



WHOLE SCHOOL & EYFS  
PSHEE AND POLICY & HANDBOOK

Responsible role	Deputy Head Pastoral
Last review date	January 2025

## WHERE THIS POLICY REFERS TO THE SCHOOL THIS INCLUDES THE EYFS, PRE-PREP AND PREP SCHOOL

Personal, Social, Health and Economic Education (PSHEE), which includes British Values & Citizenship, is central to the educational entitlement of all children at Rupert House School and permeates all aspects of school life. The school ethos permeates positive relationships based on fairness, equal opportunity for all within the school and respect between all members of the school community. The curriculum considers the ages, aptitudes and needs of all pupils, including those with an EHC plan. We encourage pupils to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. Although it is timetabled as a separate subject, it is, additionally, an integral part of the whole curriculum and is encompassed within the teaching of many subjects particularly PE, Science, RS, Art, Geography and History - see appendix A.

We seek to promote attitudes which challenge stereotypes particularly regarding culture, ethnicity, religion, gender and disability.

We believe that the teaching in our school does not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### AIMS

PSHEE aims to develop a happy and learning child, whose positive physical and emotional self, character, interests, and passions enable them to grow up in a climate of hope and optimism, prepared for the immediate and wider world.

PSHEE is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to demonstrate the intelligent behaviours needed to manage their lives now and in the future and make the most of opportunities presented to them. It is part of a whole school approach to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps to provide the skills and strategies, knowledge and understanding required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages young people to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing as well as teaching them to care about the wider world and the environment. It prepares them for the working and wider world.

Children will explore a range of issues in PSHE and Citizenship to help them to develop self-esteem, self-knowledge, self-confidence and self-worth. We aim to enable them to become confident in their abilities to choose safe, healthy, satisfying, informed, active and responsible life styles.

We aim to effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society. We will use PSHEE as a vehicle to address diversity issues and to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

At Rupert House we encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in the UK and we seek to prevent the political indoctrination of pupils through the curriculum.

We enable pupils to distinguish right from wrong and respect the law. Pupils are encouraged to accept responsibility for their behaviour, show initiative and develop empathy, and understand how they can contribute to community life. Pupils are provided with a broad general knowledge of public institutions and services in England. Pupils acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions. We take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

Rupert House seeks to promote a culture of tolerance, diversity and promote British Values. All children will receive rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment and skills they need to get on in modern British society.

## **OBJECTIVES**

Children will:

- learn the skills of communication, negotiation, decision making and discernment and how to use these skills
- explore their own attitudes, values and behaviour
- understand how citizens can influence decision-making through the democratic process
- take increasing responsibility for themselves
- learn to think critically in order to make sensible choices and decisions
- be able to express their opinions confidently

- be able to co-operate with each other
- make and sustain good relationships
- understand that the freedom to hold other faiths and beliefs is protected by law
- show acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- be aware of having a healthy lifestyle
- learn about keeping themselves safe
- understand the importance of listening to, valuing and respecting others
- begin to recognise the range of human emotions and to articulate their feelings
- understand that actions have consequences for oneself and others
- participate in evaluating and choosing basic rules and skills for behaving well and for keeping themselves healthy and safe
- learn how to resolve simple arguments and be given the skills to resist bullying
- understand how they are changing and developing personally and socially
- be aware of moral, social and cultural issues that are part of growing up
- become aware of the part they, and others, play in the life of the school and the wider community
- show a responsible attitude towards the amenities and facilities of the community
- play a more active and responsible role in the life of the school and the wider community
- begin to understand where money comes from and how to manage it effectively
- learn about the different types of jobs available to them

## **GROWTH MINDSET**

Growth Mindset is fostered throughout all age groups and aspects of school life at Rupert House, where the children are encouraged to take risks, to learn from

mistakes and overcome setbacks. Our school value of 'Resilience' reflects and encourages Growth Mindset.

## **EQUAL OPPORTUNITIES**

All pupils in school, irrespective of nationality, gender, religion, disability, race, age or ability have the same opportunities to benefit from PSHE and Citizenship education.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY RIGHTS (SEE ALSO SEND POLICY)**

The PSHEE curriculum applies to all children in the school, including those with learning difficulties or a physical disability - the emphasis is on inclusion, not exclusion. Reasonable adjustments will be made in response to the diversity of needs.

At every stage of planning - termly, weekly and daily - differentiation is considered for children with special needs and for those with disabilities.

Children with special needs are able to contribute fully to the lessons as discussion plays an important part in the educational programme. Where a pupil has difficulty with writing he/she would be encouraged to record their response in a different way. Other special needs are catered for in a manner appropriate to the difficulty - see SEND Policy.

If any child is distressed or needs to talk to an adult, members of staff are always willing to listen, discuss and give advice if appropriate.

## **METHODOLOGY**

Our work on PSHEE and Citizenship is central to all the teaching within the school. All employees of Rupert House School encourage positive approaches to [behaviour and our policy](#) on this subject reflects this. The school ethos promotes positive relationships based on fairness and respect between all members of the school community.

We provide opportunities for PSHEE and Citizenship through a variety of strategies:

- Individual or group work
- Active involvement and participation by the children through discussion and role play

- Providing opportunities for the children to share thoughts and feelings, hopes and aspirations
- Preparation and presentation of tasks for differing audiences
- Positive self-assessment through reflection
- Outings and visits within the community
- Consolidation and reinforcement in the form of written work, action plans, etc.
- Positive marking
- Encouraging children to make choices and take responsibility
- Form teachers making time and space available to talk and listen to pupils through a variety of means e.g. discussions during form periods and Tutor time with individuals.
- Parent and other external visitors talking to the children

By building positive working relationships between children and staff, all members of our school family are valued as individuals and pupils see the need for good manners, self-discipline and appropriate behaviour.

### PRE-PREP

A whole class approach with the teacher as facilitator is used in the weekly timetabled lessons, usually using the **Jigsaw PSHE Scheme of Work** for their year group. They are expected to listen closely to one another and to respect each other's viewpoints. Whenever possible, the emphasis is placed on encouraging the children to seek solutions to problems and to generally find ways of making school a happy place for all to work and play.

Relevant activities may extend ideas discussed in the whole class session. Children can record their personal response to the issue raised.

If a significant event occurs in the general life of the school, which requires an immediate response, time is given as soon after the event as possible to explore ways of dealing with it.

In addition to being specifically taught as part of the PHSEE curriculum some themes are revisited as part of topic work or in RE. For example, health issues may be incorporated into the programme of study for science; RS allows for the appreciation and respect for other religions and cultures; literacy lessons allow for evaluating people's attitudes and motives and for addressing moral issues.

## PREP SCHOOL

Prep School follow the **Jigsaw PSHE Scheme of Work** for their year group and in addition we embrace various special /charity days throughout the year, e.g. Dahlicious Day, Macmillan Tea Party, Recycle Week, Road Safety Week, Henley Literary Festival, Harvest Festival, Remembrance, Anti Bullying, Children in Need and Christmas.

As with Pre-Prep, events which occur in the general life of the school, the class or the life of one pupil, which require an immediate response, are often dealt with by the Form Teacher and/or during PSHEE lessons.

Many themes are cross curricular - see appendix A

## WHOLE SCHOOL

PSHEE and Citizenship topics are incorporated into school, house and class assemblies. Form Teachers play a major role in overseeing the moral, social and emotional development of the pupils. They are usually at the centre of discussions to improve relationships and understanding of others.

In planning the curriculum, we provide:

- a clear, consistent framework of values in which to work, supported and agreed by all
- supportive relationships e.g., between teacher and pupil, school and home, and nurture positive relationships between children
- a classroom climate in which children feel safe and secure
- encouragement to maintain high levels of interest and motivation to do their best
- opportunities to develop further outside the classroom through responsibilities, extra-curricular activities, educational visits and work within the community
- opportunities to promote British Values (see promoting British Values Policy)

Teachers are alert for and source opportunities to engage, reinforce, illustrate and practice the 'Code of Behaviour' (see Appendix C).

## ROLES AND RESPONSIBILITIES

All members of staff are responsible for PSHEE and Citizenship throughout the school.

Form teachers have specific responsibilities for monitoring the physical, social and health education of the pupils in their form and the PSHEE teacher has overall responsibility for the programme of study in Prep School.

### **The role of the Form Teacher**

- To act as a school parent
- To encourage independence
- To act as the first line of support
- To settle disputes
- To look after the children when they are sick, injured, feeling vulnerable
- To help children when they have a problem
- To reinforce positive behaviour

As part of the PSHEE programme and as part of the pastoral care system the following issues are likely to arise during Form Time

- Honesty
- Friendship
- Unkindness
- Lost property
- Personal organisation
- Looking after the classroom/school
- Homework
- Assembly work
- Playing
- Rules
- Bullying

- Death
- Health issues including allergies
- Co-operation
- Behaviour on outings
- Divorce
- Disability
- Self-evaluation
- Racism
- Substance abuse

### CONTACT WITH PARENTS

Two parents' evenings are held every year for all age groups. In addition, parents of EYFS children attend an end of year meeting to discuss their children's progress against *Development Matters*.

### TIME

All classes throughout the school have one lesson per week (approximately 30 minutes) specifically designated as PSHEE and Citizenship. Because of the cross-curricular dimension of PSHEE and citizenship it is also covered in specific subjects - see Appendix A.

Form time, assemblies and clubs play an important role in providing an integrated, whole school approach.

### ASSESSMENT AND EVALUATION

Assessment can take place in the following ways:

Teacher-assessment:

- the teacher identifying, monitoring and making judgements about aspects of each learner's learning;
- teacher observations and reviews of pupils' work and contributions to discussions and activities;
- Formative and/or summative forms of assessment and be done formally or informally.

#### Self-assessment:

- learners in taking responsibility for making judgements about aspects of their own learning, setting targets relating to specific goals, and understanding what they need to do to make progress;
- Can be used to assess the 'end results' but it is also a learning process in itself, so it can be both formative and summative.

#### Peer-assessment:

- provides a useful way of encouraging learners to make judgements about the knowledge, understanding, skills, confidence and participation of their peers;
- helps individuals to clarify their own ideas and understanding of both the learning intention and the assessment criteria, and provides opportunities for them to give constructive feedback to their peers;
- Offers one of the deepest learning experiences (especially if the learners have helped construct the success criteria).

### **REPORTING AND MARKING**

Pupil's personal development is commented upon at parent interviews and in form reports although children are not graded or marked on their performance or the contributions they have made to PSHE and Citizenship lessons.

Where PSHEE and Citizenship overlap to other subject areas, it will be reported on in that subject, so for example, knowledge of the importance of a healthy, balanced diet will be reported on in Science.

### **HOMEWORK**

#### Pre-Prep

There is no regular homework but some topics lend themselves to interviewing relations to find out about their past, their interests, their family trees, etc. Children also bring in a variety of objects related to topic work, which may be relevant to PSHEE.

## Prep School

The children are not required to do PSHEE homework on a regular basis. It is set occasionally where appropriate. The children are sometimes given some research to do on items in the home or their local area. The younger children are expected to look at things in the home to do with safety. As they get older they might be expected to do some research into people's opinions and attitudes to various things such as smoking, alcohol, money, etc. It is up to the individual child to put as much or as little time into their research as they wish. As part of the programme they are encouraged to read newspapers, watch the news and generally keep up to date with topical happenings.

### **LINKS WITH PARENTS / COMMUNITY**

#### Pre-Prep

- Parents accompany children to Forest School where much of the work reinforces the need for rules for safety, sharing, co-operation
- Local police community liaison officer visits for traffic awareness, safety issues, etc.
- Performances prepared for parents/outside at Christmas, in the summer and sometimes for Open Day
- Parents are invited into school at the start of each new academic year to discuss specific enquiries about expectations and the way in which the school operates for them and their child for the year ahead.
- Parents are invited into school to share their expertise with the children. E.g., a doctor or a dentist might visit Pre-Prep children to talk about what they do.
- Charity work - children take part in raising money for charities and understand why they do this
- Show and Tell encourages children to talk about their home life, special events in their lives and leads to classroom discussion on similarities and differences. Parents with experience of different cultures or beliefs are invited to talk to the children about the routines and rituals that are important to them.

#### Prep School

Parents are kept informed about the subject through parents' evenings. They are sent a letter before subjects such as sex education and menstruation are covered.

They have the opportunity to discuss any worries they may have and to preview any videos being used with the PSHEE teacher.

We try to use the various skills offered by parents where possible.

Whole school

Each year, a specific charity is chosen by the children via the School Council to be the main charity supported by the school. Money is raised by various means, e.g. collections at Harvest Festival or Carol Service, cakes stalls, the Friends of Rupert House fair where the Year 6 pupils make and man stalls specifically for the pupils.

### **HOW THE SCHOOL COUNCIL IS RUN**

- Each year, every class from Years 2-6 elects one representative to be a member of the school council
- The council then meet to elect officers such as chair and secretary.
- The school council meets- with a teacher present- to discuss issues that have been raised by the children. We aim to hold approximately two school councils meeting a term.
- The children are introduced to the subject via PSHEE and trained in every aspect of school council. The elections take place at the beginning of each school year in PSHEE time. Some training also takes place in Assembly.
- Form teachers hold class meetings before each school council meeting and facilitate the feedback from the school council meetings to the class.
- School Counsellors report back to the other pupils in the school about action that has been taken

### **GREEN ISSUES**

All children are encouraged to take an interest in and care for their environment. The school has an Environmental Policy, which encourages staff and pupils to value the environment and promote sustainability. See Environmental Policy for more details.

All staff encourage the children to think of the impact of their actions on the environment through 'hands-on' activities both in school and through regular Outdoor Education and Forest School sessions.

## SOW

RHS uses the published '**Jigsaw**' **Scheme of Work**. Six half-termly units are delivered over the course of the academic year, introduced in a Whole School assembly at the beginning of each unit.

## APPENDIX A

Cross curricular coverage of PSHEE and Citizenship includes some/all of the following

Art	Sharing; taking turns; listening; self-evaluation; reflecting and responding to ideas; discussing/feeling beauty and aesthetics, working with art from different cultures
English	Moral and social issues arising out of novels, debate, stories which illustrate personal and social development, communication
Drama	Emotional and moral issues, sharing and co-operation, self-esteem and performance
French	Importance of communication, European awareness, equality across nations and races
Geography	Environmental issues, traffic awareness, contrasting localities, people who help us
History	Moral issues such as war, comparing social structure, health and education in the past and now; looking for bias; use of a variety of sources; diversity within society; significant people and events within history
ICT	Safety in using computers (e-safety and digital literacy) - correct posture, etc.; using different information sources, e.g. internet; suitability of internet sites; communicating with others via e-mail
Maths	Safety in using specific equipment; independent and co-operative work; using money
Music	Encouraging and building on talents; diversity of music across nations and through history; co-operative and independent work
PE	Health education; personal safety; development of personal and social skills through team and individual activities; the importance of a healthy lifestyle and teamwork
RE	Religions and moral beliefs; the place of an individual within society; values and practices; feelings; tolerance
Science	Reproduction; health issues including diet, teeth, digestion, drugs (including medicines); safety in the environment; first aid; water safety; individual and co-operative work

Technology	Sharing and co-operation; health and safety; designing something with an individual or an audience in mind
Wellbeing	Years 5&6. Discussion and work surrounding topical issues (including gun violence and drug abuse), Mental Health Awareness, Mindfulness, transition to new/ secondary setting,

## APPENDIX B

In addition to Jigsaw Teaching Materials:

Inventory for PSHEE and Citizenship

### VIDEOS

- Living and Growing- Unit 3 = Channel 4.
- Living and Growing - Unit 2 = Channel 4.
- No Bullying Here = Channel 4.
- The Adventures Of Woosh = Renault.
- Face at the Window = Home recording.
- Change That = Home recording.
- Positive Steps = Home recording.
- Don't Smoke You Make Me Choke = Gogglebox.
- Beat the Bullies = Gogglebox.
- Think Before You Drink = Gogglebox.
- The Good Health Guide To Drugs = The Access Partnership.
- Sorted = BT/Granada TV.
- Home Safe = BT/Granada TV.
- Share The World = general PSHE.
- Changes = Always.
- Design into Stitch = Jan Beaney.
- Road Safety = Texaco.
- Sex Education = BBC.

### BOOKS

- The New Youth Games Book = RHP.

- Stories For Thinking = Robert Fisher.
- Feelings = Cliff Moon.
- Power Play = Hanbury Plays.
- A Childs Grief = Channel 4.
- Quality Circle Time V.1 = Jenny Mosley.
- I Wonder Why
- My Tummy Rumbles = Kingfisher.
- Finding Out about Managing Waste = Coke.
- Practical Dilemmas = A Compliant ...
- Lil-Lets- advisory Service = Smith + Nephew.
- Thinking About Drinking = Freeway
- Facilitators Game = Connexions.
- Family Lifestyles = Teacher.
- Care for Kids Safety Game = Henley Clinic.
- Will Powers (25) = Child.
- Safety Matters (5) = Safety for All.
- Rupert House School
- Citizenship = Education and.
- Just Like Us = John Grooms.
- Exter & Friends (13) = Safe Kids Pack.
- A Little Ray of Hope (2) = Child ...
- Badgers Parting Gift = Susan Varley.
- My Granddad = Shelia Isherwood.
- One Day We Had to Run = UNCHR.
- Being Friends = Choices.
- Telling the Truth = Choices.
- Felling Angry = Choices.
- Feeling Shy = Choices.

- RSPCA = Talking Action.
- NSPCC = Talking Action.
- Good Healthy Food = Gail Duff.
- Keeping Safe = Michele Elliot.
- Keeping Safe = Margaret Collins.
- Body Facts = The Usborne's...
- Young Citizen @ School = Wayland.
- Young Citizen in The Street = Wayland.
- Young Citizen @ Home = Wayland.
- Young Citizen Growing Up = Wayland.
- Stand Up & Speak Out = Two can.
- No More Secrets For Me = Oralee Wathter.
- Getting Personal (12)  
Book One = Folens
- Getting Personal  
Book Two (12) = Folens
- Feelings = Gorden Aspland.
- Finding out about Child  
Development = Valda Reynolds..
- Child Development  
Volume One- The Child = Valda Reynolds
- Child development  
(Volume two) The Family = Valda Reynolds
- How our Body Works = BBC.
- Happy Heart 2 = Nelson.
- Health for life 1 = Nelson.
- PSHE Stage 2 = Evans Education.
- Felling Happy Felling Safe = Michele Elliot.
- A Social & Personal Development Course

Book 1	=	Lifelines.
• Moral dilemmas @ School...	=	Key Curriculum.
• Ideas For PSHE	=	Ready To Go.
• Games for Thinking	=	Robert Fisher.
• Poems for Thinking	=	Robert Fisher.
• Finding Out About Food	=	Jenny Ridgwell.
• Facts Of Life (4)	=	Osborne.
• Food Fitness And Health (19)	=	Osborne.
• The Facts Of Life	=	Jonathon Miller.
• Why Wash	=	Sarah Doughty
• Have you started yet?	=	Ruth Thomson
• 0-330-33722-x		
• Where did I come from?	=	Peter Mayle
• 0-330-331133-2		
• Sex, Puberty 0-7496-5128-8	=	Jacqui Bailey
• The Puberty Book 0-7171-3226-0	=	W Darvill
• How Will I grow 0-7496-5663-8	=	Mick Manning
• Jordan has a Hearing Loss 0-237-52662-x	=	Jillian Powell
• Sam uses a Wheel Chair 0-237-52663-8	=	Jillian Powell
• Luke has Down's Syndrome 0-23752-671-9	=	Jillian Powell
• Zack has Asthma 0-2375-2664-6	=	Jillian Powell
• My friend is Deaf	=	Anna Levene

- 1-84138-840-8
- Goodbye Mousie = Robert Harris  
0-743-46213-0
- Stranger Danger = Anne Fine  
0-14-130913-X
- Goodbye Mog = Judith Kerr  
0-00-714968-9
- Look out on the Road = Humphrey/ Ramsay  
023752542
- Look out for Strangers “ “  
023752545-3
- Look out by Water = Humphrey/Ramsay  
023752543-7
- Look out at Home = “ “  
023752544-5
- The huge bag of worries = Virginia Ironside  
978-0-340-90317
- Bully = David Hughes  
0-7445-3624-3
- All kinds of people
- 1-85707-067-4 = Emma Damon

## APPENDIX B

### CODE OF BEHAVIOUR

Make school fun for everyone and try your best in everything.

- Be proud of yourself and your school.
- Be respectful to everyone in the school
- Be attentive - listen to others and they will listen to you
- Be responsive to adults' instructions
- Be a team player and include everyone
- Be honest
- Be responsible - care for your own, other people's and the school's property
- Be polite and considerate at all times
- Be calm and quiet as you move around the school
- Be smart - dress tidily
- Be aware of the Anti-Bullying Policy

At the beginning of each school year, the children are reminded of these rules in PSHEE lessons and in Assembly. The Rules are printed in the homework diary for Prep pupils and also in the School Calendar, which is sent to parents.