



# Dauntsey's School

## Complementary Curriculum and Personal and Social Education Policy

Document compiled by Miss Anais Seager, Head of Complementary Curriculum

### 1. Introduction

As is the case in most educational institutions, the personal and social development of students takes place in a very wide variety of settings in which PSHE may or may not feature as an explicit aim of the activity. At Dauntsey's, these settings range from classroom atmosphere to the pastoral system, from Moonrakers to our anti-bullying programme and from religious services to ensemble work in music. In this document we set out the aims and methodology of timetabled Personal and Social Education lessons and our Complementary Curriculum programme at Dauntsey's.

### 2. The Aims of Complementary Curriculum and PSHE.

1. To help students to become aware of their strengths, qualities and uniqueness and thus to develop their self-esteem.
2. To help them develop listening and communicating skills.
3. To help them discover strategies for changing behaviour and achieving personal goals.
4. To improve our students' academic, sporting, social and artistic performance by fostering the qualities and skills referred to in 1-3 above.
5. To teach them the skills needed to deal with difficult emotional and social situations and a safe place to practice them.
6. To introduce them to typical interactions in family, peer, friendship and work groups.
7. To make them aware of their current behaviour patterns, values and attitudes and how these impinge on other people in their lives, to foster empathy.
8. To help them extend their 'locus of control' by developing a sense of ownership of, and responsibility for, their values, feelings, behaviour and emotional health which will lead to personal autonomy.
9. To provide information which will enable students to make informed and healthy lifestyle choices, with particular references to sexual behaviour, legal and illegal drugs, smoking, alcohol, healthy eating and stress management.
10. To provide information about the pursuit and maintenance of good mental health.
11. To explain to pupils that success is not the inevitable outcome of endeavour and to encourage the development of the emotional resilience needed to cope with setbacks in life.

12. To prepare them for life outside school in which success in relationships at work and elsewhere will be critically dependent on the deployment of a repertoire of effective personal skills.
13. To combat stereotyping and prejudice of all kinds, enabling each person to maintain or develop their self-confidence.
14. To preserve and develop the school's anti-bullying culture, through specific lessons, by highlighting the problem of bullying and discussing the possible solutions available in school. To look at the wider implications of staying safe.
15. To foster the development of integrity, honesty, fairness, sensitivity, generosity, commitment, compassion, and respect for self and others in the local community and further afield.
16. To begin to foster sound principles of economic well-being.

### **3. The Objectives of Complementary Curriculum & PSHE**

In summary, Complementary Curriculum aims to develop:

- a. the attributes of emotional literacy and personal autonomy
- b. knowledge which will enable students to choose healthy lifestyles
- c. attitudes which will be self-empowering, not self-oppressing
- d. skills which will enable them to develop and build worthwhile relationships
- e. their critical thinking and debating skills

so that our students can lead happy, healthy, productive and fulfilled lives at Dauntsey's and in the wider world beyond.

### **4. Complementary Curriculum and PSHE Teaching Methodology**

#### **Experiential Learning**

The emphasis on 'helping pupils to discover .....

 rather than 'teaching' gives a key to the methods we use.

By experiential learning we mean processes in which students might discover for themselves that 'win-win' solutions to interpersonal problems are preferable to 'win-lose' outcomes as a result of witnessing or taking part in role play activities on assertiveness, or in another lesson, they could see for themselves that it is empowering to be able to say 'no' when exposed to an offer of an illegal drug or the temptation to have unpremeditated sex. We also use role-play to highlight the concept of self-talk which features prominently in our Year 9 work on self-esteem. Self-talk is another name for the constant background flow of internal thoughts which collectively form our values and attitudes and our aim here is to show students how negative attitudes – and the emotions they generate – can be replaced with positive ones. Through all of this, the experiential learning process comprises:

1. Starting from where the pupils are, by connecting with past experience
2. Reviewing and reflecting on that experience
3. Processing – analysing, exploring, considering new information and making links to it from past experience
4. Relating what has been learned to life at school and elsewhere
5. Practising new skills and applying what has been learned
6. Reviewing what has been learned

With active pupil involvement at every stage, it has often been said and written (and we subscribe to this) that in PSHE, the 'how' is more important than the 'why', so our schemes of work contain an important element of flexibility which encourages experiential learning to continue along pathways which may diverge from time to time before reaching their goal, and for the same reason, they may be found to be less prescriptive and detailed than schemes of work in some other subjects.

### **Group Work Techniques**

Teachers use a selection of the following techniques as vehicles for the delivery of PSHE:-

**Pooling Ideas** – working as a whole class of about 18, or in smaller groups. Students call out as many ideas as they can on a given topic in a short time (5 minutes max), for example 'What comes into your head when you think of drugs?' One person then records the responses on flipchart paper. All responses are written down without evaluation, which happens later – see e.g. *rank ordering*.

**Rank ordering** - can be used to prioritise ideas generated by students as above, or supplied by the teacher. The 'diamond nine' is often effective:

1	most important		
2	next most important		next most important
3	of medium importance	of medium importance	of medium importance
4	not very important		not very important
5	least important		

Students can work on this individually or in pairs or threes to prioritise the items and then explain their reasons for their choices to the whole class.

**Carousel** - half the class form a circle, seated or standing, facing outwards. The other half stand or sit in another circle around them, facing inwards. Students then elicit responses from the person they are facing before the outer ring moves two places clockwise so that everyone has a new partner. Besides addressing whatever issue is under discussion, this is an effective way to develop conversation skills.

**Fishbowl** – one group performs an activity while the other group sits and observes, perhaps with a checklist of things to look out for. The observer group gives feedback when the active group have finished. The groups then change round.

**Opinion continuum** – all students must expect to become involved here! Students must stand along a real or imaginary line between opposite sides of the classroom labelled 'agree' and 'disagree' at a position which represents their viewpoint on a statement read out by the teacher, and then be prepared to justify the position they have taken. This is a particularly suitable procedure to conclude and review units of work on –for example – drug or sex education.

**Role play** – this powerful technique requires careful preparation. Students must be told who and what they are expected to portray in a group of 2-5, but should be left to devise their own script and scenario. With experience gained in drama lessons at Dauntsey's, most students respond well to the challenge.

**Sculpts** – a variant of role play in which the focus is on empathising with other participants. Groups of students – or perhaps the whole class – are arranged in static positions by other students or a teacher to represent a scenario such as bullying on a bus, a happy family or an unfriendly classroom. As with role play, time is allocated for processing and de-roleing afterwards.

**Circle time** - a vital element of the programme which provides opportunities for pupils to have their own or more general problems listened to and addressed by a group seated in a circle with a teacher. At the start of the year, pupils draw up ground rules for these discussions so that they can take place in an atmosphere of emotional security.

**Scripted fantasy** – an invitation to explore experiences, feelings and beliefs through a guided imaginary journey, experience or situation

**Games** - can take many forms e.g. icebreakers at the start of a year, term or lesson, games requiring cooperation for success, games which develop trust, communication skills and self-esteem – or just for fun!

### **Sex Education**

Sex education at Dauntsey's forms an integral part of the PSHE programme. It is taught by our own staff, who have received training for this part of their role, rather than 'outside specialists' because we believe that any perceived reluctance on the part of PSHE staff to address sensitive issues would be incompatible with one of the key aims of the programme, which is to promote an ability to discuss sexual matters without prurience or embarrassment. The only exception to this is the sexual health talk delivered by an outside speaker to the 5th and L6th Form.

### **Upper School Complementary Curriculum**

The lesson delivery in these courses differs in that the pupils will benefit from a carousel of lessons on a broad range of topics. Pupils will be encouraged to consider issues beyond the standard curricula and will participate in group discussions following on either from whole year group presentations or teacher lead introductions.

## **5. Structure and Staffing**

In many schools, tutors deliver pre-packaged units of PSHE to their tutor groups in form periods. We have chosen to avoid this mode of delivery, which is often as unpopular as it is ineffective, on the grounds that the commitment of form tutors to the values of PSHE - and therefore to the degree of confidence they feel in delivering the material – can vary over a wide range. In some other schools, attempts are made to deliver 'cross-curricular PSHE' over a range of other curriculum subjects but this suffers from the same drawback of variable staff commitment and adds lack of coherence and continuity. Instead, PSHE is taught at Dauntsey's by a team of teachers who believe in the importance of PSHE and share its core values.

### **The 2017/18 teaching team is as follows:**

1st Year will be taught by Anais Seager, Sue Walton-Knight, Madeleine Hyman and Justine Wall.

2nd Year will be taught by Anais Seager, Marcus Olsen, Liz Gardiner, Ali Lintin and Will Whyte.

3rd Year will be taught by Carol Wilkinson, Marcus Olsen, Anais Seager, Allister Sheffield, Will Whyte and Emma Fleming.

4th Year will be taught by Anais Seager, Jo Worrall, Demelza Hills, Charlotte Saville and Nigel Yates.

5th Year will not be formerly taught PSHE but instead, will complete the schools' complementary curriculum programme, strands of which revisit and enhance provision already covered in the lower school

6th Form will not receive any timetabled PSHE lessons. However, there will be a number of outside speakers that will address the sixth form during their Complementary Curriculum programme, on PSHE related subjects.

### **When, Who and Where?**

Timings of lessons, location and teaching staff can be found on the enclosed timetable at the end of this handbook.

## **6. Topics covered**

The current PSHE syllabus revisits important areas as the student's progress up the school. The rationale behind this spiral curriculum is that students mature at different rates and therefore certain issues may become more relevant to them at different times. The approach will also differ with age as will the level of knowledge and skills required. The PSHE programme has developed through staff experience, input from students as well as conforming to the school's ethos and incorporating the five specific outcomes from the Every Child Matters document.

PSHE deals with the 3 Rs: Respect (for yourself and others), Responsibility (towards yourself and others) and Relationships.

PSHE is a safe place to challenge and be challenged, to think for yourself, to learn how to listen to others and to accept their opinions even when you disagree. The early development and maintenance of mutually agreed ground rules is therefore essential. The whole class including the member of staff is bound by them and must include **confidentiality** with exceptions (if someone is in danger or if there is criminal activity), refer to the laminated poster in house areas; **respect** for people 's opinions and the **right to 'pass'**.

As there is no written work in PSHE positive verbal feedback to the student and if the pupil's work was particularly praiseworthy, feedback should be sent to the tutor. In the case of Lower School PSHE merits can be given.

Selections of training courses run throughout the year. AS1 will pass on relevant details of courses on offer. Also you are very welcome to attend any of the outside speakers' workshops if you are free. Just let AS1 know.

PSHE teaching incorporates the delivery of sessions on financial/economic education. Pupils in the First Form all receive a session in the life skills carousel called 'Money Matters' where they learn how to manage a bank account and learn and understand basic and essential banking terms. In the 4th Form, pupils will cover a range of lessons on personal finance, saving money, understanding taxation and the cost of living.



## **Second Year Course**

### **Autumn Term:**

#### **Valuing and caring for ourselves and others**

- Getting to know each other and ground rules, ice breakers
- Working together as a team and recognising responsibility to self and others in the process
- Parliament project
- Role of police, crime and punishment
- Value of rules
- Anti-bullying week will fall in this term, look at and revise the school policies concerning bullying
- Publicise BOB and 'Your Space'
- Complete the online anti-bullying survey
- Cyber bullying, understanding what a bystander is
- Discrimination and Prejudice and how it is dealt with by the law and the school
- Robert Higgs 'The Boy in the Photograph', an anti bullying presentation
- Visits from Listeners , Prefects and Counsellors
- Charity week
- Reading Ambassadors
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

### **Spring Term:**

#### **Valuing and caring for ourselves**

- **Life skills carousel: yoga, nutrition, money management, emergency first aid and team building (in the 2<sup>nd</sup> cycle of this, there will be progression built in from the 1st Form carousel)**
- Mind - Time management, coping with stress, trying new things and leaving your comfort zone. Use of Long and short term goal booklets
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.
- Reading Ambassadors with a guest author

### **Summer Term:**

#### **Valuing and caring for ourselves and the wider community**

- Introduction to the careers department and first formal session offering impartial careers advice.
- Drug and alcohol education. Where does my freedom end and another person's begin? Making healthy and informed choices
- Animal Rights - animal experimentation
- Transition from the Second Year to the Third Year – Samaritan's 'Deal' resources
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

## **Third Year Course**

### **Autumn Term:**

### **Your choices and their effects on other people**

- Getting to know each other. Welcome the new pupils
- Ground Rules
- What is PSHE?
- Empathy game, groups work on a game for a 7-year-old
- Empathy game analysis discussing feelings associated with group conflict /cohesion.
- Listening skills training with a Counsellor
- Anti- bullying week will fall in this term, BOB publicised
- Where to go for help
- 'Back scratching' Exercise
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

### **Spring Term:**

### **Other people's choices and their effects on you continued**

- Human Rights, Empathy V Apathy, Amnesty International work – 'Girl Rising' project
- Police Visit: Rights as a teenager in the eyes of the law and the responsibilities as a citizen
- Self –Esteem – what it is and its importance
- Developing identity and building self-esteem
- Samaritans Visit, if possible.
- 'Bowling for Soup' song – introduction of cliques, power, equality, popularity.
- The Ideal Wo/man, Feminism, the role of the media in our self-image, stereotyping
- Psychological experiment/Lily Allen song
- 'Back scratching' exercise
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

### **Summer Term:**

### **Your choices and the effect on you**

- Ground rules and reminder that knowledge and experience do not necessarily go hand in hand and not to make comments if people answer questions to sensitive topics
- How to deal assertively with people – understanding of the feelings involved and difficulties faced starting and ending relationships
- What is a normal relationship like? How fast should it proceed?
- Abstinence
- Sex Ed Quiz – How much/little do you actually know – the facts revealed
- Contraception/pregnancy/STIs/Where to go for help
- Questions
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.



## **Fourth Year Course**

### **Autumn Term: Relationships, drugs and alcohol**

- Relationships – allowing them to flourish (romantic and other relationships to be discussed) – discuss love and respect. What is 'normal' in a relationship? How far do you go on a first date?
- Beyond friendship - Include Sexting, STI's and abortion
- Ending relationships/assertiveness within relationships
- Alcohol, bingeing, spiking and illegal and legal substances
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

### **Spring Term: Mental and Physical well being**

- Social media Social media – understanding the dangers
- Mental Health and Well Being
  - Mental Health and well being Body image
  - Eating disorders
  - Self harm
  - Porn

### **Summer Term: Know yourself, know others**

- Know Yourself? exercise
- Control of your life, work life balance, stress management and anger management
- Being British:
  - citizenship
  - stereotypes based on nationality – touch on radicalisation
- Exam stress and relaxation techniques
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

## **Fifth Form Course**

The 5th Form Complementary Curriculum programme is composed of sessions delivered to the 5th Form on a carousel basis. The first few weeks of the year are a series of lectures which serve as an introduction to the group sessions.

AEL	Parliament	N5
JSW	FGM, Human Trafficking	N11
KHP	Working in the Community	Pavilion
EMC	Sexuality, Race and Class	H3
NY	Understanding Politics	F2
JFOH	Careers – 22 <sup>nd</sup> Sept and 13 <sup>th</sup> Oct	Pavilion
VRM	Nuclear War: 'Understanding why we stand on the brink'	B1

## **Radicalisation**

As part of the carousel the 5th Form will receive a workshop from the Police on Radicalisation.

## **Anti-bullying week**

The national Anti-bullying week takes place during the autumn term and is usually during November. All year groups, years 1 – 4, conduct anti-bullying activities within their PSHE programmes. However, during the anti-bullying week, all year groups co-ordinate to produce a display or to take part in a competition or other themed activity, in line with the national recognition of bullying as an issue.

The work conducted just prior or during this week is in addition to their continued anti-bullying work but linking to the national anti-bullying week helps to raise the profile and significance of the work that we do.

## **7. Pastoral links to the School PSHE programme**

The Lower School and Upper School pastoral staff (House masters/mistresses and tutorial staff) are addressed at the start of the academic year in relation to the structure and delivery of the PSHE programme. The key topics and themes are outlined and staff are invited to take part in sessions as well as being asked to feed in ideas for current issues that they are aware of and feel need greater attention within PSHE lessons.

Staff are made aware of the location of SOW on the school intranet.

## **8. Dauntsey's Counselling Service**

- **Who are we?**

The school counsellors are:

Carole Coupe and Alison Murphy

We are qualified counsellors who have a wealth of experience in working with both young people and adults across a wide range of issues.

- **Why are we here?**

We are employed in order to support both students and staff. Our training enables us to address the deeper or more complex issues that other members of staff would struggle with or do not have time to deal with adequately.

Our aim is to enable the 'client' to clarify their problem, to identify what needs to change in their situation and then to support them in making those changes which will enable them to move forward. We do not try to solve people's problems, working with them instead in finding their own solutions.

We are an addition to the network of pastoral support in place in the school through the teaching and non teaching staff, enhancing this rather than replacing any aspect of it.

- **How do we work?**

We work one to one with individuals and also with groups. We liaise with parents and outside agencies such as Psychiatrists, GP's etc where necessary and appropriate.

Staff are encouraged to consult us in dealing with problems presented by the children they deal with and it may not always be necessary for us to work directly with the child.

Be assured that in referring to us this is not a sign of weakness or inefficiency on your part. We are not here to take anything away from you in your role as teachers, tutors or house staff. We do have a wide range of experience in dealing with emotional and mental health issues. That is what we are trained to do.

- **How can you contact us to make a referral?**

We are employed on an hourly part time basis and come in to school as and when we are needed so it is difficult to give definite times when you can catch us.

You can email us on the school system or drop a note in the box in the library or San.

Also, we are all contactable on the following numbers which all provide confidentiality:

Carole: 07967 875295

Do ring to refer or discuss a child.

- **What issues do we cover?**

Over the school year we may deal with relationship difficulties, loss of many kinds, eating disorders, self harm, stress, academic pressure, isolation and social problems etc

We may see someone only once or regularly over a period of time.

- **When would we support staff?**

When home or work stress whatever its nature becomes overwhelming and adversely affects your role and daily functioning, it can be helpful to work it through with one of us.

In order to provide privacy staff can be seen off the school premises if preferred.

- **Confidentiality**

We assure our 'clients' that what they say to us is confidential **unless** we believe that they are likely to seriously harm themselves or someone else or if there is a child protection issue when the school's Designated Safeguarding Lead will be informed. At present this is Mrs A Jackson with Miss E Conidaris deputising.

We encourage children to confide in their parents but in some cases parents are part of the problem so this is not possible.

Particularly in the case of boarders (especially Lower school boarders), it may be necessary to share information with house parents who are in loco parentis and may need to be alert to the child's needs. This will be strictly confidential within a trusted professional context.

Please do not hesitate to contact us if you feel we may be able to help in any way.

We are here to support you!

## **9. Health and Safety**

- All teaching staff must take the register for each lesson. If they are in doubt as to the whereabouts of a student, they are to use the phone or computer to check if they are in school, in the San or at a music lesson.
- All staff are to read the Evacuation and Major Incident procedures.
- All staff are to make sure that they are up to date on pupils who have specific learning difficulties and health issues.

Miss A Seager

Head of Complementary Curriculum

Reviewed: September 2018

Next Review: September 2019



## HAPPINESS MANIFESTO

Do these for two months and see the difference they make!

- 1. Get physical**  
Exercise for half an hour three times a week.
- 2. Count your blessings**  
At the end of each day, reflect on at least five things you're grateful for.
- 3. Talk time**  
Have an hour-long uninterrupted conversation with your partner or closest friend each week.
- 4. Plant something**  
Even if it's a window box or pot plant. Keep it alive!
- 5. Cut your TV viewing by half**
- 6. Smile at and/or say hello to a stranger**  
At least once each day.
- 7. Phone a friend**  
Make contact with at least one friend or relation you have not been in contact for a while and arrange to meet up.
- 8. Have a good laugh at least once a day**
- 9. Every day make sure you give yourself a treat**  
Take time to really enjoy this.
- 10. Daily kindness**  
Do an extra good turn for someone each day.

[bbc.co.uk/lifestyle](http://bbc.co.uk/lifestyle)



