



The Study Prep

WIMBLEDON

The PSHE (Personal, Social & Health Education) Policy

The Study follows the Jigsaw Scheme of Work for the teaching of PSHE and RHE (Relationships and Health Education). Our RHE Policy provides an overview of our scheme of work, which includes the Relationships and Health Education statutory requirements from September 2020, along with our position on Sex Education.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

This policy applies to all pupils including those in Early Years Foundation Stage (EYFS).

PSHE includes everything we do to promote our pupils' good health and well-being. It is reflected in the values and ethos of our school.

Aims

- To help our pupils be confident, happy and independent individuals
- To help our pupils develop their self-knowledge and self-esteem
- To enable our pupils to distinguish right from wrong and to respect rules
- To encourage our pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- To develop good relationships and a respect for the differences between people
- To develop a healthy, safe lifestyle
- To begin to develop an awareness of public institutions and services in England

PSHE is reflected within the values and ethos of the school by:

- Establishing a common sense of purpose
- Providing a welcoming atmosphere
- Establishing codes of conduct for positive behaviour and respectful relationships
- Challenging discrimination and bullying
- Encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Enabling pupils to develop their self-knowledge, self-esteem and self-confidence
- Promoting courtesy and respect
- Raising and recognising achievement
- Consulting and valuing all members of the school's community

Curriculum Framework (see also the PSHE/RHE policy, as linked to the Jigsaw scheme of work)

At the School, we teach Personal, Social, Health Education (and RHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. PSHE embraces most activities within the school curriculum and is also studied as a separate subject within the timetable. Our PSHE lessons at The Study are supported by the Jigsaw Scheme (the mindful approach to PSHE – see separate policy). In Reception we teach PSHE as an integral part of the work covered during the year. The teaching matches the aim of developing a child's personal, emotional and social development as set out in the EYFS curriculum.

Time Allocation

PSHE is taught through cross-curricular provision, as well as in a specific timetabled weekly lesson of 35 minutes for each class and also within form time and assembly time.

Teaching and Learning Styles

Much of our curriculum is paper free and designed to encourage pupils to feel confident when speaking and expressing and justifying their opinions, as well as being open to the views of others. All pupils are encouraged to ask questions and have confidence to contribute to sessions (this can be done anonymously through our class question boxes). Circle time is used regularly in Reception and Key Stage 1 and occasionally in Key Stage 2. Written work may take the form of mind maps, illustrations, responses to pictures, or simply a description of ideas. Resources are used from the Jigsaw scheme, where appropriate, to support learning and any written work in this subject.

Assessment

Pupils' progress is monitored informally by teachers through observation, discussions, brainstorming of ideas, question and answer sessions, along with any generated work (which might include illustrations to show knowledge and understanding). Mind maps and brainstorming of ideas will be used where appropriate to assess understanding of individuals and the class as a whole. Each class has a question box for asking questions in PSHE and some of these questions will be answered by the pupils where appropriate which will form a type of assessment for understanding. End of unit Jigsaw puzzle summative assessments may be used by teachers to track pupil progress in this subject. Pupil reflections are encouraged and teachers in KS2 can use 'My Jigsaw Journey' to gauge understanding of certain of completed units/puzzles.

Differentiation

When PSHE is taught as a discrete subject it is very much an inclusive lesson, where the teacher ensures that every pupil is able to participate at their level.

Teachers plan to meet the needs of all pupils by taking into account not only their academic ability but also their confidence at sharing their thoughts and ideas with others, along with any personal needs for more sensitive topics/issues discussed.

The pupils are encouraged to ask questions to further their learning, as well as respond to questions posed by their peers to demonstrate their understanding.

Gifted and Talented: We look out for pupils who may be 'talented' in PSHE in respect of the level or degree of particular personal, social and emotional skills and qualities, which they may possess.

Please see our Gifted and Talented Policy for further details.

A useful website is: www.pshe-association.org.uk/pdf/GiftedTalented.

Thought Boxes

Each class from Year 2 upwards has a 'thought' box which serves as an anonymous way for pupils to raise questions. These can either be discussed in PSHE lessons, or the teacher will respond to individual pupils if more appropriate. The thought box is also promoted to allow pupils to think positively about themselves and their peers – which, when and if appropriate, the adult can then draw attention to in the class.

Whole School Approach

We encourage the feeling of being 'one' school on two sites and both Houses follow the same cycle of Values. Our Jigsaw scheme of work ensures the necessary progression in this subject as puzzles are build-upon each year in an age-appropriate way. We meet together as a whole school at least once a term for a whole school assembly and we watch each other's performances. Specific activities are organised to bring different year groups together, such as the Buddy system in Year 4 and 6, along with Peer Mentors in Year 6 which encourage the older pupils to be supportive role-models and provide listening ears in the playground. Values assemblies, along with specific EQPrep workshops, also bring year groups together for collaborative learning and discussions.

Values Based Education

In September 2015 we adopted a Values Based Education initiative to enrich further our school community and fulfil our aim to provide a learning environment that fosters academic and creative achievement, while nurturing well-rounded, confident, caring girls with a love of learning, a broad outlook, good manners and a real zest for life. Each half term we focus on one Value, as linked to our current Jigsaw puzzle piece (to provide further depth to our PSHE curriculum), and we involve everyone: teaching and non-teaching staff and parents, as well as the pupils. We encourage parents to reinforce the value at home (through our school portal system and newsletters), as well as building on the other values we have covered.

Values Cycle 2021-22

	Jigsaw Units	Value
Autumn One	Being Me in My World	Compassion
Autumn Two	Celebrating Difference (including anti-bullying)	Respect
Spring One	Dreams and Goals	Courage
Spring Two	Healthy Me	Positivity
Summer One	Relationships	Trust
Summer Two	Changing me (including sex education)	Curiosity

EQPrep (Promoting Mental Well-being at The Study)

EQPrep, The Study's Mental Health and Wellbeing Programme, is an integrative, whole-school approach to developing EQ (emotional intelligence) in children.

The aim is for Reception to Year 6 to recognise, understand and regulate their emotions, so that they will be able to critically appraise their emotional wellbeing and know not only how to manage difficult feelings when they arise but also to assess if, and when, they need help. We want to equip the girls with the social and emotional skills to relate well to others, to communicate and empathise, to work cooperatively and value our own and others' contributions, to think creatively and be able to take risks. These EQ skills are the basis of our EQPrep education.

EQPrep does this through:

- EQChat Sessions: At Spencer House, pupils can make lunchtime 'EQChat' appointments to come and talk to our mental health consultant about any worries or concerns they may have. They fill in a slip to make an appointment and they will be offered a time slot. The sessions are short, solution-focused and confidential (unless a safeguarding issue arises).
- At Wilberforce House, chat sessions can be arranged in liaison with the form teacher and parent.
- Once per term, every class takes part in a creative workshop to explore an aspect of mental wellbeing. From Reception to Year 6, pupils are taught ways to articulate, express and regulate their feelings. The Mental Health Curriculum draws on the five core CASEL competencies (self-awareness, self-management, responsible decision making, social awareness and relationship skills) and the Harvard RULER approach to social and emotional learning.

- In Year 6, pupils are offered the chance to train to be Peer Mentors. The sessions are offered as an early morning club. Pupils who complete the training will then be playground mentors, developing the 3Cs – critical thinking, conflict resolution and collaboration.

School Council

We have a School Council at both Houses which meets regularly to discuss ways to improve our school, as well as carrying out fundraising initiatives. One pupil from each class is voted onto the School Council each term, from Year 1 to Year 6 (Reception representatives are chosen in the summer term). The reps have a class book in which they jot down suggestions to bring to School Council and notes of the main points discussed. A member of staff chairs the meeting.

Assemblies

Both Houses have assemblies four times a week. Assemblies are opportunities for all pupils and staff to gather together as a community. Assemblies usually comprise a hymn, a story and a time of reflection. They also provide an important opportunity to celebrate success. Individual and class achievements are recognised and certificates given out. We have a weekly Star of the Week assembly at both Houses where a pupil in each class is awarded a star badge for effort or achievement in work or behaviour. Any member of staff can nominate a pupil for a star badge. Each week in assembly at Wilberforce and Spencer, we also celebrate birthdays. We have a whole school assembly at least once a term (usually at Wilberforce House). Assemblies provide an opportunity to highlight key dates/events in the year, for example, saints' days, birthdays of famous people, Remembrance Day etc. Our assemblies are based largely upon the Value of the month (as linked to our current Jigsaw puzzle piece), allowing pupils to access it as often as possible.

Charity

Every term the School chooses a different charity to support. The charity is chosen by pupils/staff/parents. In the Summer Term, the Year 6 pupils choose the charity. Pupils work together in pairs, or larger groups, to nominate a charity through a short presentation they prepare. Pupils take a vote for the chosen charity.

Fundraising events are held throughout the year and pupils are encouraged to think up ideas and organise them. We try hard to instil in all our pupils the importance of 'giving' and the responsibility we have towards others. We also have links with a school in Zimbabwe (Ms Cuerden coordinates this project) to whom we have given old books and stationery, as well as raising money for them to help with school lunches and water supplies for the community.

Visiting speakers are invited to talk to pupils at assembly. The speakers might link to our Values, or other aspects of PSHE learning. We also encourage parental involvement in assemblies, where parents will lead an assembly, for example, to discuss women in the workplace and different jobs the pupils could potentially do when they grow up.

Transition from Wilberforce to Spencer House

At regular intervals throughout the year, Year 3 visit Spencer House to begin to familiarise themselves with the building and community. More opportunities are provided in the Summer Term when they will spend time with Year 4 and Year 5.

When pupils begin in Year 4 they are given a Year 6 buddy to help them settle in. The buddies are encouraged to meet regularly throughout the year, eg. sharing lunch and playing together on occasions, as well as sharing their work and participating in buddy reading.

Playground

Pupils are encouraged to look out for each other at break times. At Spencer House, Year 6 pupils help Year 4 pupils to settle into their new environment in line with the Buddy System. At both Wilberforce and Spencer House, there is a friendship bench for those pupils who may feel lonely and playtime buddies are appointed to keep a special eye open. At Wilberforce House, a 'zone' system (Liz Mosely) is now used to encourage team work although the pupils can also play freely if they wish. In both playgrounds we have playground rules which were drawn up by the pupils. At Spencer House, Peer Mentors are used to encourage playground games and social interaction, along with being a listening ear to help with any minor playground issues.

Lunchtimes

Lunches and morning break snacks are provided by Harrisons, our catering company. Our aim is to promote healthy eating habits and instil in pupils from an early age the importance of a balanced and nutritious diet. Lunch time staff keep an eye on what pupils are eating and monitor certain children when necessary. Lunch times provide an opportunity for pupils to mix in a social setting and good manners are encouraged at all times. Harrisons hold assemblies regularly at both Houses on topics such as 'healthy eating' and 'a balanced diet'; they also organise themed lunches to mark special occasions throughout the year, which encourage an appreciation of worldwide food.

Rules

The School Rules are mainly health and safety rules. They are updated regularly through the School Council. In the Prep Department the rules are clearly printed in the pupils' link books. Both Houses have 'Golden Rules' which were chosen by pupils through the School Council. They are referred to regularly in assembly. Each class has its own set of 'Class Rules' which they draw up at the beginning of the school year. To encourage positive behaviour and joint responsibility in the playground and at lunch time, pupils have drawn up playground and lunchtime rules.

Rewards and Sanctions

Our aim is to reward pupils for effort, achievement and positive behaviour, while instilling in them the desire to want to do these things naturally without expecting a reward. We use sanctions when necessary to encourage pupils to accept responsibility for their behaviour (See Behaviour Policy for our Reward and Sanctions Guidelines). The Traffic Light system is used to give warnings and encourage the girls to work hard to receive their Golden Time at the end of the week.

We recognise pupils who are socially aware, kind to others and inclusive. This is celebrated with our weekly **Star of the Week** award in each form class, along with our termly **Merit Badges**. Pupils also collect **House Points** which can be awarded for particular qualities they show or acts of kindness towards others, in addition to good work.

Prize Giving: We have a Prize Giving at both Houses at the end of the Summer Term to celebrate effort and achievement in work and behaviour. At the end of the year, the Elizabeth Cup is awarded to a Year 1 pupil who has shown the particular qualities of kindness, sharing and friendship. In Years 3 and 6, cups are awarded for overall contribution to the life of the school. A pupil in Year 6 will also be presented with the 'Kindness' cup and the 'Values' cup (Olympic cup) – these cups are voted for by the staff at the school. The Year 6 'Friendship' cup is voted for by the pupils themselves.

Residential Visits and Other Visits to Promote Personal Development

The residential visits in Years 4, 5 and Year 6 support our pupils' personal and social development. They provide opportunities to develop self-esteem and encourage leadership and co-operative, team building skills. Outings and workshops are organised throughout the year for all year groups. As well as supporting the curriculum, they provide opportunities for personal development too.

Links with the Local Community and Environment

- Links with the community are provided by regular sports, music, literature and creative events and competitions.
- Visiting speakers, such as charity representatives, health workers and the police are invited to both Houses.
- Both Houses have regular concerts, class assemblies and performances for parents and friends.
- Visiting speakers, workshops and theatre groups provide curriculum enrichment.
- We take part in local/community events eg. Merton Live! organised by a local charity, Wimbledon Guild, and carolling in the community.
- Our neighbours from the Alms Houses are invited to watch the Reception Nativity.
- At our annual Harvest Festival tinned and packet goods are collected for local charities which provide food for the homeless eg. Faith in Action and the Wimbledon Foodbank.
- Parents support the curriculum by talking to classes about religious festivals, their jobs etc.

Spiritual, Moral and Cultural Development (SMSC) including British Values

The SMSC development of our pupils is central to our ethos. Through SMSC we want to prepare them for the opportunities, responsibilities and experiences of life, developing an understanding of right and wrong, creating enduring values and helping them to be responsible, caring citizens.

Spiritual: explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](#)' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

We complete an annual audit of our provision to show how we cover all aspects of SMSC and British Values.

Monitoring

All staff are responsible for delivering the PSHE curriculum, directly and indirectly. The monitoring of the standards for PSHE is the responsibility of the PSHE coordinator.

Related Policies and Documents

- The Study Prep Jigsaw PSHE (Personal, Social, Health Education) Policy – including RHE (Relationships and Health Education, statutory from September 2020), and our position on Sex Education
- SMSC and British Values Audit
- Behaviour Policy

Scheme Reviewed: March 2022

Reviewed by: PSHE Coordinator