

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

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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 1 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.

Appendix 1: Spiral Programme of Wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Group 1	My Wellbeing		My Tribe & Me		My Body	
Group 2	My Wellbeing & Resilience		Amazing Me!		My Body	
Group 3	My Tribe & Me	My Resilience	My safety	Amazing Me!		My Body
Block 1	My Wellbeing – PERMAH		My Mental Health	My Safety	My Body	
Block 2	My Tribe and Me	My Safety	My Mental Health		My Body	

