

## DUMPTON SCHOOL 18 – PSHE HANDBOOK

<b>Person(s) responsible:</b>	<b>Head of PSHE &amp; RSE/Deputy Head (Academic)</b>
<b>Last updated:</b>	<b>September 2024</b>
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<b>Next review:</b>	<b>September 2025</b>

### Aims

The PSHE Department aims to contribute to the school's ethos and values 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.

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## 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'. 'International Day of Languages, and our various Global Citizenship projects to support global issues' are examples 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.
- 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.
- The School has weekly 'themes of the week' which explore elements of PHSE/Character Education as well as promoting the school's values and ethos
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- The school uses the SCARF and Thoughtbox resources and curriculum planning to structure the curriculum PSHE lessons that are delivered by form tutors

### **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 is delivered using the Thoughtbox – Triple wellbeing Curriculum. All topics are categorised as either ‘Self-care’, People-care’ or Earth-care’.

### **Year 1**

**Awes & Wonder** - Lessons inspire young people to engage with their sense of curiosity, inviting and exploring the feeling of awe and wonder in their everyday lives. Activities help to appreciate wonder in the everyday as well across the wider world, encouraging learners to ask bigger, deeper questions and feel engaged and confident with embracing the ‘unknown’. Discussions help young people to connect with the mystery and magic of life.

**Equality & Justice** - Lessons examine the meaning of equality, justice and ‘fairness’, exploring examples of inequality in our communities and societies and how these affect our world. Discussions explore equality for marginalised peoples and those often not given a voice - including the natural world. Lessons help strengthen empathy and awareness of historical and current inequity in our society, inviting young people to consider ways to practice fairness in their own lives and communities.

**Changing Climates** - Using stories from across the global landscape, lessons explore the root causes & effects of climate change, helping to understand more about the impact of fossil fuels and extractive human-actions and explore the impact of climate change on human and non-human communities. Discussions explore a wide range of global perspectives and active changemakers to help inspire young people with the tools for resilience, agency and empowerment.

**Identity** - Lessons explore our identity in the world, thinking about the relationship between who we are and who we are told to be by the world around us. Activities explore how we relate with ourselves and others on and offline, and the different influences on our identities. Discussions encourage introspection, exploring cultural influences and understanding how to tap into our authenticity to help form our true identity.

**Home** - Lessons encourage empathic engagement with people experiencing homelessness, understanding some of the root causes of homelessness as well as how it might feel to be living without a home. Discussions and activities help to reflect on feelings of homesickness, what the feeling of a home might be and how to make somewhere into a home, helping explore ways to help people feel ‘at home’ in our communities.

### **Year 2**

**Clothes** - Lessons encourage empathic engagement with people experiencing homelessness, understanding some of the root causes of homelessness as well as how it might feel to be living without a home. Discussions and activities help to reflect on feelings of homesickness, what the feeling of a home might be and how to make somewhere into a home, helping explore ways to help people feel 'at home' in our communities.

**Social Media** - Lessons explore the different ways we communicate, journeying across history to look at our evolved forms of communication. Discussions invite reflection on the role social media plays in supporting communication, examining the benefits and challenges of our online world. Lessons explore practices to develop healthy relationships with social media, sharing tools and positive practices for online communication.

**Groups & Gangs** - Lessons explore our inherent need to belong, journeying through our evolution in groups, gangs and communities. By exploring the behaviour of animals as well as humans, discussions encourage reflection about pack mentality and herd behaviour to identify similar patterns of behaviour. Lessons explore the feeling of belonging, looking in particular at social dynamics and behaviour patterns and the different groups that make up our communities

**Food** - Lessons explore the links between land, culture and food and the different food choices we have. Discussions engage with our food habits and systems, looking at what influences our choices as well as the ethics of our food production and consumption. Activities explore different food futures, looking together at how our food choices can contribute to more healthy and sustainable ways to feed the world.

**Love & Relationships** - Lessons explore the different relationships in our lives, examining how they shape us and make us feel. Discussions explore practices for building healthier relationships with ourselves and others, discussing ways to respond to conflict or friction in our relationships. Lessons explore the different qualities of relating to ourselves and others, understanding how relationships shape our behaviours and can help us to feel more deeply connected to the world around us.

**Happiness** - Lessons explore what the sensation of happiness feels like, reflecting on the meaning of happiness in our lives and the different ways we all find happiness. Discussions reflect on the relationship between success and happiness in our cultures and how to generate joy in our lives. Activities help explore our whole emotional landscape, exploring emotions and reflecting on ways to strengthen emotional health in ourselves and others.

## **1.5 KS2**

### **Planning and overview**

Topics for KS2 continue the Thoughtbox programmes of study, following the same themes each year with age-appropriate additions as they move through the key stage. Topics include:

### **Year 3**

**Habitats** - Lessons reflect on the causes of habitat loss around the world, inviting reflection on how to share space with other species. Lessons connect with some of the inhabitants of the rainforest, learning about some of the threats to indigenous communities and the wider natural world caused by human behaviour. Activities help engage with local wildlife, reflecting on how to live more harmoniously with the natural world around us.

**Global Cultures** - Lessons examine some of the ways in which our identities are shaped by our cultures, thinking about where culture comes from and how it is linked to land, tradition, history and storytelling. Discussions and activities explore cultural diversity across the world, helping young people to appreciate and engage with our similarities and differences whilst celebrating the rich and diverse cultures right across the world.

**Kindness & Care** - Lessons engage with acts of kindness and the good feelings generated in the giving, receiving and witnessing of kindness. Discussions examine our natural tendencies to help others, thinking about charity and ethics and the impacts – good and bad - of volunteering our time or expertise to help others at home and in other countries. Lessons inspire practices to foster a culture of care for ourselves, others and the rest of the natural world.

**Waste** - Lessons invite a closer look at the rubbish that we make and why we produce so much waste. Discussions reflect on where rubbish goes when thrown ‘away’, exploring the different sorts of waste that humans produce and why there’s no waste in nature. Activities welcome creative engagement with different ways we can be more conscious and cut down on our waste.

**Faith & Spirituality** - Lessons invite a closer look at the rubbish that we make and why we produce so much waste. Discussions reflect on where rubbish goes when thrown ‘away’, exploring the different sorts of waste that humans produce and why there’s no waste in nature. Activities welcome creative engagement with different ways we can be more conscious and cut down on our waste.

### **Year 4**

**Journeys** - Lessons explore stories of people who have been forced to leave their homes and countries in order to find safety, exploring why this might happen and what challenges people face when trying to find safety in a new community. Discussions explore the impact of labels on our perceptions, examining some of the language and emotions often used when talking about displaced people. Activities explore how passports dictate our freedom to move freely around the world and how cultural diversity enriches all of our lives.

**Water** - Lessons explore the value of water in our lives - both in our bodies and across our ecosystems - whilst exploring some of the threats of pollution and waste in our waters.

Discussions explore stories of communities experiencing water extremes through floods or droughts, welcoming reflection on better ways to consume water in our daily lives and be more mindful and appreciative of its essential value in our daily lives.

**Awe & Wonder** - Lessons inspire young people to engage with their sense of curiosity, inviting and exploring the feeling of awe and wonder in their everyday lives. Activities help to appreciate wonder in the everyday as well across the wider world, encouraging learners to ask bigger, deeper questions and feel engaged and confident with embracing the 'unknown'. Discussions help young people to connect with the mystery and magic of life.

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## Year 5

**Identity** - Lessons explore our identity in the world, thinking about the relationship between who we are and who we are told to be by the world around us. Activities explore how we relate with ourselves and others on and offline, and the different influences on our identities. Discussions encourage introspection, exploring cultural influences and understanding how to tap into our authenticity to help form our true identity.

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## Year 6

**Food** - Lessons explore the links between land, culture and food and the different food choices we have. Discussions engage with our food habits and systems, looking at what influences our choices as well as the ethics of our food production and consumption. Activities explore different food futures, looking together at how our food choices can contribute to more healthy and sustainable ways to feed the world.

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## 1.6 KS3

## **Planning and overview**

Topics for KS3 continue the Thoughtbox programmes of study, following the same themes each year with age-appropriate additions as they move through the key stage. Topics include:

Global Cultures  
Charity & Ethics  
Waste  
Faith & Spirituality  
Immigration & Refugees  
Water  
Social Media  
Groups & Gangs

To complement these topics and to tie in with some of the RSE requirements other topics include:

**Health & Safety** – Understanding the importance of looking after ones own physical health including self-examinations, vaccinations and personal hygiene. Pupils will learn how to access health services, use defibrillators and will learn strategies to

**Money Matters/Careers** – Understanding the skills and qualities required to engage in enterprise and how to access the next stages of educations whether vocational or academic qualifications linking to different professional outcomes. Recognising financial exploitation in different contexts e.g. Online scams, drugs.

**Drugs & Addiction** – Information on substance abuse, legalities of drugs and other substances and health risks related to their use. Awareness effects of dependence and addiction and how to access help.

**First Aid** – Pupils will be able to access basic first aid, course delivered by professionals.

## **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 Dumpton Friends, carefully costing their bids.

There is also a Year 3/4/5 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

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 are involved in a careers project as part of their Leavers' Course, which includes choosing future job roles, preparing a CV, and then undergoing an interview process for the role with members of the staff team.

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.