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# PSHE HANDBOOK

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Marlborough House  
Vinehall

A REPTON SCHOOL

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PERSONAL, SOCIAL, HEALTH AND  
ECONOMIC EDUCATION

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# Marlborough House Vinehall

A REPTON SCHOOL

## SCHOOL VALUES



### EMPATHY

**Empathy** is trying to understand how others may be feeling, and choosing to be considerate to show we care about them. We listen patiently and respond kindly in order to build trust.



### COURAGE

**Courage** is being brave in the face of difficulties, persisting and being creative to overcome challenges. We have a go at everything and enjoy the opportunity to grow.



### RESPECT

**Respect** involves treating others the way they would like to be treated, by listening, being polite and accepting differences. We respect ourselves, others in our community, and our environment.



### AMBITION

**Ambition** encourages us to do better, set high standards, and take the initiative. We drive ourselves to be the very best version of ourselves.

## Introduction to the PSHE Department

We teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us comprehensive, carefully thought-through schemes of work which bring consistency and progression to our children's learning in this vital curriculum area. The Jigsaw programme has been fully rolled out across the whole school as it has a strong focus on preparing children for the future, whether considering monetary budgeting or future careers. Goal setting and future thinking form the main lens of the Spring 1 scheme of learning. The overview of the Jigsaw programme is available on demand.

Jigsaw also supports the 'Personal Development' and 'Behaviour and Attitude' aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

<sup>1</sup>

The core principles of the 'Every Child Matters' within the Children's Act 2004 are at the heart of PSHE Education and this policy aims to enable each pupil to learn how to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

At Marlborough House Vinehall, we believe that PSHE Education is learning skills needed for life.

### Aims and Values

In the Prep School, our aim is to protect and celebrate childhood, whilst also ensuring that the children are ready for what comes next. When the children leave at the end of Year 8, they depart as confident young people, equipped with the knowledge, skills and values that will enable them to flourish at senior school and in the world that awaits them.

Our values are embedded across the curriculum, enabling our children to become creative and critical thinkers able to flourish and excel as modern global citizens in the twenty-first century world.

Through our PSHE provision, we aim to:

- teach children facts, such as those relating to health issues, which are elemental to their growth and development as individuals and as members of a particular community.
- help children to understand concepts, such as tolerance, respect and liberty, which are foundational to a liberal and democratic society.
- enable children to acquire skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interact with others.

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- encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues.

The skills, knowledge, understanding, attitudes and values inherent to the teaching of PSHE are contained within four commonly accepted strands as follows:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as British citizens whilst understanding their global role.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people and faiths.

These four strands are broken down into clear concepts and are taught to our pupils at Marlborough House Vinehall.

## Outcomes for Early Years Foundation Stage

### Self-confidence and Self-awareness

The children are encouraged to:

- Show an interest in classroom activities through observation or participation.
- Dress, undress and manage own personal hygiene with adult support.
- Display high levels of involvement in self-chosen activities.
- Dress and undress independently and manage own personal hygiene.
- Select and uses activities and resources independently.
- Continue to be interested, motivated and excited to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention and concentrate.
- Sustain involvement and persevere, particularly when trying to solve a problem or reach a satisfactory conclusion.

### Making Relationships/Managing Feeling and Behaviour

The children are helped to:

- Play alongside others.
- Build relationships through gesture and talk.
- Take turns and share with adult support.
- Work as part of a group or class, taking turns and sharing fairly.
- Form good relationships with adults and peers.
- Understand that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.
- Consider the ideas of others.

### Managing Feelings and Behaviour

The children are encouraged to:

- Separate from main carer with support.

- Communicate freely about home and community.
- Express needs and feelings in appropriate ways.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
- Develop respect for own culture and beliefs and those of other people.
- Consider the consequences of words and actions for self and others.
- Display a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

### Outcomes for Pre-Prep: Year 1 and Year 2 (Key stage 1)

#### Developing confidence and responsibility and making the most of their abilities.

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- to share their opinions on things that matter to them and explain their views.
- to recognise, name and deal with their feelings in a positive way.
- to think about themselves, learn from their experiences and recognise what they are good at.
- how to set simple goals.

#### Preparing to play an active role as citizens.

Pupils should be taught:

- to take part in discussions with one other person and the whole class.
- to take part in a simple debate about topical issues
- to recognise choices they can make and recognise the difference between right and wrong.
- to agree and follow rules for their group and classroom and understand how rules help them.
- to realise that people and other living things have needs, and that they have responsibilities to meet them.
- that they belong to various groups and communities, such as family and school.
- what improves and harms their local, natural and built environments and about some of the ways people look after them.
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

#### Developing a healthy, safer lifestyle.

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing.
- to maintain basic hygiene.
- how some diseases spread and can be controlled.
- about the process of growing from young to old and how people's needs change.
- the names of the main parts of the body.
- that all household products, including medicines, can be harmful if not used properly.
- rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe.

## Developing good relationships and respecting differences between people.

Pupils should be taught:

- to recognise how their behaviour affects other people.
- to listen to other people, play and work co-operatively.
- to identify and respect the differences and similarities between people.
- that family and friends should care for each other.
- that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

## Breadth of Opportunities

During their time in Pre Prep, pupils should be given opportunities to:

- Take and share responsibility e.g. for their own behaviour; by looking after pets well; by helping to make classroom rules.
- Feel positive about themselves e.g. having their achievements recognised and by being given positive feedback about themselves; take part in performances and presentations.
- Take part in discussions e.g. talking about school, local, national, European, Commonwealth, and global topics.
- Make real choices e.g. what games to play?
- Meet and talk with people e.g. outside visitors.
- Develop relationships through work and play e.g. sharing equipment with others in a group task.
- Consider the social and moral dilemmas that they come across in everyday life e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues.
- Ask for help e.g. from friends and family, supervisors, older pupils.
- Prepare for change e.g. transfer to main school or moving to new location.

## Outcomes for Prep School: Year 3 to Year 6 (Key Stage 2)

### Developing confidence and responsibility and making the most of their abilities.

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in future.
- to look after their money and realise that future wants and needs may be met by saving.

## Preparing to play an active role as British citizens and Global citizens.

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events.
- why and how British rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- to realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities.
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences.
- to resolve differences by looking at alternatives, making decisions and explaining choices.
- what democracy is and about the basic institutions that support it locally and nationally.
- to recognise the role of voluntary, community and pressure groups.
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- to explore how the media present information.

## Developing a healthy, safer lifestyle.

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of taking exercise and healthy eating, what affects mental health, and how to make informed choices.
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- about how the body changes as they approach puberty.
- basic facts relating to health and law, including school rules, in relation to tobacco and alcohol.
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- school rules about health and safety, basic emergency aid procedures and where to get help.

## Developing good relationships and respecting the differences between people and faiths.

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- to think about the lives of people living in other places and times, and people with other points of view.
- to be aware of different types of relationship, including marriage and those between families and friends, and to develop the skills to be effective in relationships.
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.
- to recognise and challenge stereotypes.
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- where individuals, families and groups can get help and support.

### Breadth of Opportunities

During their time in Year 3-6, pupils should be given opportunities to:

- take responsibility e.g. looking after younger pupils; considering the needs of others; acting as form leader; volunteering to help and take on jobs around the school.
- feel positive about themselves e.g. keeping personal diaries, profiles and portfolios of achievement; by being given opportunities to show what they can do and how much responsibility they can take; taking part in performances and teams.
- participate in the school's decision making processes e.g. in groups such as pupil council either as representatives or by taking part in the election.
- make real choices and decisions e.g. about health issues; using scarce resources; spending money; taking part in charity events.
- meet and talk to people e.g. from outside organisations such as charities or pressure groups, members of the police force etc.
- develop relationships through work and play e.g. taking part in activities for or with groups with a particular need; communicating with children from another country by a variety of means.
- consider social and moral dilemmas that they come across in everyday life e.g. dealing with harassment; balancing the needs of different groups and cultures in society.
- find information and advice e.g. through helplines; by understanding about welfare systems in society.

### Outcomes for Prep School: Year 7 and Year 8 (Key Stage 3)

#### Developing confidence and responsibility and making the most of their abilities.

Pupils should be taught:

- to reflect on and assess their strengths in relation to personality, work and leisure.
- to respect the differences between people as they develop their own sense of identity.
- to recognise how others see them and be able to give and receive constructive feedback and praise.
- to recognise the stages of emotion associated with loss and change caused by death, divorce separation and new family members, and how to deal positively with the strength of their feelings in different situations.

- what influences how we spend or save money and how to become competent at managing personal money.

### Developing a healthy, safer lifestyle.

Pupils should be taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way.
- how to keep healthy and what influences health, including the media.
- that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.
- basic facts and laws, including school rules, about alcohol, illegal substances and the risks of misusing prescribed drugs.
- in the context of the importance of relationships, about human reproduction and contraception
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.
- to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including when and where to get help.
- basic first aid procedures and where to get help and support.

### Developing relationships and respecting the differences between people.

Pupils should be taught:

- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.
- about the nature of friendship and how to make and keep friends.
- the changing nature of, and pressures on, relationships with friends and family, and when and how to seek help.
- about the role and importance of marriage in family relationships.
- About the role and feelings of parents and carers and the value of family life.
- to recognise that goodwill is essential to positive and constructive relationships.
- to resist pressure to do wrong, to recognise when others need help and how to support them.
- to communicate confidently with their peers and adults.

### Citizenship for Years 7 & 8

#### Knowledge and understanding about becoming informed citizens.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties

- the precious liberties enjoyed by the citizens of the UK
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practise of budgeting and managing risk.

### Developing skills of enquiry and communication

Pupils should be taught to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including online sources.
- justify orally and in writing a personal opinion about such issues, problems or events.
- contribute to group and exploratory class discussions, and take part in debates.

### Developing skills of participation and responsible action

Pupils should be taught to:

- use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.
- negotiate, decide and take part responsibly in both school and community based activities.
- reflect on the process of participating.

### Breadth of Opportunities

During their time in Year 7 & 8, pupils should be given opportunities to:

- take responsibility e.g. carrying out tasks; taking on jobs within the school; being member of a duty team or dorm leader; helping in assembly.
- feel positive about themselves e.g. take part in performances and teams.
- participate e.g. in whole school projects for fund raising; being involved in school council, charity committee, food committee.
- make real choices and decisions e.g. being involved in their choice of school and their options for the future.
- meet and work with a variety of people not necessarily school based – e.g. local charities.
- develop relationships e.g. working in a range of groups and social settings with peers and others.
- consider social and moral dilemmas e.g. consumer choice and the effect on the economy and the wider world.
- find information and advice e.g. about risks and managing money.
- prepare for change to new and bigger school environment.
- Begin thinking about opportunities for career ideas and preparation.

### Curriculum

Our aims are delivered through six interrelated sections broadly in line with the National Curriculum for PSHE and Citizenship:

- Being Me in My World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me (including Relationships and Sex Education)

We give the Marlborough House Vinehall pupils opportunities to:

- Take responsibility for their behaviour
- Feel positive about themselves
- Make real choices and decisions
- Meet and work with other people
- Develop relationships
- Consider social and moral dilemmas
- Ask for help/provide advice
- Prepare for change
- Learn for life

### Skills, Knowledge and Understanding

During their time at Marlborough House Vinehall, the pupils move from early childhood, through the onset of puberty and into early adolescence. They face challenges in terms of academic pressure and in their growing maturity and sense of themselves and others.

They are learning to:

- Understand their place in their society and to play an increasing role within the community, both of school and within the wider world.
- Develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national and global issues.
- Respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. They are acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance of different cultural traditions.
- Develop an understanding of how they relate to others and how those relationships change. In particular they need to balance the strains and stresses of interactions with their peer groups made acute by the pressures of boarding and being away from home.
- Prepare for a change of environment in their new schools.

### Strategies For Teaching

At Marlborough House Vinehall School, PSHE is imparted through other subjects and curriculum areas as well as through assemblies, form time, committees, jobs, charity initiatives through our House structure and school events such as plays, trips and clubs. The PSHE lessons are timetabled from Nursery in Pre-Prep through to the Year 8 in the Prep school.

These lessons take place once per week for 15 minutes in Nursery and Kindergarten and 30 minutes in Pre Prep. The prep school pupils have 40 minute lessons, being taught by their Form Tutors in Years 3 and 4, and by Mr Nick Jensen in Years 5 to 8.

A variety of teaching methods are employed with the emphasis that everyone has the right to speak and to be heard.

**Circle time** ensures pupils feel safe and comfortable in approaching a breath of topics. Classroom environments are moveable and changeable, to ensure that the right configuration can be found for different activities and tasks, discussions and outcomes.

**Role play** is very important for certain topics, as is the research and production of leaflets and posters so that work can be displayed and provide information for the whole school. It is important that pupils be given access to the computers to produce word-processed work and also for research purposes.

**Discussion:** Most of the work is discussion based but some book work may take place, depending on the year group. At the beginning of each lesson, reference is made to the PSHE charter to ensure that all pupils enter the lessons with the right tone and expectations.

### The PSHE Charter

At the beginning of each academic year, the Jigsaw Charter is introduced/reviewed. These pre-established 'ground rules' set the tone for the dynamics and expectations of everyone who participates in a PSHE lesson. The children and teacher agree to the charter at the start of the year (or during the year for new joiners)

In Years 3-6 we agree to:

1. We take turns to speak.
2. We use kind and positive words.
3. We listen to each other.
4. We have the right to pass.
5. We only use names when giving compliments or when being positive.
6. We respect each other's privacy (confidentiality).

In Year 7-8 we agree to:

Everyone has the right to...

- ❖ Participate or pass
- ❖ Listen and speak
- ❖ Privacy
- ❖ An opinion
- ❖ Learn

Everyone has the responsibility to...

- ❖ Allow others to participate or pass
- ❖ Listen and allow others to speak
- ❖ Maintain privacy
- ❖ Respect different of opinion
- ❖ Allow others to learn

### Pupil Voice

As well as the timetabled lesson, pupils are encouraged to take roles within the school so they can learn responsible behaviour and citizenship through their actions.

As well as a prefect body, we also have a School Council which is supported by the Headmaster and the Senior Deputy Head.

Each Form in the Prep School have two members appointed to a Pupil Council by the peers within their Form group. Their performance in these roles is monitored informally and the information gained is used to enable prefect selection at the end of Year 7. It is also recorded as an achievement on the Year 8 Shield. In addition, the departments of the school encourage children to help out in various ways e.g. as librarians. Their performance is monitored and it is aimed that the Year 8 prefects will form an integral part of the monitoring process thereby enabling them to build leadership and communication skills as well as enhancing their role.

### Marking, Feedback and Targets

In the PSHE lessons, marking is left to the discretion of the teacher because formal marking and grading of written work is often inappropriate in this subject area. However, teacher comment and reward for thoughtful work is still necessary although much of the comment is oral.

There are occasions when a test of knowledge is conducted and a record of the result noted. The Marlborough House Vinehall Marking Policy and reward system is followed when or if any formal marking is needed.

### Assessment

The PSHE Association outlines the need for assessment in PSHE as follows:

#### ***Why assess learning in PSHE education?***

*To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage indicators.*

*Teachers and other professionals also need to be clear about the progress and achievements of the children and young people they teach, and how their learning might be improved.*

*To enable this to happen, assessment has to be an integral part of the teaching and learning process and focus on clear learning outcomes related to the curriculum, and not on behavioural outcomes only.*

When used effectively, assessment:

- helps to set clear expectations for standards and achievement
- relates closely to specified learning outcomes
- focuses on the learner rather than the teacher
- concentrates on what is learned, understood or achieved, rather than what is 'taught'
- emphasises progress and achievement, rather than failure
- motivates learners because they become partners in the assessment process
- enables learners to become aware of the 'how' of their learning, as well as the 'what'
- assesses what is valuable and relevant for the learner, and not merely what is easy to assess
- identifies strengths and how to develop them further
- identifies areas for development/weaknesses and how they might be addressed

- enables all learners to make progress, achieve and have their efforts recognised
- ensures progression in teaching and learning.
- *Assessment in PSHE is conducted from time to time in the form of end-of-unit checks to clarify overall understanding and learning.*

### Prep

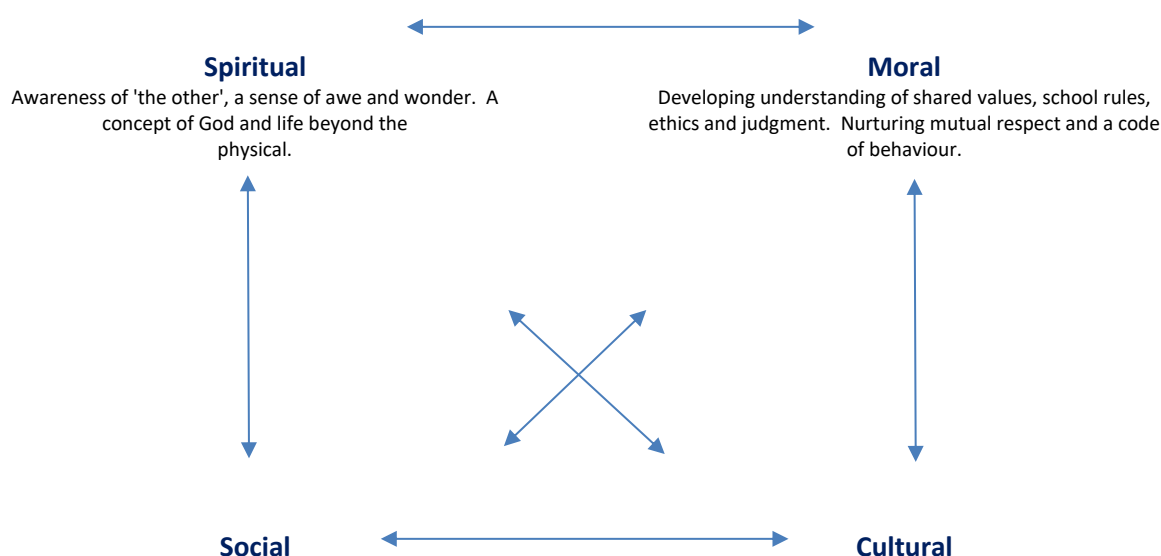
The PSHE department does not set formal prep but there are times when work is finished outside lesson time due to time constraints or because an individual is keen to progress work further or in more depth. For example, if a survey is required by a particular topic, or if a PowerPoint Presentation is put together by a group of collaborating pupils, then this work might take place outside of lesson time.

### Differentiation and Adaptation

Pupils at Marlborough House Vinehall who need further support or differentiation have an Individual Learning Advice Sheet (ILAS) which is produced by the Head of Learning Support. These information sheets provide us as staff with the required information to allow for each child's need. Pupils who have additional needs can shine in oral work and the nature of PSHE is such that all pupils are encouraged to express themselves and to listen to others. It is therefore important that the PSHE lesson is no more or less affected by the withdrawal of pupils for one-to-one sessions than other subjects and that the lessons are fully adapted to allow individuals to shine in their own way.

### Spiritual, Moral, Social and Cultural (SMSC)

It is through PSHE at Marlborough House Vinehall that much of the spiritual, moral, cultural and social education takes place whether during the formal lessons, School Council or during whole school assembly. Care is taken within lesson planning that the core Christian values of the school are underpinned and supported whilst acknowledging the importance of different belief systems and cultures. Each pupil is given the opportunity to express themselves and to develop as an individual whilst at the same time feeling valued as a member of a supportive and inclusive community. In the Prep School, every lesson contributes to at least one of these (SMSC) aspects of children's development. This is mapped on each lesson and balanced across each year group.



Relating to others, learning to communicate effectively and resolving conflict. Developing a sense of community and society. Developing responsibility and co-operation.

Understanding our own familial and local background with its history and influences as well as that of others. Nurturing a positive interest in cultural diversity.

The following provides an outline of how each area of SMSC manifests within Marlborough House Vinehall School.

## Spiritual

### Pre-Prep

- Whole School assemblies: the Prep and Pre-Prep meet at least once a term; Harvest, Christmas, Easter.
- Pre-Prep assemblies: meet 3 times a week; an introduction to the week's themes on Monday, a hymn practice on Thursday and on Friday there is usually a Christian emphasis with a Bible story. Assembly is planned for the term between Head of Pre-Prep and Pre-Prep RE co-ordinator, who liaise and inform the Head of Vinehall, Pre-Prep staff and the music department. Children from the Nursery join in as they are ready.
- Year Group assemblies and Nursery/Kindergarten assemblies: these are planned to cover generic themes and may link to the RS and Life Skills curriculum or EYFS, PSED and KW. Year group assemblies are also an opportunity to introduce celebrations from other cultures in a more intimate setting. These assemblies should also be flexible so that staff can respond to any incidental issues that have arisen.
- Prayer: prayers are said during assembly and before lunch.
- Bible Stories: these are usually told each Friday and may be followed up during a RS or literacy session.
- Christian celebrations: Harvest, Christmas, Easter.
- Trips to Battle Church
- Visit to the Children's Chapel

### Prep School

- Whole School Assemblies: The Prep and Pre-Prep meet at least once a term: Harvest, Christmas, Easter.
- School Chaplain: Mr Nick Jensen and Mr Joff Powis have jointly undertaken this role since the start of the 2025 academic year.
- Prep assemblies are traditionally delivered on a Monday morning. The Prep School usually begin assembly with a hymn that is linked to the assembly's theme/celebration or to the period within the Christian calendar, e.g. Harvest, Christmas, Lent, etc.
- Celebration assemblies are flexible so that staff can respond and support children as necessary.
- Boarders have regular chapel services and arrangements are made for Roman Catholics to attend mass at Battle Catholic Church on Saturdays.
- Prayer: prayers are said during assembly and lunch times.
- Christian celebrations: Harvest, Christmas, Easter
- Outside play
- Curriculum: RS, Latin, History explore the values and beliefs of others .e.g. Seder meal in Year 5

- Creative arts and games and PE

## Moral

### Pre-Prep

- Golden Rules: planned to discuss with the children during assembly on a Monday. Parents aware through corridor display, staff aware through assembly planning and staff bulletin – followed up in class.
- Behaviour Management: the emphasis is on positive management – ‘repair and rebuild’. Whole school approach, parents may be involved. Consistent approach in school and out at play, staff are encouraged to mediate. Our Pre-Prep Pals support the development of positive learning dispositions
- PSHE lessons: planned weekly for Reception, Yr 1 and Yr 2 using Jigsaw
- Circle time sessions: planned weekly for Early Years classes, including PSED and Golden Rules.
- Charity Days: Pre-Prep supports different charities to the Prep School. Pre-Prep also join in with whole school charity events and respond to nationwide appeals as necessary. We usually have a charity event each term.

### Prep School

- Marlborough House Vinehall’s School Values are posted around the school.
- The importance of kindness is underlined in assemblies, Anti-Bullying Week and underlining our behavioural expectations.
- Behaviour Management: the emphasis is on positive management. Whole school approach, parents may be involved. Rewards and Sanctions discussed in Form times and PSHE lessons and pupils debate effectiveness of the system.
- PSHE lessons: A full programme of PSHE lessons using Jigsaw, a Mindful Approach, are delivered by Form Tutors and by Mr Nick Jensen. This includes Rights and Responsibilities topic where pupils consider Democracy, Mutual Tolerance and Rule of Law
- Circle time sessions: for both Juniors and Seniors with social issues e.g. children at break times around flashpoints
- Head of Department liaises with key staff, such as the School Nurse, Head of Learning Support, Houseparent, Form Tutors
- Charity Events: Each House chooses a charity to support throughout the academic year. The children choose, plan and facilitate charity events, e.g. book fair, ‘Break the Rules Day’, cake sale, etc.
- Curriculum: RS, Life Skills, History, Geography, English and other

## Social

### Pre-Prep

- Behaviour Management: the emphasis is on positive management. Whole school approach (all staff: teachers, TAs, INAs, Gap students informed and consistent), parents may be involved. Stickers are given to support good behaviour and attainment. A few children per class are awarded *Vinehall Pre-Prep Star Awards* at the end of the week to recognise good behaviour and attainment. Any child performing over and above the norm (behaviour/attainment) has their photograph displayed on a *Wall of Fame*. We may introduce strategies for individuals to tackle their particular problems, such as a ‘behaviour book’, target sheet/goals, ‘scores on the doors’ or similar.

- Parents/Carers: may be involved and encouraged to adopt a consistent approach with school.
- School Rules: including playtime rules, rules for behaviour in school and around the pool area.
- SENCO: offers support and advice.
- Outside Agencies: may be involved.
- Assembly themes: generic themes inc. health, friends etc.
- Incidental issues: dealt with at the time, by the appropriate member of staff.
- 'Buddies': buddy stop for children who are lonely at play to use and 'buddies' (guardians) given to children who join the school.
- Peer support: the older children are encouraged to care for the younger children; Year 2 guides the Nursery and Kindergarten back to their classes following a Pre-Prep assembly

### Prep School

- Behaviour Management: emphasis on positive management – 'repair and rebuild'. Whole school approach, parents may be involved. Credits given for positive behaviours e.g. holding door open/helping others
- School Rules: include playtime rules, rules for behaviour in school and around the pool area. Rewards and Sanctions for actions discussed with pupils in Form time and House Meetings.
- Head of Learning Support: offers support and advice.
- Outside Agencies: may be involved.
- Assembly themes: generic themes including health, friends etc linking with PSHE topics.
- Incidental issues: dealt with at the time, by the appropriate member of staff. Discussed in pastoral staff meetings and between staff who deal with children concerned.
- PSHE: See rest of Handbook
- Form Tutors support children with their social and emotional development.
- House Meetings: House Captains lead by example and seek input in decision making from younger pupils. All children work together towards charitable initiatives.
- Parent meetings: Year group meetings organised annually to advise parents of school expectations and some developmental themes
- Circle Time: As required and facilitated by Form Tutors or Deputy Head Pastoral
- Prefects: responsibilities and respect
- School Council, Academic Committee and Eco Committee – work delivered through Senior Deputy Head. Headmaster attends meetings of the School Council
- Drama and experiences of performance drama
- School Trips: e.g. Houses of Parliament (Democracy, Mutual Respect and Tolerance), Residential trips (Year 5 and 6 camps)
- Games and PE: team spirit and expectations

### Cultural

#### Pre-Prep

- Finding out about multi-cultural celebrations: Sukkot, Divali, Eid, Ramadam and Chinese New Year as appropriate, through visitors, video, assembly, story, dance, music, role play and discussion. There may be themed meals and links with the Prep School.
- Traditions: Saints Days, Flags, Remembrance etc. – visit from bugler or brass ensemble.

- Curriculum: comparative studies in geography, art from different cultures.
- Arts Festival: we have had visiting artists from other cultures eg Ghana and Sierra Leone. Influences on dance, music and art created.
- RE curriculum: inc Judaism, Christianity.
- Links with parents/carers: daily and more formal contact, face to face and in writing.
- Grandparents' Day: Grandparents are encouraged in, the Yr R classes also write to Grandparents as parent of their topic on Time (KW). This tradition is very important to the school but is not able to take place currently due to COVID-19.
- Links with the community: Groups from the local community are invited in to speak to the children (police, dentist, fire service etc). Other visitors inc. those linked with the curriculum or Arts Festival. Outside groups use our facilities (pool, theatre and for cluster meetings). Our children have outings into the local community; these have included the rail station, Battle Abbey and the battlefields.
- Charity Days: our dressing up days often link with themes such as national dress.

### Prep School

- Finding out about multi-cultural celebrations: Diwali, Chinese New Year – through visitors, video, story. assembly and discussion.
- Traditions: Remembrance Day, Christian festivals through the year
- Curriculum: comparative studies in Geography, Art, History
- Religious Studies (RS) curriculum: including Judaism, Christianity, Buddhism.
- English as an Additional Language (EAL) Pupils: share aspects of their culture in RS and Life Skills lessons
- Curriculum: Art, DT, Carpentry, Drama, Music, English, PE and Games
- Themed meals – The school has celebrated Chinese New Year, Harvest and others with specially designed cultural menus e.g. European Day of Languages.
- Trips – numerous trips (often through RS/History) to places of worship (Canterbury Cathedral, St Paul's Cathedral)
- Local Community: Outside groups use our facilities (pool, theatre and for cluster meetings).
- Local Schools: building links with local primary and independent schools.

### British Values

The Department of Education statement about British Values reads:

*'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.'*

The PSHE curriculum, with the Jigsaw Approach, celebrated school themes and Citizenship in Year 7 and Year 8, contribute to the British Values agenda significantly.

### Health and Safety Issues

The health and safety issues within PSHE are the same as those for any other classroom subject and reference should be made to the Marlborough House Vinehall Health and Safety document. During role play, pupils should be closely supervised so that any planned drama is practised safely. Each teaching area where PSHE is carried out has an individual risk assessment in line with the School Health and Safety Policy implementation.

It is also important to note the guidance given when discussing sensitive issues. Staff are made aware of the Guidance for Confidentiality and Dealing with Sensitive Issues (below) since some of the topics discussed could cause harm if not dealt with correctly.

## Equal Opportunities

Care is taken so that all pupils have equal access to the curriculum. The use of the circle enables all pupils to be seated with equal status and be able to speak and to be heard. Thought is given to any groups formed within a lesson so that the pupils vary with whom they work but consideration is given to the nature of the topic so that pupils can work freely without embarrassment. The use of the PSHE Charter plays an important role to enable discussion of sensitive issues. During key sessions, an awareness of any absences is noted so that work can be caught up with those missing. This is of particular importance regarding RSE and the changes caused by puberty.

## Guidance for Confidentiality and Dealing with Sensitive Issues

PSHE includes a vast range of topics and current issues with most of the lessons relying upon discussion, self-reflection and the exchange of thoughts, ideas and responses. It is within these circumstances that a pupil may be more likely to disclose information that needs to be handled sensitively, display an emotional response that needs support and understanding or respond in a way that is outside the bounds of accepted classroom behaviour.

Teachers facilitating these lessons take responsibility in ensuring that they are fully aware to the statutory commitment regarding certain personal disclosures and confidentiality (full details held in the staff handbook) and take note of the guidance outlined below.

- Ensure that each class has devised an appropriate set of ground rules at the beginning of each academic year and that they are reminded of them after any break in schooling (i.e. beginning of the Lent and Summer Terms) and whenever deemed necessary during general discussion. The ground rules must be outlined before each session where sensitive or controversial issues are planned to be discussed. These are referred to as The (Jigsaw) Charter.
- Pupils are notified before embarking upon sensitive topics or videos that may cause upset or controversy. Take careful note of individual responses and make sure that any emotional upset is responded to. Remind the pupils of the importance to talk to a trusted adult or friend. Provide appropriate support after the session if required.
- Work towards ensuring that pupils are clear about the difference between fact, opinion and belief. Make sure they have access to balanced information and views against which they can clarify their own views and opinions, including contributions by visitors.
- Judge when small groups need or can be left to discuss freely and when intervention, support and direction is needed.
- Be aware and plan for certain issues to elicit personal disclosure, or emotional upset. Use techniques such as pupils writing down questions that can be collected and dealt with anonymously. Allow for pupils to be directly concerned when highlighting health issues, such as within unit that explores smoking, vaping or drinking alcohol smoking. Many will become quite concerned as to the well-being of a parent who smokes, or the death or ill-health of a family member.
- Teachers should think through their own response to the subject matter and make sure that they are happy with the material. They should develop strategies to pull

themselves from a discussion before they are made uncomfortable. Their position can be very influential and this needs to be borne in mind when expressing a personal viewpoint. Teachers must also be aware that they must work within the School's Personal Values system.

- If a pupil seems on the point of revealing information that is inappropriate for that occasion, be firm about cutting the discussion short but make sure that the pupil is made aware of the opportunities to deal with the subject at a better time.
- Make sure that pupils are aware of the limits to your confidentiality - that you may have to pass information on to others (e.g. Designated Safeguarding Lead) within the school or even beyond. If you do have to pass on information, make sure that it is only given to those who need to know. The pupil should be made aware of what must happen, what will be done with the information and who will be told. Be aware that the Head has the contractual right to require having any information passed to him/her.
- Information regarding illegal activity should be dealt carefully and sensitively with the best interests of the pupil dictating the action. The police do not automatically have to be informed. The School Police Liaison Officer will be able to guide in such instances.
- Teachers are not obliged to pass on information about pupils to their parents or guardians. However, where the teacher believes the pupil to be at moral or physical risk, or in breach of the law, they must ensure that the pupil is made aware of the risks and encourage them to seek support from their parents or guardians or contact the parent.
- When using an outside agency to work with the children, ensure that the people concerned are aware of these guidelines and policies regarding disclosures and confidentiality. However, in some circumstances, they may have a role in providing advice and support to pupils and have different professional guidelines to follow. The boundary between these roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to pupils.
- The School Nurse is bound by their own rules of confidentiality. Pupils who seek help from teachers about personal health can and should be referred to them.