DAVENIES

Personal, Social, Health and Economic Education (PSHE) Policy

This Policy covers the School's approach to Personal, Social, Health and Economic Education (PSHE) and Citizenship from EYFS to KS3.

Aims and Objectives

The School's overarching aims and objectives for our pupils are:

- To offer academic excellence alongside an extensive educational experience
- To deliver contemporary and highly skilled teaching approaches whilst embracing traditional values
- To provide a vibrant, caring and inclusive environment to which all boys contribute and within which they thrive

Fundamental to this is our understanding of boys and how we approach their learning, whilst never losing sight of each boy as an individual.

These aims will be prominent throughout the PSHE syllabus at Davenies which helps to enable children to become happy, healthy (both physically and mentally), successful, confident and responsible members of society. We encourage pupils to play a positive role in contributing to the life of the school and the wider community as evidenced by our Davenies Code *(be kind, polite, respectful, honest and helpful)* and our school motto – *singulus pro fraternitate laborans* – each striving for the good of all. We seek to engender in the boys a sense of pride in their school, a respect for their environment and an awareness of the outside community. In so doing we help develop their sense of self-worth and enable them to feel valued. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the various School Councils. We teach them about both their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE and Citizenship is closely linked with Every Child Matters (2004), SEAL and SMSC.

Pupils are encouraged to show respect for other people, with particular regard to the protected characteristics under the *Equality Act 2010*, with the intention of promoting respect and understanding for people of all backgrounds, identities and circumstances, and ensuring that all pupils feel valued and included.

The protected characteristics as listed in s.4 of the Equality Act 2010 are:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Everyone has at least some characteristics which are included in this list and, therefore, the school makes pupils aware of these to an extent considered age appropriate.

The School also actively promotes Fundamental British Values identified within Part 2, paragraph 5(a) of the ISI's Regulations through the Spiritual, Moral, Social and Cultural development of its pupils, which is embedded within the ethos or the school, and through education, in particular PSHE.

In addition, they enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues around school and home
- Be aware of safety issues in public places
- Be aware of safety issues using the internet and mobile phones
- Understand what makes for good relationships with others
- Have respect for others
- 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
- Allow the children to use their imagination and creativity
- Reflect on issues that may have arisen that week
- Enjoy learning about oneself

The ISI inspection framework (September 2026) 'places the responsibility of the school's leadership and management and governance to actively promote the wellbeing of pupils at the centre of ISI's evaluation of the school.' The meaning of 'wellbeing' for the purposes of the Standards, and ISI's values, is defined by section 10(2) of the Children Act 2004 as relating to:

- Pupils' physical and mental health and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing.

As a result, in order to meet the required leadership standard in the Standards, leaders and managers must actively promote these five aspects of pupils' wellbeing.'

We will create a safe and supportive learning environment by establishing clear classroom ground rules from the outset and ensuring that the children do not feel that they have to participate in a discussion if they do

not wish to. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by allowing them a chance to discuss these risks with an adult or the School's Designated Safeguarding Lead (DSL) after the lesson. We will ensure that the boys are signposted to appropriate guidance and support at the end of lessons, as appropriate, so that they understand where they can go if they need to talk about any issues that have arisen.

The School has zero tolerance of abusive behaviours and will challenge discriminatory or extremist opinions or behaviours as a matter of routine.

Equality and Diversity

We promote the needs and interests of all pupils, irrespective of culture, ability or aptitude by ensuring that the classroom is a supportive and safe place. Teaching will take into account the ability, age readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others through the varied topics covered as well as the different activities.

The 2026 ISI inspection framework also states the need to 'proactively consider the need to make reasonable adjustments for pupils with a disability'. Together, with our Learning Support Team, we are able to identify and tailor our approach to make the learning accessible to all.

Key Principles and Teaching Methodology

The curriculum is taught as a spiral curriculum and each year group will be covering the varied topics at different levels. Our programme for PSHE and Citizenship (Years R-6) encompasses 1 Decision materials for each year group with planning adapted to meet the needs of the children in those year groups. Materials for Years 7 & 8 follow guidance offered by the PSHE Association with additional sources as required.

A range of teaching and learning styles are utilised. We place emphasis on active learning by encouraging children to participate in discussions, investigations and problem-solving activities. We encourage boys to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, the planning of school events such as class assembly and involvement in helping people less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers such as health workers, police and representatives from the local church, whom we invite to the school to talk about their role in creating a positive and supportive local community as part of our assembly programme.

Teaching strategies that work particularly well in PSHE are listed below although this is by no means an exhaustive list.

> *Speaking and listening games/activities, Circle time – giving the children opportunities to open up and talk about their feelings, Warm-up and ending games/activities, Discussion, Mind-mapping, Problem solving, Role play, Video clips, News items/articles, Improvisations, Peer teaching, Debating opportunities, Small group discussion, Consensus building, Real life stories, Use of story books, Use of photographs, Information gathering and sharing, Working with feelings and imagination, Opportunities for reflection, Preparing ideas for school council*

Cross-curricular links are made with other curriculum areas as appropriate, especially in RS (or TPR), Science, Computing and Geography. We will ensure that sessions, including those on risky behaviours, remain positive by not using 'scare' tactics when teaching them, it is important that they are reassured that, in reality, the majority of young people make positive, healthy lifestyle choices.

Statutory Relationships Education and Health Education (as per DfE 2025 guidance) are fully incorporated within our PSHE programme, ensuring age-appropriate coverage of topics such as families, friendships, online relationships, personal health, mental wellbeing, and changing bodies. Delivery is in line with our Relationships, Sex and Health Education (RSHE) Policy.

ICT

ICT is an important part of school life at Davenies and the boys from Year 3 to 8 will have access to iPads during lessons as and when they are needed. Awareness of safeguarding and risks online is a vital aspect of PSHE. Particular attention will be paid to helping the children understand the best ways to keep safe online, including radicalisation. Age-appropriate lessons about the risks posed through the use of social media will be imbedded into the PSHE curriculum. Please see the School's IT Handbook for further information including links to the latest resources promoted by the DfE.

PSHE within the School

We have a spiral PSHE curriculum throughout the school from Reception to Year 8. In the Pre-Prep there is a 30-minute PSHE lesson each week; it is also developed through activities such as circle time, assemblies and golden rules. There is a comprehensive reward system in place (stars, card system) to encourage kindness. PSHE topics are also incorporated in the curriculum e.g. 'Ourselves' (EYFS).

Form teachers are responsible for delivery of PSHE in the Early Years and KS1:

Rec	HEW + EAW
Year 1	MDP + HLC
Year 2	JP, SC +EH

At KS2 from Years 3 to Year 8, 35 minutes per week is assigned to this subject. In the Prep school, the School, Food and Eco Councils also meet regularly to discuss school matters.

Staff allocation for teaching PSHE and citizenship in KS2 & 3:

Year 3	KL
Year 4	KL
Year 5	SB
Year 6	SB
Year 7	AES
Year 8	AES

As well as formal PSHE lessons, the aims and objectives of PSHE are also instilled in the boys in other ways. We have a 'Theme of the Week' programme which shapes the assembly topics and form time discussions, and these topics often touch on PSHE, citizenship or topical issues around our British Values and SMSC agenda. We also continue to implement a 'Spirit of Davenies' award each fortnight which celebrates a member of the Prep School who has embodied the school motto in his actions. Staff are invited to nominate individuals, before the pastoral team decide on a winner. Winners and nominees are announced and celebrated during whole school assembly, every other week. Our charity programme also ensures that the boys are taking an active role in proposing, choosing and raising money for a variety of charities during the year, hence ensuring a focus on understanding how we can help others in the community. Residential visits are arranged to focus particularly on developing pupil's self-esteem, bonding and providing opportunities for the children to develop leadership and co-operative skills. The Davenies Award Scheme (DAS) which runs across Year 7 & 8 involves compulsory sessions for the boys on a Monday evening which has sessions involving lifesaving and first aid, young enterprise and understanding business, undertaking charity work within the community. This programme also includes trips at the weekends which help to broaden the boys' cultural awareness through visits to places such as museums, art galleries and a wide variety of sporting events. The Year 8 Leavers' Programme also incorporates a considerable number of PSHE topics, for example sex education, drug education, hosting afternoon tea for senior citizens and self-defence classes. Our termly ACE days for Years 3-8 and the Pre-Prep trips involve varied activities including author visits, healthy workshops and museum trips to expand learning beyond the classroom.

Careers Education

The latest ISI inspection framework reiterates the need for 'accurate, up-to-date, impartial careers guidance' to help pupils make informed choices about a broad range of careers options.

As a Prep School which has boys in Years 7 & 8, Davenies endeavours to start to lay the foundations of future career guidance by helping the boys come to have an understanding of their ability and interests. At this age, the majority of pupils are far from making any firm career decisions and have yet to experience senior school, and choose their subjects of further study. The boys are given interview practice as they prepare for entry to their chosen senior schools. The pupils in Year 7 & 8 are also given opportunities to listen to speakers from a range of different backgrounds and careers deliver talks about their experiences and perceptions. Any advice given about future careers is done so without bias. With boys of this age, it is important to enable pupils to know themselves, their strengths, weaknesses and areas of interest and to encourage them to fulfil their potential. This variety of opportunities and experiences, enables the pupils to make decisions that are more informed in later years.

Assessment and Recording

There are baseline and summative assessments built into the '1 decision' and Year 7 & 8 schemes of work. These give the boys opportunities to share prior knowledge and then reflect on this at the end of a topic. The boys in Years 1 – 6 have PSHE workbooks which have varied activities for each topic. The boys will keep the same book from Years 1 – 3 and then Years 4 – 6; their purpose is to collate assessment and knowledge and to ascertain any gaps in their learning. These do not need to be rigorously marked by the subject teacher in line with the school mark scheme, but should be reviewed after each lesson.

Years 7 & 8 do not have workbooks, but their learning should be collated as appropriate for the topic; the same process of assessment applies.

PSHE is not an examinable subject, therefore, there is no element of pass or fail. There is no reporting back to parents as the sensitive nature of the subject does not lend itself to written reports. The boys are, however, given an effort grade at the end of each half term which relates to their participation during class discussions and their effort when completing tasks.

A degree of flexibility is incorporated into the schemes of work to enable staff to cover topics and deal with issues as they arise and which are deemed necessary. Any concerns arising from PSHE lesson discussions can be passed on to be discussed during Pastoral Care meetings.

Parental Involvement

Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Topics covered in PSHE are listed in our Curriculum Booklets, which are circulated to parents during the first half of the Autumn Term. Further detail on each topic (such as questions for discussion at home) are provided on MSP to help build a cohesive approach. We also send ad-hoc information to parents on support some lesson topics plus we adapt our teaching to take note of any topical issues as necessary. We run pupil and parent surveys to check our content and approach is relevant and well-received which allows for any planning modifications or follow-ups as needed.

Resources

Most PSHE resources are stored in the Staff Workroom above the Medical Centre. They are borrowed and returned to this area. There are also resources stored on the PSHE MS Team.

There are a wealth of PSHE fiction and non-fiction books for all staff teaching PSHE to use should they wish. Staff teaching this subject are encouraged to relate lessons to events happening in today's society and so newspapers and news websites are encouraged to be used as and when events occur. For instance, we currently subscribe to Picture News which offers weekly resources packs which can support assembly topics, form discussions and homework tasks. Outside speakers are invited into school and trips to appropriate venues are arranged under normal circumstances. Websites are added and updated regularly.

Other Policies, Monitoring and Review

This Policy should be read in conjunction with the following other School Policies:

- *Curriculum Policy*
- *Drugs Education and Awareness Policy*
- *IT Handbook*
- *Relationships, Sex and Health Education Policy*
- *Safeguarding Policy*
- *Teaching and Learning Policy*

The Head of PSHE is responsible for monitoring the quality of teaching. The leader is expected to support colleagues in the teaching of the subject and to keep them informed of current developments. The leader is also responsible for evaluating the strengths and weaknesses of the subject and providing feedback for the Senior Leadership Team (SLT). The changing nature of PSHE and Citizenship means that it should be reviewed

regularly and resources should be updated on a continuous basis. The Head of PSHE will gather pupil feedback annually through surveys and form discussions to inform curriculum development and ensure that content remains relevant, inclusive and engaging

Updated: **Autumn Term 2026, Headmaster, Head of PSHE**
Review: **Autumn Term 2027, Head of PSHE**