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future  
*starts here*

## Beechwood Park School

# PSHE, RSE and SMSC POLICY

Website: [www.beechwoodpark.com](http://www.beechwoodpark.com)

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## 1. Overview

Beechwood Park is a co-educational day and flexi boarding Preparatory school for children from rising 3 to 13 years.

This policy covers Beechwood Park's approach to Personal, Social, Health and Economic education (PSHE), Relationships and Sex Education (RSE) and Social, Moral, Spiritual and Cultural education (SMSC). It was produced by the PSHE Coordinator through consultation with the Head of Science and the Heads of the Junior, Middle and Senior Departments and is overseen by the Governor's Education Committee.

The aim of this policy is to clarify the content of our PSHE Programme and the way it is delivered through the School.

## 2. Rationale and ethos

At Beechwood Park, we believe PSHE is important for our pupils because it promotes their physical, emotional, social, moral and spiritual development as well as their economic awareness. It supports pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy and safe, while preparing them to make the most of life and work.

PSHE is at the heart of everything that takes place in the School and permeates its ethos.

The objectives of PSHE are to:

- Promote the personal, social, health and economic development of all pupils at Beechwood Park.
- Nurture, engage and inspire the pupils to develop into confident, responsible, healthy, thoughtful and caring individuals.
- Ensure pupils value themselves and others, and develop positive, healthy relationships.
- Encourage pupils to be active and responsible citizens, understanding how this relates to [Fundamental British Values](#).
- Foster an understanding of democracy, government and how laws are made and upheld.
- Teach pupils to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- Develop the knowledge, skills and understanding to live a healthy, safe, and fulfilling life.
- Enable pupils to make responsible and well-informed decisions about their lives.
- Provide pupils with an understanding of Beechwood Park's values, fundamental British values and the knowledge and understanding to help them make informed choices about their lifestyle.
- Make pupils feel valued as individuals so that they can make positive contributions to the wellbeing of the school and the wider community.
- Help pupils develop sensitivity and a positive attitude to matters relating to equal opportunities and life in a diverse society.
- Help pupils to move with confidence from childhood through adolescence into adulthood.
- Equip pupils with the knowledge, skills, and attributes to make the most of changing opportunities in learning and work.
- Ensure pupils develop as questioning and informed consumers and learn to manage their money effectively.
- Provide pupils with accurate and age-appropriate knowledge and information.
- Help pupils to gain access to information and support.
- Promote SMSC development throughout the school.

### **3. Roles and responsibilities**

PSHE forms a valuable part of the curriculum at Beechwood Park and adds to the provision of a broad and balanced education for all the pupils. Daily, all staff members are involved in the pastoral development of pupils either directly in the classroom or indirectly through discussions with them.

The Head of PSHE co-ordinates the PSHE programme and provides resources that are relevant and age appropriate.

The Head of PSHE keeps staff up to date with developments through emails and meetings as well as regularly updating the PSHE Sharepoint with news posts, events and resources.

### **4. Legislation (statutory regulations and guidance)**

PSHE is a compulsory subject in independent schools. In all schools, Relationships Education is compulsory in the primary years, Health Education is compulsory from key stage 1–4 and Relationships and Sex Education (RSE) is compulsory in all secondary schools.

Schools also have duties in relation to promoting pupil wellbeing, pupil safeguarding and community cohesion. At Beechwood Park, we go beyond statutory guidance ensuring that we cover wider aspects of PSHE such as economic wellbeing and careers education.

This policy supports the following policies and areas:

- Fundamental British Values
- BWPS Safeguarding and Child Protection
- BWPS Equal Opportunities (Pupils)
- BWPS Pupil Conduct
- BWPS Anti-Bullying
- BWPS Internet Safety and Acceptable Use
- BWPS Preventing Extremism and Radicalisation

Documents that inform the BWPS PSHE, RSE and SMSC Policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Equality Act (2010)
- Children and Social Work Act (2017)
- Education Act (2011)

### **5. Curriculum design**

Our PSHE curriculum is based on a scheme of work suggested by SCARF, a leading charity provider of relationships, health, wellbeing and drugs education, which sets out learning opportunities for EYFS and key stage 1 to 3, based on following core themes:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

Topics covered include age-appropriate lessons on healthy living, relationships and sex education, anti-bullying, diversity, personal safety (including online), drugs awareness, citizenship, building resilience to

radicalisation, and economic awareness.

In addition to timetabled PSHE lessons, we also deliver parts of the programme through assemblies, events, and other curriculum subjects such as Future Skills, Science, PE, Geography and Theology, Philosophy and Religion. An overview of the learning in each year group can be found in the Programmes of Study for those subjects.

At Beechwood Park, PSHE is treated and timetabled in the same way as any other subject. Lessons last between 30 minutes and 1 hour depending on the year group. Children also have opportunities throughout the week during form periods to check-in with their form teacher about how they are feeling as well as completing journalling activities.

The School delivers topics using a range of teaching methods including class discussions, role-plays, drama, films, extracts from books and case studies.

Our PSHE provision is supported by high quality resources from reputable organisations, mainly [SCARF](#). The Head of PSHE monitors and reviews their effectiveness.

All staff encourage pupils to take part in a range of activities and tasks that promote active citizenship and enterprise, for example charity fundraising.

## Junior Department

PSHE in Woodlands Nursery and Reception is taught as an integral part of topic work covered during the year through the Early Learning Goals. Teachers also respond to the needs of the children as they arise.

Aspects of PSHE are taught through RS, Science, Drama, PE and assemblies. Each class also has a weekly circle time session. Updates are provided through Tapestry with photographs and suggested home activities to keep parents informed.

### The Early Years Foundation Stage (Woodlands and Reception)

Pupils learn about the concept of male and female, and about young animals. They develop skills to form firm friendships and think about relationships with others. They also explore the concept of trusted adults as this lays foundations for teaching consent in later years. Teaching staff deliver content as appropriate to the cohort, referencing current NSPCC materials.

### Key Stage 1

Pupils learn about the life cycles of some animals, understanding the idea of growing from young to old and that all living things reproduce. Pupils will be taught the names of the external genitalia, including penis, testicles and vulva, as required by the National Curriculum. They learn the importance of personal hygiene to maintain good health. The pupils reflect on family relationships, different family groups and friendships. They learn about some of the experiences they may have to deal with related to birth, marriage and death and discuss feelings and emotions involved.

Pupils begin to work together in work and play and begin to recognise the range of human emotions, learning how to deal with them. KS1 teachers build upon the work of the Early Years Foundation Stage regarding personal safety and healthy relationships, including the underwear rule as outlined in the NSPCC P.A.N.T.S programme (**P**rivates are private, **A**lways remember your body belongs to you, **N**o means no, **T**alk about secrets that upset you, **S**peak up, someone can help).

## Middle Department

All Middle Department classes have a weekly timetabled PSHE lesson, following the Programme of Study. Year

3, 4 and 5 all have an hour lesson. In addition, pupils have a Form Period during which they reflect on topical matters, national or international events or pastoral issues. Both lessons are taken by the Form Teacher or Head of Year. Year 4 also complete a 10 week 'Paws B' mindfulness course during the Michaelmas term with SRO who is a trained mindfulness practitioner.

Pupils also meet with their Form Teacher every morning for registration and assemblies during which issues and relevant topics can be discussed.

Pupils build on their knowledge of life cycles and learn the basic biology of human reproduction including the birth of a baby. They learn about the physical, emotional and social changes at puberty, which includes personal hygiene. Pupils continue to develop an understanding of relationships within a family; between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Year 6 will also learn about conception; parents may request to withdraw from this but must speak to the Head of PSHE before this can happen.

## **Senior Department**

All Senior Department classes have a weekly half hour PSHE lesson, following the Programme of Study. Lessons are taught by form teachers and the Head of PSHE.

### **Year 6 and Key Stage 3**

Pupils build on their knowledge about the principal physical and emotional changes that take place during adolescence. They learn about the reproductive system and develop a fuller understanding about the menstrual cycle and fertilisation. Pupils will continue to develop skills needed to form friendships and relationships and to respect other people's feelings, beliefs and emotions. They explore the notion of healthy relationships, consent and issues such as pornography and sexting.

Pupils also meet with their Form Teacher every morning for registration and assemblies during which issues and relevant topics can be discussed.

Pupils in the Senior Department also have a variety of responsibilities which all promote good citizenship throughout the School.

Top Form pupils participate in a five week Elevate programme after their summer term examinations. Guest speakers and School staff deliver sessions covering topics such as citizenship, careers, mental health, drugs, alcohol, relationships, and sex education. Educational trips and visits form an important part of the delivery. The programme also includes an opportunity to raise money for charity and to leave a legacy behind once the pupils move on to senior school.

The children also participate in several residential trips throughout their time at Beechwood Park. These trips provide the opportunity to make a successful transition and to develop team building, resilience and leadership skills.

## **6. Equality of provision**

The *DfEs Regulatory Requirements* state that PSHE must encourage respect for other people, with regard to the protected characteristics under the Equality Act 2010. These are as follows:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity

- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation.

At Beechwood Park, PSHE at all ages focuses on the development of skills and attitudes, not just the acquisition of knowledge. Staff delivering the lessons are aware of their obligations under the Equality Act and the School's Equal Opportunities (Pupils) Policy. Staff will always nurture a careful culture of respect and tolerance toward diversity and different beliefs and lifestyles.

## **7. Safe and Effective practice**

We ensure a safe learning environment by establishing ground rules at the start of the year and again before each unit of RSE. An underlying principle in supporting pupils in our School is that they engage sensitively and objectively. The wording of ground rules is developed in consensus with everyone in the lesson but the teacher ensures that they cover the following:

- Appropriate terminology
- Appropriate questions
- Respecting the contribution of others
- Telling an adult if you feel someone may be at risk

During sensitive topics, pupils raise questions anonymously using a question box. Teachers endeavour to answer questions as honestly as possible but if faced with a question they do not feel able to answer within the classroom, provisions will be made to meet the individual child's need.

Teachers are aware that the nature of some of the PSHE topics may lead to disclosure of a child protection issues. All Beechwood Park staff receive regular Safeguarding training and they manage concerns about the safety pupils in accordance with the BWPS Safeguarding and Child Protection Policy.

Visitors / external agencies enrich our provision. Those that come into School to support the delivery of PSHE will be required to follow the protocol laid down in the BPS Visiting Speaker Policy.

## **8. Engaging stakeholders**

The Head of PSHE meets annually with parents to review the programme and resources, gauge parental perceptions and inform future planning. We will inform parents about the policy through termly curriculum updates, this is a very important part of PSHE and should be an ongoing conversation with regular updates and meetings so parents feel included and able to support their children at home.

A parent consultation meeting for all parents was last held on Tuesday 8<sup>th</sup> October 2025 at 8.30am.

## **9. Monitoring, reporting and evaluation**

Pupil work is recorded in PSHE Floor Books from Reception to Top Form. A double page spread in the floor book should reflect the discussions and learning that has taken place in the lesson or series of lessons. Teachers must record the date, title and objective for each lesson or series of lessons.

The floor books are essential in demonstrating assessment of learning in PSHE.

Assessment is as **central to effective teaching and learning** in PSHE education as it is in any other subject. Without assessing PSHE education, all you can do is describe provision; you cannot show its impact.

We recognise that the personal nature of PSHE means that it cannot be assessed in the same way as

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most other subjects and that it would be inappropriate for assessment to include marks or grades.

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Personal reflection in PSHE lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

Assessment in PSHE must not imply that pupils are failing as people or as citizens. Instead, we use a variety of methods to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop. We are currently developing the use of ipsative assessment in PSHE lessons. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. The use of a baseline activity informs the teacher's delivery for that module. Then, at the end of the lesson or series of lessons, an activity will be carried out which allows pupils to demonstrate the progress they have made since doing the baseline activity.

Teachers also assess the personal development of the pupils out of the classroom. This happens on a continual basis and can be seen throughout the School where pupils use their knowledge and understanding in developing skills and attitudes. For example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and forming positive relationships.

There is a clear structure in place for monitoring the delivery of PSHE. Teachers follow a Programme of Study and inform the Head of PSHE of any changes at the end of each half term.

## **10. Spiritual, Moral, Social and Cultural Development**

The PSHE curriculum runs as a thread throughout all of school life at Beechwood Park, from Woodlands to the Top Form it is of the utmost importance. This means that SMSC is imbedded in everything that we do. Our EDI and inclusion policy and commitment to highlighting and celebrating this at Beechwood Park also links with this.

Spiritual development is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'. ('Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils - Non-Statutory Guidance for Independent Schools'. (DfE))

Moral development is defined as 'enabling pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.' ('Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils - Non-Statutory Guidance for Independent Schools'. (DfE))

Social development is defined as 'young people working effectively with each other and participating successfully in the community. It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.' ('Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils - Non-Statutory Guidance for Independent Schools'. (DfE))



Cultural development ‘helping pupils to develop an understanding of their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. Promoting pupils’ cultural development is intimately linked with schools’ attempts to value cultural diversity and prevent racism.’ (‘Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils - Non-Statutory Guidance for Independent Schools’. (DfE))

We are committed to regularly revisiting our policy and provisions to meet the needs and issues arising for our pupils in our rapidly changing society. The PSHE working group take an active role in this process. The Head of PSHE reviews this policy biennially, ensuring that at the time of the review the policy is also ratified by the Governors’ Education Committee.