KEW COLLEGE PREP
Personal, Social, Health and Economic Education and Citizenship Policy

This policy applies to the whole school including the EYFS

Kew College Prep's approach to delivering a whole school Personal, Social, Health, Economic Education and Citizenship programme. Our PSHE programme includes Mental Health and Wellbeing, the Kew College House System, Extra-curricular activities including residential trips, Assemblies, Special Days, Charity Fundraising Events, Local Community Engagement, and attention to pupils with protected characteristics. Our Relationships and Sex Education curriculum is an integral part of our PSHE programme and the policy can be found on the website.

The policy is written with due regard to the following:
Keeping Children Safe in Education (2026)
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (September 2026)

Working Together to Safeguard Children (2026)
Alternative Provision Statutory Guidance (2025),
Behaviour in Schools (2024),
Equality Act 2010,
Mental Health and Behaviour in Schools (Gov. UK June 2014 updated November 2018),
National Curriculum for Primary School 2015,
SEND code of practice: 0 to 25 years (Gov.UK April 2020, 2024),
Preventing and Tackling Bullying (DfE July 2017) ,
Sexual violence and sexual harassment between children in schools (Gov.UK September 2021),
Promoting Fundamental British Values through SMSC (Gov.UK Nov 2014)

See also the School's policies as follows:
Anti-Bullying Policy, Anti-Cyber Bullying Policy, Curriculum Policy, Equal Opportunities Policy, Implementing Prevent Policy, Pastoral Care Policy, Safeguarding and Child Protection Policy, Relationships and Sex Education Policy

Definitions or abbreviations used in this policy
DSL: Designated Safeguarding Lead – person responsible for safeguarding in School
EYFS: Early Years Foundation Stage
ICT: Information and Communications Technology
KS1 and KS2: Key Stage 1 and Key Stage 2
PSHE: Personal, Social, Health and Economic Education and Citizenship
RSE: Relationships and Sex Education
SEND: Special Educational Needs and Disabilities
The School: Kew College Prep

At Kew College Prep
DSL: Sarah Jones (Head of Pastoral Care)
Deputy DSL and Head: Jane Bond (Head)
Deputy DSL Early Years: Lee-Anne Tizard (Head of EYFS)

1. Statement of Intent

PSHE is the planned provision to promote the pupils' personal, social and emotional development, as well as their physical health, mental health and well-being. At Kew College Prep, we aim to equip our pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We aim to help them recognise and value their own worth and develop a secure sense of identity. We encourage them to become reflective individuals who think about how they are developing personally and socially, who respect and listen to each other and value our common humanity, diversity and difference so that they can go on to form effective, fulfilling relationships in all walks of life. We aim to encourage and support our pupils to develop the skills to manage risk and adopt the mind-set to resist pressure, make safer choices and seek help if necessary. We also support pupils to develop healthy and balanced relationships with technology and to understand online wellbeing, misinformation, disinformation, AI-generated content, online influence and emerging digital risks.
In addition, our pupils are encouraged from the outset to adopt the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, play a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of life after Kew College Prep and in adulthood.

All staff and pupils cooperate and work together to create a positive environment where everyone should feel valued and respected.

2. Aims and Objectives

At Kew College Prep, we aim to provide pupils with the knowledge, understanding, attitudes, values, and skills they need to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. In particular, our PSHE programme encourages respect for other people with particular regard to the protected characteristics as listed in section 4 of the Equality Act 2010 namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are considered taking account of the age of our children and their learning ability and any occurrence or event involving one or more of the protected characteristics which may become an issue amongst the pupils, in which case our aim is to help the children understand the issues and ensure they respect all those with those protected characteristics.

PSHE at Kew College Prep will support the development across the key stages, of the skills, attitudes, values, and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Planning and resources for PSHE lessons are based on the KAPOW scheme of work and Ealing Grid for Learning (EGFL) resources and are adapted where appropriate to meet the needs of pupils. The PSHE curriculum follows a planned, progressive and carefully sequenced programme developed by the Head of PSHE to reflect current statutory requirements, including the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2026. Existing school resources and curriculum materials are reviewed and adapted to ensure pupils build knowledge, understanding and skills over time whilst meeting the needs of the school community.

3. Policy Availability

The PSHE policy is posted on the Kew College Prep website. All parents, guardians and carers of our pupils will be encouraged to read the policy. In addition, with the introduction of the Relationships and Sex Education curriculum, parents are informed via letters and curriculum overviews of the content of our PSHE curriculum. Consent will be sought by parents, guardians, and carers when workshops and talks related to sex education are presented at School. Under statutory guidance, consent will not be required for the delivery of the Relationships Education curriculum delivered to our primary aged pupils.

4. Mental Health and Wellbeing

a. Mental Health Lead

A Mental Health Lead is responsible for fostering a culture of positive mental health and wellbeing of our pupils and staff. Key responsibilities include the appointment and training of pupil Wellbeing Mentors (see section 4b). The Mental Health Lead will, with support of colleagues, coordinate resources and activities needed to ensure Kew College Prep promotes positive mental health and wellbeing, including physical health. The Mental Health Lead will provide guidance to the pupil Wellbeing Mentors to support them in addressing the needs of our pupil community in response to whole school pupil surveys (see section 4c). The school recognises the importance of identifying concerns at an early stage and, where appropriate, works with families and external agencies to access Early Help and other support services.

b. Wellbeing Mentors

To encourage pupil voice and promote positive wellbeing throughout the school, Wellbeing Mentors will be appointed within the Junior House. Their responsibilities include working with the Mental Health Lead to share pupil views, questions and concerns relating to wellbeing and helping to identify ways to support the needs of the pupil community.

Wellbeing Mentors will receive appropriate training and guidance to help them fulfil their role effectively.
Wellbeing Mentors will also act as buddies to younger pupils who may be experiencing difficulties settling into school, forming friendships or managing aspects of their wellbeing. Through positive role modelling, kindness and support, they help to foster a caring and inclusive school community.
Wellbeing Mentors may also assist with wellbeing initiatives, special events, assemblies and other activities that promote positive mental health, wellbeing and inclusion across the school.

c. Wellbeing Pupil Surveys

At regular intervals during the academic year, pupils in the Infant and Junior houses at Kew College Prep, are asked to complete a confidential and anonymous online pupil survey with age-appropriate questions. The survey focuses on gathering information about mental health, emotional wellbeing, friendships, bullying and unkindness, sexual harassment, online safety, cyberbullying and pupils' experiences of digital technology and physical health as well as other aspects of life at Kew College Prep including having respect for all members of our diverse school community. The survey helps Kew College Prep to take a 'snapshot' of how our children are feeling and to use the information to address any concerns which may arise through whole school activities, including assemblies, class discussions, and within the context of related lessons in our Relationships and Sex Education Curriculum. Pupils in EYFS will have discussions in classrooms are appropriate for their ages.

d. Wellbeing Days and Enrichment Activities

Kew College Prep promotes wellbeing, personal development and citizenship through a range of curriculum enrichment opportunities and whole-school events throughout the academic year. These may include Wellbeing Days, themed curriculum weeks, assemblies, visiting speakers and workshops, community engagement projects, charitable initiatives and other activities designed to support pupils' mental health, wellbeing, personal development and understanding of the wider world. Activities are reviewed regularly and may vary from year to year in response to the needs and interests of the pupils and school community.

2. Extra-curricular Activities

a. A range of After School Clubs are offered at Kew College Prep. When participating in these clubs, children can mix socially with other peers across the school and forge relationships. Due to the diverse range of clubs offered, children can extend their skills, demonstrate their talents, and discover new interests that extend beyond the academic curriculum.

b. Kew College Prep pupils in the Junior House, Year 3 to Year 6, enjoy residential trips once an academic year. During these trips, children learn the important skills of resilience, personal growth, independence, teambuilding, strengthening current friendships and forming new ones.

3. Kew College Prep House System

All children across Kew College Prep participate in the House System. By engaging in activities within their House Teams, children benefit from being part of a team that includes children from other year groups and serves as an opportunity to get to know others beyond their own social circle. The vertical House System encourages and fosters key skills such as teamwork, collaboration, and positive sportsmanship during sporting fixtures. It also serves to nurture a positive school spirit.

Leadership opportunities are available to pupils. Twice an academic year, House Captains are elected through a democratic process.

4. Charity Fundraising Events and Local Community Engagement

In line with the Relationships and Sex Education Curriculum core theme of Citizenship, children are encouraged to partake in charity fundraising events at school. These events are coordinated by the Charities and Community Lead. Through Project Based Learning, in some year groups children are also encouraged to devise plans of action to address current issues impacting their local environment and to engage in local community engagement to demonstrate positive citizenship.

5. Assemblies

Weekly assemblies are held at Kew College Prep in both the Infant House and Junior House. Over the course of the academic year, assemblies are dedicated to PSHE topics which include: mental health and wellbeing, physical health, personal safety, relationships, bullying, citizenship, fundraising events, House events, British Values and other topics that are relevant to the needs and interests as they pertain to the PSHE programme.

6. Provision for SEND Children

PSHE education is planned and delivered in a way that ensures accessibility for all pupils, including those with SEND. Teachers use appropriate differentiation, resources and support strategies to enable pupils to participate fully and develop the knowledge, understanding and skills needed for life beyond school. The PSHE Co-ordinator works closely with the SENCo and class teachers to support provision where required.

7. Monitoring of Curriculum, Evaluation and Updates

The PSHE co-ordinator will monitor delivery of the programme through record keeping, feedback from the Mental Health Lead, SENCo, analysis of the Pupil Survey, observation, and discussion with teaching staff to ensure consistent and coherent provision, including that for children with special education needs and protected characteristics. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation
- Feedback from parents
- Staff meetings to review and share experience
- Staff Surveys
- Moderation of standards in children's participation in activities
- Quality of provision

The PSHE co-ordinator will monitor statutory updates and non-statutory guidance to ensure that best practice is adhered to.

8. Confidentiality and Child Protection/Safeguarding Issues

Discussions with pupils are treated sensitively and confidentially. However, confidentiality cannot be guaranteed where a safeguarding concern arises and information will be shared in accordance with the Safeguarding and Child Protection Policy.

If this person believes that the child is at risk or in danger, they should talk to the DSL and Head who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the DSL/Deputy DSL and Head. The child concerned will be informed of the reasons why the matter cannot be kept confidential. The child will be supported throughout the process.

9. Engaging Key Stakeholders

All members of the Kew College Prep community including parents, guardians, carers, all staff and governors will be informed of updates to the PSHE programme, the Relationships Education curriculum, and Sex Education. Feedback on the delivery of a comprehensive PSHE programme will be sought from stakeholders and their views taken into consideration when updating and modifying the delivery of PSHE across the school.

	Reviewed and Approved by:	**Updated by:**
	Title: Head	Title: Head of PSHE
	Date: 4 Sep 2026	Date: 4 Sep 2026