

## DUMPTON SCHOOL 18 – PHSE HANDBOOK

<b>Person(s) responsible:</b>	<b>Head of PSHE &amp; RSE/Deputy Head (Academic)</b>
<b>Last updated:</b>	<b>September 2023</b>
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### **Philosophy**

The school philosophy states:

*Dumpton aims to educate children in a safe, supportive, caring environment, within a framework of family and Christian values, stressing the importance of teamwork and mutual respect at all times. In addition, we want to help children develop a clear sense of right and wrong, to become confident communicators and to appreciate the importance of good manners, friendliness and tolerance.*

The PSHE Department aims to contribute to the school philosophy by providing our children with the opportunity to express their thoughts and feelings in a caring, positive, confident and structured manner. Our PSHE education encourages respect for other people, particularly in relation to the protected characteristics outlined in the Equality Act 2010.

PSHE contributes to the Spiritual, Moral, Social and Cultural (SMSC) education provided at Dumpton. The PSHE provision actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual tolerance for those with different faiths and beliefs. We incorporate teaching of British values across the curriculum and in assemblies, so that pupils learn right from wrong, understand how citizens can influence decision making and understand that the freedom to hold other faiths is protected by law.

### **Contents**

#### 1.1 Structure

#### 1.2 Prep School Curriculum

#### 1.3 EYFS Curriculum

#### 1.4 KS1 Curriculum

#### 1.5 Policies and Themes

- Health and Safety and Safeguarding
- Content
- Learning support and gifted/able pupils
- Careers Education
- Economic Education

#### **1.1 Structure**

- From the Pre-Prep to Year 8 PSHE is taught by the form or class tutor. Pupils in Year 6-8 also have RSE elements taught via their character education (The Dumpton Way) lessons.
- Year 5 and below have one 55 minute lesson a week and Years 6 have the same per fortnight plus fortnightly The Dumpton Way lessons. Year 7 and 8 have weekly PSHE and fortnightly The Dumpton Way lessons. All prep school forms also have 20 mins form time per week to assist when planning PSHE linked assemblies.
- Each form has an assembly once a term, which is often linked with the PSHE curriculum, giving them the opportunity to present their work to the whole school.
- Visiting professionals also enhance PSHE by providing first-hand guidance to broaden topics that have been undertaken.
- At Dumpton we aim to provide children with a broad knowledge of how society operates in general. This will include public institutions, state-run services and a broad introduction to the political systems of our country.
- Our school runs a school council through which pupils have the opportunity to voice their feelings and thoughts. In turn this gives the sense of democracy, decision making and models our country's political system.
- The curriculum aims to foster an understanding of other cultures, promoting harmony and tolerance between different traditions.
- The curriculum also touches on the outcomes of intolerance. Conflict, suffering, war and the effects on children of cultural hatred, prejudice and mistrust are examined.
- The school takes an active interest in the cultures of others through the inviting of speakers to assembly and 'awareness days'. 'India Day' is an example of Dumpton's whole-school commitment to the appreciation and respect of cultures other than our own, and cross-curricular links are encouraged when exploring appropriate topics.
- It is also understood that PSHE stretches beyond the boundaries of the classroom and that the school has a duty of care to all pupils.
- The tutor system at the school is a vital part of the PSHE structure and a brief time is provided at the end of each school day to allow a tutor to 'touch base' with their tutees before they go home.
- A significant part of the PSHE programme is Relationships Education and Relationships and Sex Education (RSE). This has its own policy and scheme of work, designed to complement the themes covered by the wider PSHE programme.

## 1.2 Prep School Curriculum

- In the Prep School Dumpton has developed its own spiral curriculum to deliver and discuss themes in PSHE and SMSC.
- This is centred around whole school assemblies and visiting speakers over a carefully planned 35 week rotation (see Appendix).
- Each weekly theme is introduced to the whole school on Monday morning in School Assembly. This is then revisited during Form Assemblies in the same week and the children are given the chance to reflect on their experiences in their Friday afternoon PSHE lesson.
- Sometimes, specific activities will be prepared (eg during the European Day of Language), sometimes a simple question or task for the pupils will be all that is required (eg think of an example of when you have overcome a challenge)
- The level of discussion in Friday afternoon PSHE lessons will be commensurate with the age of the children.
- Each theme will be revisited every year, but due to the variation in approach of speakers, teachers and Form Assemblies, it should not become repetitive.
- Instead, we should observe a spiral curriculum, where pupils are exposed to the full range of ideas, topics and themes each year. The level of discussion in PSHE lessons should then increase with increasing levels of maturity from Year 3 through to Year 8.
- Due to the ever-changing nature of PSHE, tutors and teachers are at liberty to change the focus of their lessons.
- Dumpton recognises the importance of allowing these sessions to support the emotional and social development of the children, allowing discussion and sharing of thoughts relating to matters that are outside the bounds of any curriculum.
- Dumpton aims to support children *within a framework of family and Christian values*, and therefore time to discuss matters or problems that arise may result in part or all of a lesson being used for this purpose.
- The Department has begun a programme of resourcing PSHE across the school. The Department has a variety of texts and videos for use when looking at particular topics
- Any PowerPoints or resources linked to School Assemblies will be shared with all Form Tutors who deliver the PSHE lessons
- The Department also relies on the skills and ideas of the form tutors who often develop ideas (sometimes cross-curricular) for themselves.
- Outside of the timetabled PSHE curriculum the department looks to provide visiting speakers/professionals to come to the school. This includes assembly speakers, medical professionals and the police.

## Autumn Term 2023

- Week 1 Living Our Values: School Motto – ‘You can because you think you can’ (Pupil Planner)
  - Week 2 Kindness: School Rule: Treat others as you expect to be treated. Introduction of the Class Charter
  - Week 3 Aim High
  - Week 4 Celebration of other cultures
  - Week 5 Charity: Which ones should we choose (eg Foodbank, Shoebox Appeal)
  - Week 6 Equality, Diversity & Inclusion
  - Week 7 Rights and Responsibilities: Rules & Laws
- Half-term**
- Week 8 Dumpton Way: Resilience
  - Week 9 Respect: (including Remembrance Day)
  - Week 10 Antibullying week
  - Week 11 Learning from our mistakes
  - Week 12 Dumpton Way: Enthusiasm
  - Week 13 Dumpton Way: Empathy
  - Week 14 Christmas Week: Pupil led assemblies

## Spring Term 2024

- Week 1 New Year: Resolutions and target-setting
  - Week 2 E-Safety: Presentations from pupils and visiting speakers
  - Week 3 Health and safety: The Bursar’s Assembly
  - Week 4 Holocaust Memorial
  - Week 5 Healthy Lifestyles: (including Shrove Tuesday)
- Half –term**
- Week 6 Role Models: A pupil led assembly
  - Week 7 World Book Day: The importance of reading
  - Week 8 Overcoming our challenges: A pupil led assembly
  - Week 9 Relationships: friendships and dealing with conflict
  - Week 10 Easter Week: Pupil led assemblies

## Summer Term 2024

- Week 1 British values: St George’s Day
  - Week 2 Debating: What’s in the news?
  - Week 3 Animal Rights: A pupil led assembly
  - Week 4 India Day: Celebration of other cultures
  - Week 5 Careers: What do I want to be?
- Half –term**
- Week 6 World Environment Day
  - Week 7 Young Enterprise Money Week: (including the Fiver Challenge)
  - Week 8 Protecting the environment: Pupil led assemblies
  - Week 9 Reflecting on our achievements:
  - Week 10 End-of Year: Celebrating our successes

### **1.3 Early Years Foundation Stage**

At Dumpton School we offer a broad and balanced Early Years Foundation Stage curriculum for our youngest pupils, which is based upon the Early Learning Goals and the three prime areas and four specific areas of learning. The Early Learning Goals define the expectations for most children to reach by the end of the Early Years Foundation Stage. Underpinning our practice are the themes and commitments of the Early Years Foundation Stage: A Unique Child; Positive Relationships; Enabling Environments; Playing and Exploring; Active Learning and Creating and Thinking Critically. All children are given equal access and opportunities to develop their knowledge and skills in:

Personal, Social and Emotional development

Communication and Language

Literacy

Mathematics

Understanding of the World

Physical Development

Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. Learning takes place both indoors and outdoors.

#### **The Foundation Stage Learning and Development**

At Dumpton School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The EYFS policy on teaching and learning defines the features of effective teaching and learning in school. These features apply to teaching and learning in the Early Learning Foundation Stage just as much as they do to the teaching in Year 1.

The EYFS teaching programme is planned on a two-year basis in Nursery and a one year basis in the Reception classes. We introduce different topics which the children explore through a variety of mediums including books, art, clay, drama, music, ICT, crafts and model making. The children are encouraged to select their own learning situations and their developmental progress is monitored by reference to the Early Learning Goals. The EYFS Autumn, Spring and Summer long and medium term plans specifically identify adult-led Early Learning goals pertaining to Personal, Social Education elements.

As recommended by the DfE Dumpton EYFS follows the SCARF programmes of study which follow the same themes each year with age-appropriate additions as they move through the key stage. Topics include:



Me and my relationships



Valuing difference

Keeping myself safe

## Rights and responsibilities

Being my best

Growing and changing

## **1.4 KS1**

### **Planning and overview**

The KS1 (Y1 & 2) PSHE curriculum has been designed by the teaching teams with links to the 'Smart Learning' scheme (at KS1 level)

#### **Year 1 Autumn Term Focus**

My class, my school.

Taking care of my possessions

Christmas - making gifts for others

#### **Year 1 Spring Term Focus**

Special people

Keeping myself safe

#### **Year 1 Summer Term Focus**

How do I feel?

#### **Year 2 Autumn Term Focus**

Getting to know you

Listening and concentrating

Feelings

Being kind

#### **Year 2 Spring Term Focus**

Friendship

Cooperation

Solving problems

#### **Year 2 Summer Term Focus**

Resolving conflict

Achieving

Changes

## **1.5 KS2**

### **Planning and overview**

Topics for KS2 follow the Scarf programmes of study which follow the same themes each year with age-appropriate additions as they move through the key stage. Topics include:

Me and my relationships

Valuing difference

Keeping myself safe

Rights and responsibilities  
Being my best  
Growing and changing

## **1.6 KS3**

### **Planning and overview**

Topics for KS3 follow the Jigsaw programmes of study which follow the same themes each year with age-appropriate additions as they move through the key stage. Topics include:

Being me in my world  
Celebrating difference  
Dreams and goals  
Healthy me  
Relationships  
Changing me

## **1.7 Policies and Themes**

### **Health and Safety and Safeguarding**

The PSHE Department follows the school guidelines and policies on Health and Safety.

It is essential that pupil safety is considered before *any* activity takes place. Risk assessments must be undertaken (see the school H&S policy) when planning off-site activities and the Estates and Financial Bursars should be consulted regarding appropriate administration and costing.

In the event of a visiting professional or speaker arriving at the school the teacher must ensure that all necessary/appropriate checks have been made and filled in the log for Visiting Speakers, located in the office of the Head's PA.

This will include a DBS check if the individual(s) will be working with pupils unsupervised by a member of Dumpton Staff.

If there is any doubt, a teacher should seek advice from the Head of PSHE or the Bursar

### **Content**

All content used in lessons should be carefully checked by the teacher before it is used.

Due to the nature of PSHE (subject matter and the fact that staff may develop lessons and topics themselves) some topics covered are of a sensitive nature.

A teacher should ensure that material is appropriate for the year group they are working with and suitable for the topic being studied. Teachers must also be aware of pupils who may be sensitive to topics (bereavement etc.) that have been chosen for study. Consultation with the Head of PSHE, Matron and the SMT is advised if there is any doubt.

### **Learning support and gifted/able pupils**

The PSHE Department will provide appropriate differentiated work for pupils with learning support requirements. Tutors will have prior knowledge of those pupils requiring support and the Learning Support Dept. will be consulted where necessary.

Differentiated work will be provided as and when required. Pupils who are gifted/able will be challenged through extension work and tasks promoting further research and discussion.

Please see school policies on learning support in the classroom and support for gifted/able pupils.

## **Economic Education**

Economic education is embedded in the curriculum.

The Maths Department use money problems throughout the course, looking at currency, coin values, money as decimals, % increase/decrease in goods, sales, VAT etc. Children in Need is a whole school event, where teams of pupils run stalls, offering incentives for other pupils/parents to spend their money - the stall-holders then pass on the proceeds to charity.

A Year 8 Business Enterprise Activity involves a degree of financial planning, as does the Dragons' Den for all children, who pitch ideas to the Friends of Dumpton (FoDS), carefully costing their bids.

There is also a Year 4/5 Dumpton Extra-Curricular Award (DECA) scheme which includes Event Planning, raising funds for charity while considering the cost of the event. The Young Enterprises 'Fiver Challenge' has also proved very popular recently and is tied to the Young Enterprise Money week in the Summer Term

We also run a Playing the Footsie activity for Year 8, introducing them to the world of finance, as part of the Leavers' Course.

This is not an exhaustive list, but gives an indication of the activities in place in the broader curriculum

## **Careers Education**

Pupils usually leave Dumpton at 11+ or 13+ to attend local senior schools.

They are some way from deciding their future GCSE/A-level options or career choices, so formal careers education is limited. In the meantime, all pupils follow a broad and varied curriculum keeping all future careers' options open.

Nonetheless, we are an outward-facing school, and expose pupils to all manner of possible careers through visits off-site, visiting speakers or activities undertaken at school.

For example, in recent years in the Pre-Prep we have a visiting vet who talks about their work with animals, or a palaeontologist who talks about fossils with the children.

Higher up the school, we have had visits from poets, artists, writers, professional sportsmen and women, journalists, scientists, engineers, doctors, policemen and women, workers in the entertainment and IT industries, solicitors and dentists who have talked about their careers in School Assemblies or similar.

We also include many trips where pupils see the workplace at first hand. For example, pupils visit (i) a working farm (ii) a supermarket (iii) a Sculpture Park (iv) a Science Centre (v) an Art Gallery and undertake



a range of studies of the countryside and urban areas through geography fieldwork, opening their eyes to the world around them.

Similarly, in school, for example, we may look at the work of a forensic scientist through a CSI Dumpton activity, or the work of an environmental scientist by work in the School Eco Group, or an entrepreneur through the Business Enterprise Activity.

We also challenge Year 2 pupils to tell their teacher what they want to be when they are grown up, which is recorded on the corridor wall.

Similarly, Year 8 pupils make a presentation to the school about their ideas for future careers, in the term before they leave the school.

All such activities generate discussions about the range of possible careers and broaden the knowledge of the pupils and Dumpton in preparation for the outside world.