



**DULWICH PREP LONDON**

Values & Academic Excellence since 1885

## **PSHCE AND RELATIONSHIPS EDUCATION POLICY: EARLY YEARS AND PRE-PREP**

*This policy applies to Early Years and Pre-Prep. For Lower School, Middle School and Upper School, please refer to (i) Relationships And Sex Education (RSE) Policy: Lower School, Middle School and Upper School and (ii) Personal, Social, Health, Citizenship And Economic Education (PSHCE) Policy: Lower School, Middle School and Upper School.*



### **Persons responsible for this policy:**

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# EARLY YEARS AND PRE-PREP - PSHCE AND RELATIONSHIPS EDUCATION POLICY

## I. INTRODUCTION

At Dulwich Prep London, our Personal, Social, Health, Citizenship and Economic Education (PSHCE) curriculum:

- promotes the moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## 2. PSHCE

We teach Personal, Social, Health, Citizenship and Economic Education to underpin children's development as people and because we believe that this also supports their learning capacity. Please note that Personal, Social and Emotional Development (PSED) is taught in Early Years, however, we will refer to this as part of PSHCE throughout the rest of this policy.

We value PSHCE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice, and to equip them for life and learning.

We include the statutory Relationships and Health Education, within our PSHCE Programme, in accordance with the Department for Education (DfE) Relationship and Sex Education guidance.<sup>1</sup>

To ensure progression, we follow the Jigsaw Programme, a mindful approach to PSHCE, in Nursery, Reception, Year 1 and Year 2 as our chosen teaching and learning programme and tailor it to our pupils' needs. This programme's complementary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this important curriculum area. It also contributes to the school's Safeguarding and Equality and Diversity policies, the Government's British Values agenda, and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The Jigsaw Early Years programme follows the new statutory PSED guidance (effective from September 2021) and contributes to:

- Physical Development;
- Personal, Social and Emotional Development; and
- Understanding the World.

The Jigsaw Programme is aligned to the 'PSHE Association' Programmes of Study for PSHCE.

### **3. MORALS AND VALUES FRAMEWORK**

PSHCE should contribute to the promotion of spiritual, moral, social and cultural development of pupils. Teachers of PSHCE, including visitors, are expected to:

- Help and encourage pupils to respect and value themselves and others;
- Support and encourage pupils to take responsibility for their actions; and
- Provide a friendly and supportive environment, in which pupils are able to share their opinions, ask questions openly, and develop their understanding.

The personal beliefs and attitudes of teachers will not influence their teaching of PSHCE. Teachers of PSHCE and visitors are expected to teach, following the agreed values framework, as per the school's policy.

### **4. ORGANISATION OF TEACHING AND LEARNING**

We allocate a 15-25 minute lesson to PSHCE each week in order to teach the PSHCE knowledge and skills in a developmental, differentiated and age-appropriate way. These lessons are reinforced and enhanced in many ways including through the School Values, use of Excellent Learning characteristics and in assemblies. A class teacher delivers the weekly lesson to their class in Nursery and Reception and a specialist teacher delivers the weekly lesson to each class in Year 1 and Year 2. During the year, teachers of PSHCE will receive training in order to enhance teaching and learning of this subject and to share good practice.

Before starting PSHCE lessons, the Jigsaw Charter is discussed and agreed by the pupils. The establishment of these ground rules will help the teacher to create a safe environment for open class discussions. We use a range of informal assessment methods, such as observations and discussions, to monitor pupil progress. Lessons are planned to ensure that pupils of different abilities are suitably challenged.

## **5. RELATIONSHIPS EDUCATION**

The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education. Some of the outcomes are also taught elsewhere in Jigsaw. For example, the 'Celebrating Difference Puzzle' helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **6. HEALTH EDUCATION**

Whilst the 'Healthy Me Puzzle' (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw. For example, emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown through the Connect us activity, and respect is enhanced through the use of the Jigsaw Charter.

Parents and carers will not be able to withdraw their child from any aspect of Relationships or Health Education.

## **7. DEALING WITH QUESTIONS**

Clear boundaries for questioning are established and ground rules set in place, determining what is appropriate and inappropriate. Pupils are allowed to ask questions anonymously through a question box. Where possible (and appropriate), teachers will endeavour to answer pupils' questions honestly and openly. However, if a pupil asks a question that a teacher is not comfortable with answering, then a provision will be made to ensure the needs of that pupil are met. If a pupil asks a question that raises a safeguarding concern, the teacher will report this to the Designated Safeguarding Lead (as per the school's Safeguarding Policy).

## **8. USE OF VISITORS**

Visitors to the school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to PSHCE lessons. When using external speakers to deliver aspects of our PSHCE programme, we will ensure that these speakers enhance, not replace, our teaching throughout the year. They will be given a copy of this policy and will be expected to work within the values framework described within (see 'Morals and values framework' section in this policy).

The school will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PSHCE programme, and the learning objectives of their presentation will be agreed in advance and checked prior to their visit. Staff will be present to manage the learning and ensure that it is safe. They will be briefed and taught how to 'stop' the presentation if at any point they deem it inappropriate.

## **9. EQUALITY, INCLUSION AND SOCIAL JUSTICE**

We are also committed to a PSHCE programme that makes every pupil feel valued and included and is relevant to them. This means we are committed to an inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching PSHCE.

An inclusive approach at Dulwich Prep London will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

## **10. CONFIDENTIALITY AND SAFEGUARDING**

Teachers are aware that relationships education may lead to the disclosure of a safeguarding issue. The teacher will report this to the Designated Safeguarding Lead, in line with the school Safeguarding Policy procedure. All teachers have up-to-date safeguarding training and cannot promise confidentiality if there are concerns about a pupil.

## **11. LINKS WITH OTHER DOCUMENTS AND POLICIES**

This policy should also be read in conjunction with the following documents:

- Curriculum Policy;
- PSHCE Policy: Lower School, Middle School and Upper School;
- Relationships and Sex Education (RSE) Policy: Lower School, Middle School and Upper School;
- SMSC Policy;
- Safeguarding (Child Protection) Policy;
- Anti-Bullying Policy; and
- E-Safety Policy.

## **12. MONITORING AND EVALUATION OF THIS PROGRAMME AND POLICY**

This policy will be reviewed annually. This policy and the delivery of the PSHCE programme are monitored by the Head Master, the school Safeguarding Governor, and the Head of PSHCE. The effectiveness of the programme will be evaluated through the assessment of pupils' learning and lesson observations.

## APPENDIX I

### CURRICULUM CONTENT

Jigsaw covers all areas of PSHCE including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across Nursery, Reception, Year 1 and Year 2, the learning deepens and broadens every year.

Puzzle (Unit)	Content
<b>Being Me in My World</b>	<p><b>Early Years:</b> <i>Self-identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities</i></p> <p><b>Year 1:</b> <i>Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter</i></p> <p><b>Year 2:</b> <i>Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings</i></p>
<b>Celebrating Difference</b>	<p><b>Early Years:</b> <i>Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself</i></p> <p><b>Year 1:</b> <i>Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone</i></p> <p><b>Year 2:</b> <i>Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends</i></p>
<b>Dreams and Goals</b>	<p><b>Early Years:</b> <i>Challenges, Perseverance, Goal-setting, Overcoming obstacles, Seeking help, Achieving goals</i></p> <p><b>Year 1:</b> <i>Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success</i></p> <p><b>Year 2:</b> <i>Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group cooperation, Contributing to and sharing success</i></p>
<b>Healthy Me</b>	<p><b>Early Years:</b> <i>Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety</i></p> <p><b>Year 1:</b> <i>Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness</i></p> <p><b>Year 2:</b> <i>Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food</i></p>
<b>Relationships</b>	<p><b>Early Years:</b></p>

	<p><i>Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</i></p> <p><b>Year 1:</b>  <i>Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships</i></p> <p><b>Year 2:</b>  <i>Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships</i></p>
<b>Changing Me</b>	<p><b>Early Years:</b>  <i>Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations</i></p> <p><b>Year 1:</b>  <i>Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change, Transition</i></p> <p><b>Year 2:</b>  <i>Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition</i></p>