

Date: September 2024  
Author: Deputy Head Pastoral  
Owner: Pastoral

Document No: SPS\_DHP\_014  
Version: 001



# **PSHEE Policy**

## **Introduction:**

Sherborne Prep School recognises that the personal and social development of pupils is a major aspect of education. Far from being on the fringes, PSHEE and RSHE is at the heart of everything that takes place in a school and is under the Personal Development (PD) umbrella. As the children leave the Prep School they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is breaking down the boundaries and distances between its different cultures and beliefs. Universities and the workplace have an ever-increasing emphasis on employing young people who are more 'rounded', advertising for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.'

The Education Act of 1996 requires all maintained schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Sherborne Prep School embraces this as the backbone of its PSHEE through its Personal Development and skills philosophy. This policy should be read in conjunction with the following policies and documents:

- RSHE – relationships and Sex Education
- SMSC - Social, Moral, Spiritual and Cultural
- Child Protection
- Mental health and Wellbeing
- Anti-Bullying
- Internet safety and Acceptable Use
- Behaviour and discipline – reward and conduct
- Equal Opportunities
- Co-Curricular

## **Aims and objectives of this policy:**

- To teach children the **FACTS** concerning their growth and development as individuals.
- To help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality.

- To enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their wellbeing and their interaction with others. As a PSB the children are explicitly guided on understanding key skills for life.
- To encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues.
- To nurture in children a particular set of **VALUES**. At Sherborne Prep our six Core Values are kindness, perseverance, awareness, generosity, honesty and independence.
- To give the children the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.
- To give the children a firm foundation in **LEADERSHIP**, particularly servant leadership, and to become active citizens in undertaking acts of leadership in everyday life.
- To provide children with learning **OPPORTUNITIES** across the wider curriculum.

In all the sessions, regardless of content, there will be an emphasis on the following key elements and our Dragon Values

- Empathy
- Compassion
- Fairness
- Equality
- Kindness
- Awareness
- Perseverance
- Independence
- Honesty
- Generosity
- Mutual respect

The PSHEE programme at Sherborne Prep School comes under the wider umbrella of **Personal Development** in the school and lessons in years 1-6 are termed as PD and in Years 7 and 8 PSP (Personal Skills Programme).

**Personal Development** begins from the moment a child joins Sherborne Prep. We aim to prepare pupils for the opportunities, responsibilities and experiences of adult life. PD in the wider sense touches on all areas of school life, including:

PD (PSHEE) Lessons following the JIGSAW Programme up to the end of KS2

RSHE Relationships, Sex and Health Education

Internet Safety

Moral and Spiritual learning in Religious Studies lessons, other lessons, Assemblies and special services

Enrichment Programme

House system and inter-house events

Buddy system for new pupils

School Council

Date: September 2024  
Author: Deputy Head Pastoral  
Owner: Pastoral

Document No: SPS\_DHP\_014  
Version: 001

Eco Committee  
Food Committee- strand of the School Council  
Philosophy  
Debating  
Dragon Values  
Career links in Year 6, 7 and 8  
Leadership programme  
Life Skills Programme (Year 8)  
Business Challenge (Year 7/8)  
XC links throughout the curriculum  
Community work  
Pastoral Care and Boarding  
Sport  
Break times

This non-exhaustive list helps pupils understand themselves and their emotions, make the most of their talents, keep themselves healthy, understand the society in which they live and begin to become valuable members of their community on many levels.

**PD and PSP** lessons aim to instil an understanding in all the students that academic success is not sufficient on its own for holistic attainment. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs.



***Instead of filling the bucket we are trying to light a fire***

### **Key Principles and Teaching methodology:**

During the Early Years Foundation Stage, PD is delivered as Personal, Social and Emotional Development (PSED).

In the Pre-Prep Department (Y1 and Y2) it is delivered through discreet PD sessions and Circle Time. Daily discussions about the golden rules also take place and time is made for additional discussion when needed, for example if a pastoral issue arises during the school day.

All children in Year 3-8 receive a weekly PD or PSP lesson. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify and, in a minority of cases, impossible to control. Where appropriate PD is team taught or children have smaller group sessions. The programme of study is taught through a spiral approach through Jigsaw (R-year 6) so that children can build on previous knowledge and develop their understanding. There is a flexible approach so that current issues can be included where appropriate.



The 'PD Tree' is a neat illustration of how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. The 'fruits' of the PD programme, i.e. what goes on in the lessons and what the pupils take away from these sessions is only going to be as strong and healthy as the roots which feed and nourish it. These roots, though barely visible, are the most significant determining factors in the success of the PD programme.

The '**hidden roots**' of PSHEE. Our values and attitudes, the ethos and quality of relationships within the school. The 'roots' are experienced rather than conveyed in neat, cognitive packages.

The '**visible**' PSHEE programme: Curriculum based, largely cognitive. Its success is based upon the quality of the 'roots'.

### **Assessment and intended outcomes:**

Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce knowledge through a variety of tasks. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. The children are also given an effort grade for the contribution to the sessions. The staff constantly communicate with each other; there is an open dialogue and a proactive culture of supporting the children and providing learning opportunities throughout the school day. The school provides 'round the clock care' for all its pupils.

Every child is pastorally tracked in years 3-8 through CPOMS and Form tutor records considering the following:

- PSHEE topics covered within the year
- Community Action involvement
- Extra activity involvement (e.g. plays/assemblies/services/music ensembles)
- Excursions and trips (including boarding experiences)
- School values

**Self-Assessment:** Every half term the children undertake self-assessment of how they feel they are progressing in their school life. This encourages the children to focus carefully on how they feel they have tackled the term through their: collaboration and leadership, independence, communication, thinking and learning, reviewing and improving. Their form tutors spend time with them to discuss their feelings about each area of school life.

### **Intended outcomes:**

Children will:

- Understand, take ownership and embrace the Core Values and skills and live by them
- Develop the knowledge, skills and attributes they need to become responsible young people who can cope with and manage challenges they face
- Build their personal self esteem

- Have empathy and compassion for their peers and wider community
- Have an awareness of how to stay safe
- Know they can ask questions, to express their views and have open discussions
- Form healthy and positive relationships
- Communicate effectively
- Feel respected and valued and in turn demonstrate respect and value
- Explore and celebrate differences
- Have the skills to develop as independent and emotionally resilient individuals
- Take responsibility for their decisions and actions
- Contribute to the wider community
- Be able to manage money
- Have an understanding of local, national and international political issues
- Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Have a strong moral compass

#### **Differentiation:**

Differentiation takes place where applicable and is based on a teacher's knowledge of students.

#### **Learning support provision:**

The nature of the topic allows for a broad range of media for delivery. Those students for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PD is not currently examined or formally assessed there is no call for specific support for less able pupils or streaming, though it remains incumbent upon the session leader to ensure that all students are as involved as possible in the discussions and activities taking place.

Sherborne Prep School has a number of pupils with EAL. When teaching PD, account is taken of their age, length of time spent in the UK, previous educational experience and skills. The EAL teacher is involved where necessary.

All teaching staff are aware from students' files, briefings, CPOMS and the iSAMS database of any home situation or social difficulty which could make some subjects more sensitive than others.

#### **Curriculum enrichment:**

- All year groups – Food workshops through Chartwells
- Outside speakers/ workshops
- Saturday morning lectures for senior children
- Community Action days
- House events

#### **Counselling and External Support:**

The school offers informal 'counselling' in the following forms:

Date: September 2024  
Author: Deputy Head Pastoral  
Owner: Pastoral

Document No: SPS\_DHP\_014  
Version: 001

- Form Teacher
- Subject teacher
- Learning support team – emotional coaching is being introduced in Michaelmas 2024
- Independent Tutor for Years 3 to 8
- Housemaster and boarding team
- School Chaplain
- Independent person
- Deputy Head Pastoral
- Parents can be signposted to qualified counsellors/psychotherapists

If a child is in need of further professional counselling, the matter should be raised with the Pastoral Care Team and Deputy Head Pastoral who will then make the necessary arrangements.

### **Parental Engagement:**

Sherborne Prep is committed to working with parents and carers. We offer support and will include topics that may not be included in the programme after discussion if deemed appropriate. The curriculum is shared with parents via the parent portal and can be found on the school website. Parents are consulted on Relationships and Sex education when this policy is updated.

The school runs parent engagement seminars throughout the year and a number of these are linked to the pastoral aspect of the School's provision.

Date: September 2024  
 Author: Deputy Head Pastoral  
 Owner: Pastoral

Document No: SPS\_DHP\_014  
 Version: 001

## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Date: September 2024  
 Author: Deputy Head Pastoral  
 Owner: Pastoral

Document No: SPS\_DHP\_014  
 Version: 001

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Date: September 2024  
 Author: Deputy Head Pastoral  
 Owner: Pastoral

Document No: SPS\_DHP\_014  
 Version: 001

### The PSHEE curriculum in year 7 and 8 is under review 2024- 2025

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour