

PSHEE – PERSONAL DEVELOPMENT POLICY

Written by	Assistant Head Pastoral
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Sherborne Preparatory School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school. As the children leave their 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 ever breaking down the boundaries and distances between its different cultures and beliefs. Universities cry out for children who are more 'rounded' and work places of all shapes and sizes advertise 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 Preparatory School embraces this as the backbone of its PSHEE through its Personal Development philosophy. This policy should be read in conjunction with the Teaching and Learning policy and the safeguarding suite of policies.

With all this in mind, the PSHEE programme at Sherborne Prep School comes under the wider umbrella of **Personal Development** in the school.

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 (PSHE) Lessons

SEAL (Social and Emotional Aspects of learning) - Pre-Prep;

SRE (Sex and Relationships Education)

Internet Safety;

Moral and Spiritual learning in Religious Studies lessons, Chapels and Assemblies;

Enrichment Programme;

House system and inter-house competitions;

buddy system;

School Council;

Eco-School Council;

Philosophy;

Debating;

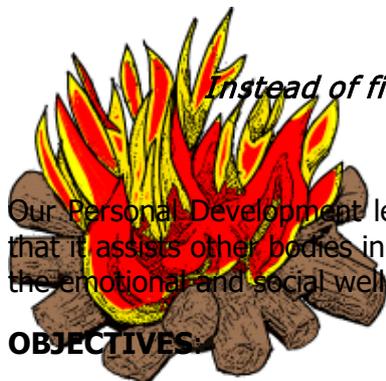
Pastoral Care and Boarding;

Dragon Values;

Career links in Year 7 and 8

These aspects of the school help 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 lessons aim to instil an understanding in all the students that academic success is not sufficient on its own for success. 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

Our Personal Development lessons are also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of children.

OBJECTIVES:

- 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.
- To encourage children to develop informed opinions and **ATTITUDES** for themselves about a range or 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.

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

- Empathy
- Fairness
- Equality
- Kindness
- Awareness
- Perseverance
- Independence
- Honesty
- Generosity

TIME ALLOCATION & STAFFING:

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 1-hour PD lesson as a year group. 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.

Generally	Specifically
School's values	Timetabled input for PD
School's atmosphere/ethos	Input across the curriculum
School's appearance	Pastoral care system
School rules	Pastoral Care Committee
Influence of home	Rewards and Sanctions
Influence of media	Assemblies
Role model of staff	Study periods
Recreational activities	Sports programme
Extra-curricular activities	Matrons
Field trips	Boarding house
Organisation and curriculum	Chaplain
	School Doctor

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 lessons, are the most significant determining factors in the success of the programme. The 'visible' PSHEE programme: Curriculum based, largely cognitive. Its success is based upon the quality of the 'roots'

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A number of different resources are used and are held by the Assistant Head Pastoral and the DDSL. A non-exhaustive list is below:

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- Controversy cards – good for promoting class discussion on contemporary issues
 - Blob Tree posters – visual resource for discussing feelings and attitudes
 - Life Skills balls – good for kinaesthetic starter activities
 - Drugs and Alcohol Balls – as above but specifically covering Y7 and 8 topics
 - Photocopiable worksheets on a wide variety of topics for each year group
 - PowerPoints
 - TED lectures
 - Interactive games

Books

Helping Children Deal with Conflict
Helping Children Deal with Anger
Helping Children Deal with Bullying
101 Games for Self Esteem
101 Games for Better Behaviour
101 Games for Social Skills
101 Games to Help Children Get on With Each Other
Games for Thinking

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

The Head of PD and all form staff are aware from students' files and our iSAMS database of any home situation or social difficulty which could make some subjects more sensitive than others.

DIFFERENTIATION & SETTING:

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

ASSESSMENT AND REPORTING:

There is a termly assessment in PD, this is communicated to parents and children are given an effort grade attached to one of three statements: Not yet meeting expected progress/ meeting expected progress/exceeding expected progress. 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 work through the production of information leaflets, posters etc. which can be evaluated. 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.

Self-Assessment: Every term the children undertake self –assessment. This encourages the children to focus carefully on how they feel they have tackled the term through their collaboration with others, independence, commitment, conduct and participation.

The two PD teachers in the Prep School keep a log through iSams of any information needing to be distributed to relevant staff.

More serious concerns can be brought up at the weekly Pastoral Care Committee meeting

CURRICULUM ENRICHMENT:

- All year groups – healthy eating with catering staff
- Introduction of outside speakers
- Saturday morning speakers for senior children

DEVELOPMENT:

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To develop the leadership programme and create a formalised system that follows children throughout their career at The Prep.

APPENDICES:

School Policies are in place for the following topics and are found in the appropriate sections of the School Policy Manual:

Health and Safety

Sex Education

Anti-Bullying

School Guidelines on Identifying and Dealing with Child Abuse - Safeguarding suite of policies

SMSC policy

Counselling

The school offers informal counselling in the following forms:

Form Tutor

Subject teacher

Independent Tutor for Years 3 to 8

Housemaster and boarding team

School Chaplain

Independent listeners

Qualified Counsellor who can be called in for specific cases

Assistant Head Pastoral

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

