WINDERMERE SCHOOL
FOUNDED 1863

PSHE Policy – Pre-Prep & Prep School

Author: Head of Pre-Prep & Prep

Reviewer: SLT

Approval Body: Board of Governors

Review Date: September 2026

Linked Policies:

- Statutory RSE Policy
- Senior School PSHE Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- SEND Policy

Acronyms

PSHCE - Personal, Social, Health and Citizenship Education

RSE - Relationships and Sex Education

SMSC - Spiritual, Moral, Social and Cultural development

Availability

This policy is available on the School website, the staff shared area, with a printed copy available upon request from the School Office.

Introduction

Personal, Social, Health, Citizenship and Life Skills Education (PSHCE & Life Skills) is central to the development of pupils at Windermere School. It underpins their spiritual, moral, cultural, mental, emotional, and physical growth. Through this curriculum, children acquire the skills, knowledge, and understanding necessary to

lead confident, healthy, and independent lives, and to become responsible, active citizens.

Relationships and Sex Education (RSE) forms part of this broader curriculum. Delivered in an age-appropriate and sensitive way, RSE helps pupils explore relationships, emotions, rights, responsibilities, self-esteem, and health. Diversity of background, culture, beliefs, and identity is respected and valued at all times.

Statutory requirements

Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Windermere School Standards. As an Independent School, we must ensure that every registered pupil who is provided with primary education, is provided with relationship education, and every pupil who is provided with secondary education at the school, is provided with relationships and sex education, except in so far as the pupil is excused through a parent's decision to opt out , in accordance with section 34 of Children and Social Work Act 2017 and the Windermere School Standards, and guidance outlined in section 403 of the Education Act 1996.

Policy development

- This policy is developed in consultation with the school community. The consultation and policy development process involved the following steps:
- Review – the Head of Pre-Prep & Prep and the Head of Life Skills review all relevant information, including but not limited to, relevant national and local guidance,
- The policy is drafted in accordance with up-to-date statutory guidance. The school curriculum plans are then amended accordingly,
- Parents and any interested parties within our community are annually invited to provide feedback on RSE through consultation when they are informed about the right to withdraw. Parents are asked to contact the Head of Pre-Prep & Prep. This feedback can be used to influence policy content,
- Pupil consultation – pupils are consulted about their RSE lessons in pupil voice surveys, and within lessons,
- Ratification – once amendments are made, the policy is ratified and published to the school website
- Policy review – this policy will be reviewed every year.

Curriculum Intent

The Life Skills curriculum at Windermere School (Pre-Prep & Prep) is designed to:

- Develop communication, empathy and healthy relationships.
- Support resilience, self-esteem, confidence, and aspirations.
- Provide accurate knowledge for informed decision-making about wellbeing and health.
- Explore values, rights, responsibilities, and respect for self and others.
- Equip pupils with strategies to lead safe, healthy, balanced and fulfilling lives.
- Reflect the school's ethos of global citizenship, outdoor learning, and international mindedness.

Curriculum Implementation

- **Dedicated weekly lessons** (EYFS: 30 minutes; KS1 & KS2: 50 minutes).
- **Assemblies** (weekly, often linked to Life Skills themes, wellbeing, or current events).
- **Cross-curricular links** in Science, RE, PE, and English.
- **Outdoor education and boarding context** emphasising holistic development.

The **Windermere Life Skills Scheme of Work** provides progression from EYFS to Year 6 across seven strands:

- Understanding Myself
- Looking After My Wellbeing and Staying Safe
- My Body & Me
- Healthy Relationships
- Identity & Community
- Digital Lives
- Aspiration & Money

EYFS Specific (Early Learning Goals, ELGs)

Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Understanding the World

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will: -

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Safeguarding and Confidentiality

PSHCE and Life Skills often raise safeguarding themes. Staff are trained to respond appropriately in line with the Safeguarding Policy. Ground rules in lessons ensure respect, safety, and confidentiality.

Assessment

Assessment is based on pupil engagement, reflection and discussion. Staff adapt provision to meet pupil needs. Short assessments are carried out during each topic.

Working with Parents and the Community

Parents are key partners in PSHCE and RSE. The school:

- Informs parents of topics in advance.
- Shares resources when requested.
- Provides feedback opportunities.
- Respects parents' right to withdraw from non-statutory RSE (alternative provision arranged).

The curriculum is enriched through guest speakers, charity involvement and local and global community links.

Roles and Responsibilities

Head of Pre-Prep & Prep and Head of Life Skills:

- Oversees implementation and evaluation.
- Ensures high standards of delivery and accessibility for all students, including those with SEND.
- Provides clear information for parents and carers.

Teaching Staff:

- Deliver PSHE (Life Skills) sensitively and inclusively.
- Model positive attitudes and respectful dialogue.
- Monitor pupil progress and engagement through baseline activities, topic assessments and record effort grades.
- Provide impartial, balanced information.
- Signpost pupils to external support services.

Pupils:

- Engage actively and respectfully in Life Skills.
- Consider and respect differing viewpoints.

Inclusion and Diversity

All pupils, regardless of background, ability, or identity, can access the curriculum. Protected characteristics under the Equality Act 2010 are positively represented. Lessons are adapted for pupils with SEND.

Monitoring and Review

The Head of Pre-Prep & Prep, together with the SLT, monitors curriculum delivery across all phases. The policy and curriculum are reviewed annually and updated in line with statutory guidance and pupil needs.

Appendix A – Prep & Pre-Prep Life Skills Long Term Plan (Summary)

Year Group	Key Topics
Reception EYFS	Emotions and feelings; Friendships and family; Looking after our bodies; Celebrating similarities and differences; Enjoying and staying safe online

EYFS (PSED) – the following teaching is not always taught in order. The planning and delivery meet the needs of the children.	
TOPICS	
I Belong	Changing Me
It's Good to Share	Look What I can Do!
Super Me	Yes, I can
Fabulous friends	My Marvellous Mind
How I Feel	

Year 1	Healthy mind toolkit; Safety at home and outdoors; Families and friendships; Celebrating differences; Safe digital choices
Year 2	Coping with change; Healthy eating and hygiene; Secrets and respect; Families and belonging; Safe online communication
Year 3	Managing risks in different contexts; Body awareness and healthy lifestyles; Friendships and teamwork; Diversity and inclusion; Online balance and responsibility
Year 4	Managing emotions and change; Personal boundaries and body image; Fairness and respect; Supporting inclusion; Safe online behaviours
Year 5	Puberty and body changes; Decision-making and managing risk; Consent and healthy relationships; Stereotypes and diversity; Aspirations and money management
Year 6	Puberty, reproduction and managing change; Emotional wellbeing and resilience; Respect and responsibility in relationships; Celebrating diversity, fairness and justice; Online safety and reputation; Transition to senior school.

Year Group Key Topics