Sydenham & Dulwich Girls

GDST
GIRLS' DAY SCHOOL TRUST

PSHE (Personal, Social, Health Education) Policy
Prep School: EYFS, Pre Prep and Prep

1 Aims and objectives

1.1 Our PSHE curriculum (encompassing RSE - see separate policy) sits under the umbrella of our Flourish and Fly ethos, enabling pupils to become healthy, independent and responsible members of our ever-evolving society.
Our curriculum does not simply teach about issues, but also allows pupils to explore their own attitudes, developing strategies and skills to allow them to manage issues should they ever encounter them.
Committed to developing well-rounded, resilient, and confident learners who leave our school ready for the challenges which follow, not only in senior school but also later in life, we provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We teach children to respect others and celebrate their differences, support equity for all, and understand their individual roles in society through the fundamental principles behind being a good citizen. Each child at Sydenham and Dulwich Girls should build a strong moral foundation and a positive self-image, reflected in how they behave and interact with others. These crucial life skills are taught in a range of ways under the heading PSHE (Personal, Social and Health Education), encompassing RSE (Relationships and Sex Education).

1.2 Most skills are covered through the teaching in PSHE lessons. These lessons are in class and timetabled each week. Alongside these, whole school assemblies introduce learning and draw thinking together, building a community ethos. The approach to learning is one of discussion, sharing of thoughts, listening to one another and regular reflection. Ideas, concepts and learning points should be referred to throughout the school day in all areas of learning because PSHE is more than just one lesson per week. There are 6 half-termly units designed so the whole school can study the same learning themes at the same time, each year group at its own level. The lessons are sequential and developmental throughout each academic year.

1.3 Here, at Sydenham and Dulwich Girls, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We adopt a whole school approach to facilitate whole-child development.

1.4 We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

1.5 The aims of our Flourish and Fly ethos and our PSHE programme are to gradually develop the pupils' understanding of the following concepts:

- **Identity -** exploring their personal qualities, attitudes, what influences these and understanding boundaries around their privacy, including online.
- **Relationships -** exploring the range of relationships in all their settings, including online
- **Healthy, balanced lifestyles -** physically, emotionally, socially and economically
- **Risk -** how to identify, assess and manage risk, rather than avoidance
- **Safety -** consider behaviour and strategies that could be used, including online
- **Equality and Diversity -** with regard to the protected characteristics set out in the Equality Act 2010
- **Rights and Responsibilities -** including universal human rights, fairness and justice
- **Change and resilience -** the skills and strategies that could be used when faced with challenges
- **Power -** how it manifests through behaviour and how it can be challenged through negotiation
- **Career -** enterprise, employability and economic understanding

2 Teaching and learning style

2.1 The delivery of PSHE follows the Flourish & Fly PSHE approach - this encompasses opportunities for children to engage through whole-class interactive activities and games, to be mindful and ready to learn through 'Calm Me' moments in the lesson, to share, listen and communicate with one another through circle time discussions, and to independently apply their learning before self-assessing against the lesson objectives.

2.2 Beyond lessons in class, pupils will be immersed in their PSHE learning through assemblies, Golden Time and enrichment opportunities.

2.3 The Flourish & Fly PSHE Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. To ensure progression and a spiral curriculum, we use Flourish & Fly PSHE , the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the needs of pupils. The mapping document: Flourish & Fly PSHE 3-11 and statutory Relationships and Health Education, shows exactly how Flourish & Fly PSHE and therefore our school, meets the statutory Relationships and Health Education requirements.

2.4 We offer pupils the opportunity to hear visiting speakers, such as health workers, police and fire services, and representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

3 Curriculum Planning

3.1 At Sydenham and Dulwich Girls, we follow the Flourish & Fly PSHE programme. This covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education (see separate Relationships, and Sex Education Policy). The table below

gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	(Unit)	Content
Autumn 1:	Flourish Together	Includes understanding my own identity and how I fit well in the class, school and global community. Flourish & Fly PSHE Charter established.
Autumn 2:	Flourish Fairly	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Flourishing Futures	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Flourish Healthily	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Flourish Socially	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Flourish and Grow	Includes Relationships and Sex Education in the context of coping positively with change

3.2 PSHE sits under the umbrella of Our Flourish and Fly ethos and is underpinned by our whole school motto 'Nyle ye Drede' - Fear Nothing, and our Prep School's four values:

- Culture of Kindness
- Generosity of Spirit
- Courage and Character
- Curiosity

3.5 Class Teachers plan their lessons ensuring coverage and progression throughout each academic year and year group. Each class has a dedicated PSHE display to support children's learning.

4 Enrichment

4.1 The PSHE curriculum is enhanced by a range of Co-curricular clubs run by the Prep School teachers, and include such experiences as: Sunbeams Club, Eco Club, Mindful Music Club, Random Act of Kindness Club and Thunks' Club. Clubs change on a termly basis but there are always opportunities for PSHE enrichment through the clubs offer each term.

4.2 The PSHE curriculum is enhanced by a range of additional responsibilities available for pupils. Personal, moral and social development is also encouraged through positions of responsibility. Representatives are given the opportunity to work directly with staff and contribute to the successful progress and running of the school. The following roles are available across the Prep School (with all pupils in year 6 taking a position of responsibility):

- Year 1 to 6: School Council Representative
- Year 1 to 6: Safeguarding Committee Representative
- Year 1 to 6: Digital Technicians
- Year 1 to 6: Flourish and Fundraise Committee Representative
- EYFS to Year 6: Eco Representative

Year 6: School Captain, House Captain, Eco Prefect, Magazine Prefect, Sports Prefect, Drama Prefect, Science Prefect, Digital Leader Prefect, Charity & Community Prefect, Undivided Prefect, Library & Reading Prefect & Music Prefect:

4.4 School Council Representatives are democratically elected in years 1 to 6. These pupils represent their class in regular meetings with the Head or Deputy Head of Prep School.

4.6 House Captains act as role models for the academic year and, amongst other duties, include leading and supporting pupils in their House in a variety of House Competitions.

5 Early Years Foundation Stage

5.1 In EYFS, PSHE is taught as an integral part of the topic work covered during the year. The Flourish & Fly PSHE programme is an integral part of PSHE in EYFS and we relate the PSHE aspects of the pupil's work to the objectives set out in the Early Years Foundation Stage Statutory Framework (2021). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the framework. We also support citizenship education in EYFS when we teach pupils *'how to develop a child's knowledge and understanding of the world'.*

5.2 Relationship and Sex Education is taught discreetly in Early Years as per our RSE policy and SOW *(refer to RSE policy)*

6 Teaching PSHE to pupils with special educational needs

6.1 We teach PSHE to all pupils, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.

6.2 We enable pupils to have access to the full range of activities involved in learning PSHE. All activities are risk assessed, fully considering the needs of all pupils attending.

7 Assessment and recording

7.1 Form teachers assess the pupil's work in PSHE by making informal judgements as they observe the pupils during lessons. The teacher uses this information to plan future lessons accordingly. Form teachers have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage as per the SOW.

7.2 Each child has their own PSHE book to record their learning. Within each book, each child has an assessment record that form teachers assess against for each Flourish & Fly PSHE unit. This, alongside informal observations, discussions with pupils and interactions with classes during lessons, supports staff with assessing pupils' knowledge and understanding.

7.3 At the end of each PSHE lesson, children self-assess against the lesson objectives. This enables the children to engage in and reflect on their own learning as part of assessment *of, for* and *as* learning.

7.4 Teachers make a bi-annual assessment of progress for each pupil, as part of the pupil's annual report to parents. This information is also passed onto the next form teacher at the end of the year, as part of the handover process.

8 Resources

8.1 The Flourish & Fly PSHE scheme includes all necessary resources for staff to deliver PSHE lessons. Staff may supplement with additional resources but will retain the structure and ethos of the Flourish & Fly PSHE programme. However, staff supplement and individualise resources to suit the needs of their classes.

9 Monitoring and review

9.1 The Subject Lead is responsible for monitoring the standards of pupil's work and the quality of teaching. The Subject Lead supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Flourish & Fly PSHE programme includes regular and timely updates inline with statutory requirements, thus ensuring our curriculum is relevant and up-to-date.

9.2 The Subject Lead is responsible for meeting regularly with PLT to provide updates, evaluate strengths and weaknesses in the subject and indicate areas for further improvement.

8 Miscellaneous

8.1 We advise our pupils where they can go for help if they have any worries.

- Close family
- Extended family
- Friends
- Friends' families
- Teachers
- Faith Leaders

- Leaders from clubs or other groups that children might go to
- Doctors or people at hospital
- Childline
  0800 1111 (24 hours)
  www.childline.org.uk
- The Hideout
  www.thehideout.org.uk
- NSPCC
  0808 800 5000 (for adults)
  www.nspcc.org.uk
- NSPCC helpline for sexual abuse in education
  0800 136 663
  help@nspcc.org.uk