appropriate role-play helps the children to appreciate the similarities and differences in those of others.

Use of ICT

Information Technology is regarded as a useful tool to enhance many areas of this subject and it is used as appropriate. The Head of PSHE works closely with the Head of Computing to ensure all year groups have a thorough understanding of how to stay safe online.

Role of Head of Department

- Review and update the PSHE policy regularly
- Continually review and update a comprehensive whole school PSHE scheme of work that reflects the school's aims and values and utilises the best of DfE documentation and guidelines
- Organise and present whole school assemblies where relevant, for example, during Anti-Bullying Week, to support the wider PSHE scheme of work
- The Head of PSHE ensures all staff receive annual CPD in PSHE, including updates to RSHE, handling of sensitive questions and use of resources. Induction training is provided for new staff, and all external speakers and resources are quality assured.
- Liaise with and support form and specialist staff in their delivery of PSHE related topics
- Hold departmental PSHE meetings to familiarise staff with resources and to share ideas and concerns about the delivery of the subject and any forthcoming events
- Maintain contact with the school's DSL and use the resources that may be available to us, e.g. the Road Safety Officer and Police. Be aware of other suitable opportunities for using outside agencies for further enrichment of the PSHE curriculum
- Meet with the Chaplain, St Stephen's Church and arrange opportunities for him to deliver PSHE based topics relevant to the curriculum

- Manage the PSHE budget and purchase literature, posters and resources to support delivery of the curriculum
- Liaise with Westminster School to discuss methods of approach and to share ideas
- Attend IAPS cluster group meetings and suitable professional development training. When appropriate, arrange whole school INSET
- Inform parents of any aspects of PSHE from which they have a right to withdraw their child, e.g. aspects of sex education
- Be prepared to discuss PSHE and relevant issues with parents at appropriate meetings when required