

Bedales Prep Personal, Social, Health and Economic Education (PSHE) Policy

Implementation date: Autumn 2019
Date/term of last review: Spring 2023

Author	Deputy Head Pastoral
Review body (individual or group)	Head of Wellbeing, Deputy Head Pastoral
Approval Body	Bedales Prep SMT
ISI Regulatory Paragraph Number	2d
Next Review Period	Spring 2024

Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder	✓
Website	Upload
	Signpost
Internal only	
Parent Portal	
For Pupils/Students	

Bedales Prep Personal, Social, Health And Economic Education (PSHE) Policy

Aims and objectives of Wellbeing

Through a relevant, engaging, exciting and integrated PHSE and R(S)HE curriculum, pupils will develop the values, learning skills and traits to become well-balanced, resilient individuals who have the capacity to lead and shape our modern world.

PSHE is delivered at Bedales Prep via a specific named Wellbeing subject lesson and each pupil has a dedicated 30 minutes each week.

In support of Bedales Prep's aims and values, the purpose of providing time to promote Wellbeing for the children is to encourage the pupils' sense of value as individuals, their responsibility towards others, their ability to make increasingly good decisions independently, to manage their own feelings and others', to see their place in the community and to be aware of their environment.

The principles upon which the teaching of Wellbeing at Bedales Prep is founded are:

- A strong mutual respect amongst all and a curriculum that encourages respect for themselves as well as other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Clear and fully embedded pupil-led guidelines to provide a safe and supportive learning environment
- Start where the pupils are. Time is taken to find out what the pupils already know, what they already understand and what they are able to do and say
- A spiral programme which includes new and challenging learning building on what the pupils have already covered
- A positive approach, which does not attempt to induce shock or guilt, but which focuses on what pupils can do to keep themselves and others healthy and safe and to live happy and fulfilling lives
- Offer a wide variety of teaching and learning styles within the Wellbeing lessons with an emphasis on interactive learning
- Provide information which is realistic and relevant and which reinforces positive social norms
- Encourage pupils to reflect on their learning and the progress they have made and to transfer what they have learnt into their day-to-day lives
- Recognise that the Wellbeing lessons are only a small part of what Bedales Prep can do to help a pupil to develop the knowledge, skills, attitudes and understanding in order for them to fulfil their potential
- A whole-school approach to ensuring that pupils experience positive relationships with adults, feel valued and those who are most vulnerable for whatever reason are identified and supported

At Bedales Prep, the Wellbeing syllabus aims to provide pupils with:

- opportunities to think critically with accurate, balanced, age-appropriate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to develop positive personal attributes such as resilience, self-belief, self-efficacy,

- self-discipline, self-awareness and empathy
- the ability to make informed choices and take responsibility for those choices
- clear attitudes and values and opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the ability to co-operate with others, as well as make and sustain healthy relationships based on mutual respect
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Staffing

Wellbeing is taught by a dedicated member of staff, the Head of Wellbeing, who is a trained specialist in the subject. However, Bedales Prep recognises that all members of the school community – including parents, pupils and staff – are involved in educating, encouraging and embodying the principles highlighted above, in conjunction with the Bedales Prep Values. All staff, including teaching, support, catering, facilities, medical and domestic, play a role in the welfare and wellbeing of the pupils at Bedales Prep. It is however the specific responsibility of the Head of Wellbeing to plan and deliver the Wellbeing lessons throughout the school.

This approach to the teaching of Wellbeing provides a strong pastoral web, tackling issues in a class group, tutor group, community, whole-school and academic manner. The Wellbeing scheme of work provides a more comprehensive view of the annual programme.

Teaching of Wellbeing

Wellbeing is taught in a dedicated space designed to promote a safe space for discussion and openness. The subject is taught for a single lesson each week and covers the topics identified in Appendix I through a spiral programme of study; the topics include physical wellbeing, emotional wellbeing, social wellbeing, relationship (and sex) education, health education, online safety and DATE. Please see separate Relationships (and Sex) Education Policy for details of how and when this is taught.

Wellbeing is taught through active learning methods including:

- Brainstorming
- Small group. Paired and whole group discussions
- Reporting back
- Listening exercises and experiments
- Questionnaires and quizzes
- Situation cards and photographs
- Case studies
- Documentary and film clips
- Role play

Differentiation

Within the teaching of Wellbeing, due consideration is given to both the lesson content and pedagogy based on the protected characteristics, as outlined in the Equality Act 2010, as well as any special educational needs.

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated and all contributions will be valued and respected. This is facilitated by having a strong set of ground rules which are clearly outlined and adhered to by teachers and pupils. The

'ROCKS Rules' are as follows:

- Respect (to self and others)
- Open
- Confidential
- Kind
- Safe

Teachers may need to adapt or use different resources and activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to all pupils.

Managing questions

- The way in which questions from pupils are managed falls under the ROCKS rules. Clear parameters of what is appropriate and inappropriate in a whole-class setting are made clear.
- If a question is too personal, the teacher should remind the pupil of The ROCKS rules.
- Pupils are given the right to 'pass' on a question.
- The teacher will make the child feel valued with their question, but, if not appropriate to be answered in a whole class group, an arrangement will be made to talk after the lesson or at another convenient time.
- Pupils are reminded to laugh **with** and not **at** someone.
- If the teacher is concerned that a pupil is at risk of abuse or harm, the DSL will be informed, and the usual safeguarding and child protection procedure followed.

Wellbeing within the wider school

Wellbeing is embedded in the day-to-day life of Bedales Prep for pupils and staff alike. Elements of the Wellbeing curriculum are also covered in other subject areas. For example, Internet Safety and Harms and Online Relationships form part of the Digital Learning curriculum. Physical Health and Fitness is also covered in PE lessons. As well as this, Healthy Eating, Health and Prevention, Changing Adolescent Bodies and elements of the RSE programme of study are woven into the Science curriculum.

In addition, other areas of school life aid the delivery of Wellbeing to pupils. These include:

- The School Council provides pupils with a voice in the running of Bedales Prep.
- Tutor-times are used to discuss issues ranging from encouraging healthy friendships to current affairs. Tutor times are also used for 'Bee Time' where the pupils take time for themselves and 'Pupil-led Times' when pupils present to each other on a variety of topics.
- Assemblies provide opportunities for many Wellbeing topics to be covered, including mock elections & democracy, religions around the world, health and safety, community values, respect, tolerance, etc. At Bedales Prep, at the beginning of assemblies, the pupils themselves give notices to advise on matters, from lost property to the announcement of an upcoming child-led event.
- All pupils are regularly encouraged to devise and present their own assemblies with guidance and support, when appropriate, from staff. Both Blocks and Groups children have recently delivered personal assemblies, fulfilling numerous aims of the Wellbeing Curriculum including 'personal achievement', 'building confidence', 'self-reliance' and 'self-motivation.'
- JAW assemblies on Friday afternoon may involve a presentation from a visiting speaker to give an inspirational talk regarding their lives. Guest speakers have spoken about their life as authors, poets, sports people, actors, explorers, dancers and journalists.
- School trips and visits, including Camps' Week, and team building days. All Forms, from Group

1 to Block 2, experience a week away on camp. This can often be the first truly independent period away from home for some of the Group 1s and is an invaluable period to boost areas of self-reliance, responsibility, co-operation and sustaining good relationships.

- HOPIT Fair – a pupil led community event which raises money (Helping Other People in Trouble)
- All of Block 2 are trained as Peer Listeners to help pupils in the school.
- As well as teaching healthy eating in the classroom, all staff on duty in the Dining Hall carefully monitor and promote the importance of eating the rainbow at mealtimes.
- Visiting speakers and organisations are used to support the Bedales Prep staff in their delivery of Wellbeing.
- Online Safety is covered by regular visitor, Karl Hopwood, who delivers age-appropriate workshops to all Bedales Prep pupils.
- Teen Tips is an online resource for parents, staff and pupils alike. Its founder, Alicia Drummond (Child Psychologist) also attends school to deliver staff training, parent workshops and pupil presentations.

Assessment

At the beginning and end of topics, the pupils are assessed by either informal verbal assessment or more formal written assessment. The methods of assessment allow the teacher to gauge where to pitch the subject content based on each individual pupil's response. During Wellbeing lessons, the pupils also take a mental health assessment each term which opens dialogue, gives an x-ray of their feelings and informs interventions and support. More formal assessments tools are used throughout the programme, for example '3 Houses', 'What Jars me', 'Wellbeing profile questionnaire' and 'Letter to self'.

Appendix 1: Spiral Programme of Wellbeing

Wellbeing @ Bedales Prep School - A life lived in harmony

Maslow emphasised the importance of self-actualisation, which is a process of growing and developing as a person in order to achieve individual potential.

Maslow's Triangle & The Wellbeing Wheel



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Group 1	My Wellbeing	My Wellbeing	My Friends and Me	My Friends and Me	My Body	My Body
Group 2	My Wellbeing	My Wellbeing	Amazing Me!	Calm Me	My Body	My Body
Group 3	My Wellbeing	My Resilience	My Body	My Body	Amazing Me!	Calm Me
Block 1	My Wellbeing PERMAH	My Wellbeing PERMAH	My Wellbeing PERMAH	My Safety	My Body	My Body
Block 2	My Wellbeing	My Resilience	My Body	My Body	My Safety	Leaver's Program. Careers Restorative program
Whole School Inter/Nat ional	Pupil voice week Pupil voice conference Black History month	Harmony Week Anti- Bully week (Nov) International Men's Day HOPiT fair	Pupil Voice Conference RAK week (Feb) Children's MH week (Feb)	International Woman's Day	Stress awareness month (April) Mental Health awareness week (May)	

	RAK week Badley Day Harvest Food donation	Internet Safety Diwali World Kindness Day- Children in need Christmas Food donations	LGBTQ+ History month		Camps week Pupils Voice Conference	
Parents 'lets talk'	STOP & BREATHE Talking Flower Karl Hopwood- Internet safety	Character Strengths	National Book Day Talk Dr Aric Sigman- Body image	Neurodiversity Week talk	Teen Tips RSE	
Bedales pupils 'lets talk'				Neurodiversity		

A1: Exam results and change in attainment over time	The change in pupils' attainment levels over time, including evidence from externally standardised tests and examination results.	Pre and post topic evaluation, Spiral programme.
A2: Knowledge, skills and understanding.	The development of pupils' knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education).	Small group, paired and whole group discussions, Brain-storming, Heathy debates, Reporting back, Questionnaires, Quizzes, Situation cards, Case studies, Agony Aunt, Documentaries and film clips, Role play.
A3: Communication	The development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning.	Small group, paired and whole group discussions, Brain-storming, Heathy debates, Reporting back, Situation cards, Case studies, Agony Aunt, Role play. Active listening skills, Ask-it-basket. End of lesson card.
A4- Numeracy	The development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning	
A5- ICT	The development of their competence in information and communication technology and its application to other areas of learning.	Online Safety- Keeping ourselves safe online

A6- Study Skills	The development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise.	Mindfulness, Mindapples, Mood Boosting Jar, Happy breathing, Finding your 'tap',
A7 – Academic and other achievements	Their achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts.	The importance of failure and your bounce back ability
A8 – Attitudes	Their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning.	Mindset, Role modelling, Character strengths, If I feel ok, I act ok.
P1: Develop their self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives.		My Wellbeing, STOP & BREATHE, Flower Power, My Happy Mind, DOVE project, Body image, RSE, Cards against anxiety, Upstander, Safeguarding.
P2: Understand that the decisions they make are important determinants of their own success and well-being.		Healthy Relationships/Unhealthy Relationships, Relationship Boundaries, Empathy, The cross roads, Get out of jail cards, Choices. Koko- I've got your back. Koko- Resilient.
P3: Develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other.		Maslow's triangle. Wants and Needs, Gratitude journals, 3 good things.
P4: Distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others.		Reflection sheet, Restorative thinking, Children's Rights and Responsibilities, Playground conduct, School values, Great Dunhurst v Grotty Dunhurst. DATE, RSE. BRAVING
P5: Are socially aware and so are able to work effectively with others, including solve problems and achieve.		Friendship 4, Mediation, Stop, Breathe, Think, ROCKS rules
P6: Fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society.		Bystander-Upstander, RAK-tivator training, HOPiT, HOPiT Fair, Food Bank collection,
P7: Respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.		Friendship 4, RSE, Families.
P8: Know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.		My Happy Mind, Keys to Happier Living, RSHE- I saw your willy. NSPCC- Speak out, Stay safe. School values, Playground conduct. STOP & BREATHE

Collaboration

- Self confidence
- Communication
- Listen to understand
- Teamwork
- My strengths

Resilience

- Reaction to change
- The power of YET
- Growth mindset
- Perfection
- Failure

Leadership

- Empathy
- Recognise your strengths
- Values
- Team work
- Dream big

Physiological Needs - I am comfortable

The basic physiological needs. Things that are vital to our survival.

- Food
- Water
- Breathing (air)
- Warmth (temperature)
- Shelter
- Clothing

Healthy eating

CRC

Security and Safety Needs - *I am safe*

The need for security and safety.

- Health and wellness
- Safety against accidents and injury.
- Personal security
- Online safety

DATE
E-safety
Buddy Journals
10 Keys to happier living
Mindapples
Action for happiness
Online relationships

CRC

Being safe
Mental Health
Online relationships
Drugs, alcohol and tobacco
Health and prevention
Basic first aid
Online and media
Being safe
Internet safety and harms
Physical health and fitness
Drugs, alcohol and tobacco
Health and prevention
Basic first aid

Love and belonging- Social Needs - I belong

The social needs in Maslow’s hierarchy include such things as love, acceptance, and belonging. At this level, the need for emotional relationships drives human behaviour.

<ul style="list-style-type: none"> • Friendships • Romantic attachments • Family • Social groups • Community groups • Churches and religious organisations • Sense of connection • Belonging • Knowing my tribe 	<p>My friends, Badley and I RAK-tivator training Buddy Journal RSE 10 Keys to happier living Mindapples Action for happiness</p> <p>CRC</p>	<p>Families and people who care for me Respectful relationships Changing adolescent body Respectful relationships, including friendships Families Intimate and sexual relationships, including sexual health Changing adolescent body</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

In order to avoid problems such as loneliness, depression, and anxiety, it is important for children to feel loved and accepted by other people. Personal relationships with friends, family play an important role, as does involvement in other groups that might include religious groups, sports teams, book clubs, and other group activities.

Esteem Needs - I am known

<ul style="list-style-type: none"> • Self-Esteem • Self-Worth • Self-Efficacy • respect • achievement • confidence • recognition • accomplishment • self-confidence 	<p>My friends, Badley and I Buddy Journal RSE</p> <p>CRC</p>	<p>Mental Wellbeing</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	-------------------------	--

A person's overall sense of self-worth or personal value - how much you appreciate and like yourself. This is the need for appreciation and respect. At this point, it becomes increasingly important to gain the respect and appreciation of others, self-esteem and personal worth. People need to sense that they are valued by others and feel that they are making a contribution to the world. Participation in professional activities, academic accomplishments, athletic or team participation, and personal hobbies can all play a role in fulfilling the esteem needs.

Self-Actualisation Needs - *I am me!*

I have the desire to become the most I can possible be.

I aim to be the best version of myself!

Self aware and aware of personal growth.

I am aware of my own feeling and others.

I can show empathy for others.

I am resilient and can reflect on my failures and see them as a leaning opportunity.

I understand a healthy relationship with boundaries.

I have self respect and respect for others.

I treat others how I wish to be treated.

I am responsible for my own actions

At the very peak of Maslow's hierarchy are the self-actualisation needs. The need people have to achieve their full potential as human beings. Feeling fulfilled with themselves and to be doing the best that they are capable of doing.

I can reach my full potential.

