

PSHEE – Personal Development Policy

Written By	Deputy 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 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 ever 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 Preparatory School embraces this as the backbone of its PSHEE through its Personal Development philosophy. This policy should be read in conjunction with the SRE policy, SMSC policy and the safeguarding suite of policies.

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;

RSHE Relationships, Sex and Health Education;

Internet Safety;

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

Enrichment Programme;

House system and inter-house events;

Buddy system;

School Council;

Eco-School Council;

Food Committee;

Philosophy;

Debating;

Pastoral Care and Boarding;

Dragon Values;

Career links in Year 7 and 8;

Leadership programme;

Life Skills Programme (Year 8);

Business Challenge;

XC links throughout the curriculum, and

Community work.

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 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

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 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.

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

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. Where appropriate PD is team taught.

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

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

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

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 expect 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 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.

DIFFERENTIATION & SETTING:

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 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.

CURRICULUM ENRICHMENT:

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

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

Deputy Head Pastoral

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

Appendix 1**BRITISH VALUES PROVISION:****Democracy**

To understand and respect the democratic process

To understand how they can influence decision making through a democratic process

To understand how to argue and defend a point of view

To understand the importance of team work

Achieved through:

- Supported to exercise choice and the right to decide
- Discuss and debate topical issues in both small and larger groups
- Become aware of and respect the different opinions of others
- Share ideas or opinions about real school issues.
- Encouragement to try new activities, initiate ideas and speak in a familiar group.
- Taught to consider the consequences of their words and actions for others.
- Current affairs
- Mock elections
- A range of extra-curricular activities

The Rule of Law

Ability to recognise the difference between right & wrong and apply this to their own lives

Ability to accept responsibility for their behaviour

To understand the consequences of their behaviour and actions

Ability to resolve conflicts effectively

Understand how they can contribute positively to the lives of those living and working in the locality and society more widely

To understand that living under the rule of law protects them and is essential for wellbeing and safety

Achieved through:

- The school rules and Dragon Values reward system
- Various committees
- PD lessons
- Community outreach sessions

Individual Liberty

To understand Rights and Responsibilities

Achieved through:

- PD, RE and History Curriculums
- Self-assessment and target setting
- Community outreach
- Committees
- Leadership programme
- School excursions

Mutual Respect and Tolerance of those with Different Faiths and Beliefs

Reflect on personal beliefs

Seek to understand other perspectives and beliefs

Achieved through:

- PD, History, RE, Geography and English curriculum
- Assemblies
- Lectures and talks
- Trips
- Anti-Bullying policy and protocol

Appendix 2

RESOURCES

- 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

Books on dealing with grief

Books on dealing with divorce

Appendix 3

5 YEAR DEVELOPMENT PLAN OVERVIEW:

- To build up a strong programme of outside speakers and workshops.
- 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.