



## **PDE Policy**

**This policy is for Langley Prep School (including Pre-Prep and EYFS).**

In Personal Development Education at Langley Prep School, we aim to start - and regularly build on - the process of giving pupils the knowledge, skills and understanding they require to lead confident, healthy and independent lives. We aim to promote the social, moral, spiritual, cultural, mental and physical development of pupils as well as their awareness of Fundamental British Values.

We feel that PDE is an essential part of the school curriculum as the school aims are to enable the children to develop as empowered learners and responsible citizens. We also believe that children's learning is enhanced in an environment where they feel emotionally and physically secure.

PDE should encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 and our programmes of study take this into account, as well as the ages of pupils and their learning abilities to deliver the curriculum appropriately.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

In PDE, we encourage pupils to:

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

- Take part in a wide range of activities and experiences across and beyond the curriculum contributing fully to the life of the school and the local and wider community.
- Feel listened to; have a voice through their contributions to the School Council and Catering Committee and to the development of our Positive Behaviour Code.
- Recognise their own worth, work well with others and become increasingly independent and investigative learners.
- Reflect on their experiences and understand how they are developing personally and socially.
- Judge what level of physical contact is acceptable or unacceptable.
- Learn about many of the spiritual, moral, social, cultural and physical issues that are part of their growing up.
- Have an awareness of mental health, wellbeing and its importance in ensuring an understanding of 'overall health'.
- Develop their awareness of Fundamental British Values (see appendix 2).
- Develop the soft skills that promote independent learning and collaboration in a low-risk environment in line with our school's commitment to a Growth Mindset (Reflective Learner, Self-Manager, Effective Participator, Team-Player, Creative Thinker, Tenacious learner).
- Use PDE to build up positive working relationships between children and staff and reinforce the fact that all members of our school family are valued as individuals.
- Understand how to become responsible and caring members of the community.
- Understand how to keep themselves safe in the real world and online (see Online Safety Policy).
- Take a pride in themselves and their school community.
- Have independence of mind to question and seek to improve themselves - and society - whilst respecting law and authority.
- Understand tolerance and respect both for themselves and others around them.
- Understand what a healthy lifestyle means in terms of diet and exercise.
- Be aware of the effects of a range of legal and illegal drugs (see Substance Abuse Policy).
- Develop strategies to recognise the impact that drug abuse can have.
- Start to recognise the rights and responsibilities of all citizens.
- Recognise and manage risk and decide to behave responsibly by making informed choices.
- Develop an understanding of finance and the management of finance.
- Know what pressure from others threatens their safety and wellbeing.
- Develop an awareness of career choices through our programme of visiting speakers.

PDE has many cross-curricular links, particularly with RS/RPE and Science.

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

Of the many experiences we provide for pupils, residential trips and Outdoor Learning lessons provide pupils with the opportunity to understand managed risk and investigative learning.

Another interesting and most enjoyable experience is the Year 8 Leavers' programme where there are cultural, social and spiritual opportunities for our pupils before they leave to embark on Senior School education.

Relationships, Health and Sex Education is covered as part of the Science and PDE curriculum in Years 3/4/5/6/7/8 (see RSHE Policy, updated Sept 2024).

Relationships and Health Education are interwoven through all areas of teaching in Pre-Prep but are also covered as part of the PDE programme and through the delivery of assemblies.

Regular visitors from a variety of professions and organisations speak to the pupils about safety, cultural differences and spiritual development amongst other things. This takes place in assembly slots and during collapsed timetable time.

Information sessions for parents are held regularly on topics such as Online Safety and RSHE to promote parental engagement.

PDE-related activities such as guest speakers' interventions, assemblies and other opportunities are recorded in Gridmaker and can be accessed on request.

Staff and particularly our Form Tutors and Class Teachers in Years T to 8 are fully aware of the PDE curriculum and ensure that it is embedded across the wider curriculum. Time will always be found by staff to deal with any issues or situation that arise, as appropriate.

PDE is timetabled weekly in Years T to 8. Schemes of Work and associated resources are made available to staff by the PDE Co-ordinator to ensure PDE provision is tailored to each year group. In Years T to 2 PDE is taught by class teachers, whilst in Years 3 to 8, PDE is taught by the PDE Co-ordinator and respective Heads of Year. The PDE programme is aligned with the PSHE Association curriculum and is delivered under the three following headings: Health and Wellbeing / Relationships / Living in the Wider World. Please see appendix 3.

Additional times for PDE include show and tell times, form period, catch up times and planned assemblies undertaken by Head of Prep, the Deputy Heads, Heads of Years, Head of Pre-Prep and Pre-Prep PDE Co-ordinator, the Prep PDE Co-ordinator, staff, the local vicar and the pupils themselves. PDE is linked to other curriculum subjects where appropriate. These include a variety of activities e.g. group discussions, circle times, dance, drama and visiting workshops. Cross-curricular links to PDE, SMSC and FBV topics are cross-referenced in departmental schemes of work.

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

The content of the PDE delivered is based on the PSHE Association curriculum, the National Curriculum guidelines for Key Stages 1, 2 and 3, DfE departmental advice for Independent Schools 'Improving the spiritual, moral, social and cultural (SMSC) development of pupils (Nov 2013)', Prevent Strategy (2011) and county guidelines along with a clear understanding of specific pupil requirements as gauged by the pastoral team.

This policy is reviewed annually by the Deputy Head Pastoral and Operational, the Deputy Head Academic and the PDE Co-ordinator.

## **Appendix 1**

### **CAREERS EDUCATION & GUIDANCE POLICY**

#### **Introduction**

The Education Act (1996) states that a school should provide a balanced and broadly-based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life', which includes preparation for working life.

It is important that Langley Prep School provides an environment that allows all children the opportunities to gain impartial knowledge of work-related learning. Whilst the School focusses on the younger range of the education spectrum, it is important that children have the opportunity to learn about work as well as learning through work and learning for work. As a Prep School, the requirement relating to careers guidance applies to pupils aged at least 10 and a half as they are being educated with senior pupils.

#### **Rationale**

Work-related learning has an important contribution to make to the education of all our pupils in order for them to make an effective transition from school to adulthood and employment. So that pupils are able to make this effective transition, the School provides a range of opportunities for pupils to learn about life in work through a range of contexts.

#### **Aims**

We aim to provide our children with the opportunities to experience a wide range of career options so that they are better informed when making their choices later in life. We give exposure to different roles through a number of activities such as class visits, school assemblies, external speakers and our on-site careers fair.

#### **School aims:**

1. to raise attainment in individual subjects by increasing pupils' understanding of careers specific skills;
2. to enable pupils to acquire and develop the skills and confidence to make effective transitions from LPS into their chosen senior school and beyond;

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

3. to assist careers education and guidance by providing an impartial insight into the factors which can inform career choice;
4. to raise awareness of the demands and changing patterns of careers work, and the relevance of the labour market;
5. to enhance personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility;
6. to increase the breadth of curriculum experience for every pupil to support them in their preparation for adult life.

### **Curriculum Provision**

The School offers a range of activities that contribute towards work-related opportunities in order to help prepare pupils effectively for adult and working life. These activities complement subject teaching, contribute towards the development of pupils' soft skills as well as contributing to lifelong learning opportunities.

The range of activities the School is currently using in order to help meet its objectives include:

1. Careers Education through PDE, assemblies and Year 8 Leavers' programme
2. Careers experience through interviewing, feedback and mentoring (Year 8)
3. Visits to employers
4. Visitors from Industry and Business
5. Other events and opportunities as they appear (eg. biennial Careers Fair)
6. All Year 7 and 8 pupils have individual access to Unifrog for careers advice and support.
7. All Year 8 pupils spoken to about option choices and careers paths at Senior School by LSS staff.

## **Appendix 2**

### **PROMOTING BRITISH VALUES**

British values are actively promoted throughout the School and embedded within the PDE programme of study to ensure pupils are prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government (Prevent Strategy 2011), of:

- democracy – actively promoted through the School Council;
- rule of law – actively promoted through our Positive Behaviour Code; class rules and the rules within our school community;
- individual liberty – actively promoted through rights and responsibilities;

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

- mutual respect – actively promoted through the School’s Aims and Positive Behaviour Code
- tolerance of those of different faiths and beliefs – actively promoted through RS/RPE curriculum and assemblies.

Promoting means actively and sensitively challenging pupils, staff or parents expressing opinions contrary to fundamental British values.

#### Balanced presentation of opposing views

Pupils are given a balanced presentation of the world they live in. This precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:

- i) while they are in attendance at the School;
- ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- iii) in the promotion of the school, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere,

they are offered a balanced presentation of opposing views. Pupils are taught to respect the rights of others and to respect those with different beliefs.

In 2011, in its Prevent Strategy, the Government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values were reiterated by the Government in 2014. We promote these values through our own school values, curriculum including PDE and extra-curricular activities.

| Value            | How we promote it – a few examples:                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Democracy</b> | <ul style="list-style-type: none"> <li>• School Council and Catering Committee representatives are elected from Year 3 onwards teaching democracy and the electoral process</li> <li>• School Council decision making process</li> <li>• Pupil voice heard through House Meetings (eg. voting for the Bullard House song)</li> <li>• Voting for chosen charities</li> <li>• Weekly Philosophy for Children session as part of the tutor programme</li> </ul> |

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rule of Law</b>        | <ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and reflects the rules within our school community</li> <li>• Consequences and rewards system on display in classrooms</li> <li>• There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values are recognised through eg. Radiator of the Week Award, Courtesy Cup in final assemblies, Star of the Week, etc...</li> <li>• Through our school assemblies (eg. Anti-Bullying week), circle time, visits from local services (eg Police), PDE and RS/RPE, pupils are taught how to earn trust and respect and are supported to develop a strong sense of morality, knowing right from wrong</li> <li>• Promoted also through our Positive Behaviour Code and our class rules</li> <li>• Following rules and the importance of fairness in PE and Games</li> <li>• Pupil and parent surveys about academic and pastoral matters</li> </ul> |
| <b>Individual Liberty</b> | <ul style="list-style-type: none"> <li>• Pupils are taught how to keep themselves safe, including online (cyberbullying, online safety) through Computing lessons, assemblies, PDE and outside organisations/guest speakers</li> <li>• MATES mentoring programme (Y8 pupils mentoring Y3 pupils)</li> <li>• Home/school online safety contracts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Mutual Respect</b>     | <ul style="list-style-type: none"> <li>• Pupil conduct in and around school – Behaviour Policy</li> <li>• Through our school values, PDE programme, assemblies, pupils are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities whilst being understanding of differences</li> <li>• Y3 Passport to the World Trinity Term topic exploring countries, cultures and way of life</li> <li>• Biennial Languages Day, celebrating linguistic and cultural diversity and involving parents from diverse origins to lead workshops about their home country</li> <li>• Celebration assemblies</li> <li>• Anti-Bullying Week</li> </ul>                                                                                                                                                                                                                                                                                                                              |

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <ul style="list-style-type: none"> <li>• Positive Behaviour Code and Independent Learner profile emphasising the importance of the soft skills (Team-Player, Effective Participator, Reflective Learner etc)</li> <li>• Online safety through Computing curriculum</li> <li>• Link with Harford Manor school for children with specific needs</li> <li>• Competitive sports</li> <li>• House meetings</li> <li>• Time 4U Room and mindfulness walks (respecting pupils with mental health issues); Mental Health Week</li> <li>• Accessibility plan</li> <li>• Inclusive school; respecting pupils with learning difficulties (ALD Department) and those with high learning potential</li> </ul> |
| <b>Tolerance of Faiths and Beliefs</b> | <ul style="list-style-type: none"> <li>• Visits to varied places of worship (mosque, church, Buddhist centre....) as part of the RS/RPE curriculum</li> <li>• Pupil conduct in and around school - Behaviour Policy</li> <li>• Tolerance of different faiths and beliefs is promoted through the syllabus for RS/RPE and PDE. Pupils learn about different religions, their beliefs, places of worship, festivals...</li> <li>• Fortnightly assembly led by Reverend Seabrook</li> </ul>                                                                                                                                                                                                         |

**Policy author:** EW/SD

**Date:** 13.1.25

**Review date:** Michaelmas 2025



## Appendix 3

|        | Michaelmas 1                                                                                                                                                                                                                                                                                                                                               | Michaelmas 2                                                                                                                                                                                                                                     | Lent 1                                                                                                                                                                     | Lent 2                                                                                                                                                                                                                                  | Trinity 1                                                                                                                                                                                                     | Trinity 2                                                                                                                                                                                                                                                                                                                                                                    |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3 | <b>Friendships:</b><br>Making and maintaining healthy friendships;<br>Similarities and differences, pants rule, behaviour expectations                                                                                                                                                                                                                     | <b>Emotional wellbeing:</b><br>Expressing and managing every day feelings; Seeking support for self or others                                                                                                                                    | <b>Staying safe:</b><br>Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe                       | <b>Economic wellbeing:</b><br>Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe                                                                                                          | <b>Physical health:</b><br>Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety                                                            | <b>Shared responsibilities:</b><br>Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;                                                                                                                                                                               |
| Year 4 | <b>Friendships:</b><br>Managing conflict and repairing friendships;<br>Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others                                                                                                                                                      | <b>Communities:</b><br>What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice                                                                                                     | <b>Growing and changing:</b><br>Growing up; Puberty, including periods and wet dreams; Sleep                                                                               | <b>Families:</b><br>Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for                                                                                                       | <b>Economic wellbeing:</b><br>Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others                                                                     | <b>Staying healthy:</b><br>Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help                                                                                                                                                                                                                                                           |
| Year 5 | <b>Respect and bullying:</b><br>Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination                                                                                                                                                                                                                 | <b>Mental wellbeing:</b><br>Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others                                                                                                 | <b>Staying safe:</b><br>Privacy and personal boundaries; Acceptable and unacceptable <u>contact</u> ; Permission-seeking and giving; Personal safety, including FGM        | <b>Keeping active:</b><br>Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing                                                                                                             | <b>Substances:</b><br>Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws                                                                                                 | <b>Careers:</b><br>Career types; challenging career stereotypes; Enterprise project                                                                                                                                                                                                                                                                                          |
| Year 6 | <b>Personal Identity:</b><br>What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities                                                                                                                                                                                       | <b>Puberty and reproduction:</b><br>Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made                                                                                                            | <b>Friendships and staying safe:</b><br>Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online | <b>Media literacy:</b><br>How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences <u>relative to gambling</u> | <b>Managing change:</b><br>Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support                                                           | <b>Health and hygiene:</b><br>Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation                                                                                                                                                         |
| Year 7 | <b>Friendships and diversity:</b><br>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online                                                                                                                                                                            | <b>Relationships:</b><br>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent, unwanted contact. Personal safety, including FGM | <b>Economic wellbeing:</b><br>Evaluating value for money; Debt, fraud and personal values around <u>finance</u> ; Financial exploitation                                   | <b>Substances:</b><br>Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use                                                                                        | <b>Healthy lifestyles:</b><br>Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services                                                     | <b>Careers:</b><br>Saving, borrowing, budgeting and making financial choices. The world of work and young people's employment rights. Developing enterprise skills;                                                                                                                                                                                                          |
| Year 8 | <b>Friendships and managing influences:</b><br>Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use. Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia | <b>Identity and relationships:</b><br>Gender identity, sexual orientation, consent, Stereotypes and expectations of gender roles, behaviour and intimacy; 'sexting', and an introduction to contraception; Personal safety, including FGM        | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks                                                                          | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use                                                                                                                                                  | <b>Mental health and wellbeing:</b><br>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others | <b>Moving forward:</b><br>Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change<br><b>Community and Careers:</b><br>Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Equality of opportunity in careers and life choices; Routes into careers; Progression routes; Online presence, |

### Pre-Prep PSHE and Relationship Education Summary

| Michaelmas 1                  | Michaelmas 2          | Lent 1                               | Lent 2                                  | Trinity 1            | Trinity 2                                                   |
|-------------------------------|-----------------------|--------------------------------------|-----------------------------------------|----------------------|-------------------------------------------------------------|
| How we are unique<br>Bullying | Respect<br>Friendship | Kindness<br>Keeping Safe<br>Feelings | Loss and Death<br>Health and Well Being | Our Body<br>Bullying | PANTS<br>Our worries<br>Permission and Pressure from Others |

Each of these themes are interwoven throughout the children's time in school but also through a set focus each half term as above. This is delivered through PSHE lessons, circle time and assemblies

Policy author: EW/SD

Date: 13.1.25

Review date: Michaelmas 2025