



THE  
**WHITE  
HOUSE**  
PREPARATORY SCHOOL

**The White House Preparatory School  
and  
Woodentops Day Nursery**

**Personal Development Policy**

The ethos and culture of the White House Prep School seeks to promote the education of the whole child as an individual in their own right and this set in the context of the broader community – local, national and international – in which each child appreciates their own rights, the rights of others and their responsibilities, a strong element of which seeks to empower each child with the opportunity and ability to respond.

The curriculum is designed to be broad, to provide children with the opportunity to develop, shine and excel in as many areas as possible also to discover other aspects of themselves. This is made possible through learning in the taught curriculum and is accessed also in every experience each child has in the school including extra-curricular activity.

The purpose of this policy is to draw together all strands to promote **Personal, Social, Health and Economic Education (PHSEE)** together with **Sex and Relationships Education (SRE)**, **Spiritual, Cultural, Moral and Social Education (SMSC)** and **British Values** through the taught and extra-curricular activity and embracing role models with the “caught not taught” ethos and culture of the school.



Principal Mrs M. McCahery Cert Ed Headmaster Tony Lewis, BD, MA, PGCE  
Day Nursery | Kindergarten | Preparatory | 24 Thornton Road, London, SW12 0LF  
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## **PHSEE**

### **Rationale**

The White House Prep School is committed to providing a comprehensive programme of personal, social, health and economic education (PSHEE) for our children which is appropriate to their age and needs.

PSHEE in our school encompasses all areas designed to promote children's personal, social and health development and, in this policy, the term PSHEE is used to refer to taught PSHEE lessons in the allocated curriculum time, cross-curricular elements, assemblies and sex and relationships education (SRE) lessons. It recognises also that this is a dynamic situation where topics and themes will arise in other areas e.g. English and the study of a text, history topics, sport and the development of individual and team skills. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility and make the most of their own abilities and those of others.

**Personal:** The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

**Social:** The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying, racism and cyber-bullying. Sex and relationships are also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.



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**Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impact this can have on the individual and others around them.

**Economic:** Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future. In KS2 this is addressed specifically through Enterprise lessons in which children develop business related ideas which they seek to develop, sometimes for fiscal profit relating to our chosen school charities.

### Aims

The White House Prep School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for pupils.
- use the full capacity and flexibility of the curriculum to help the children to achieve safe and healthy lifestyles.
- promote an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being.

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE, teachers take into account the needs of each child and aims to be entirely inclusive of each and every child so all share in the desired outcomes.



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‘Circle Time’ activities allow children to explore emotions, ways to express those emotions and strategies to cope with them, as well as an awareness of the emotions of others and how our behaviour affects other people.

Our structured activity sessions are specifically tailored to the needs of various groups, from working with a child who is developing coping strategies to facilitating turn-taking and initiation. We help children achieve in all areas of life by ensuring that they are all given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the Curriculum, extra-curricular activities and through interactions with teachers and other adults. Our range of artistic, sporting and other cultural opportunities is available to the children through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our personal, social, health, economic education in order that our children are able to acquire values and skills to enable them to develop independence and choose their path in life.

We aim for our children to understand and appreciate the range of different faiths and cultures in modern democratic Britain.

We use our schemes of work and other plans, which enable children to develop an understanding of public services and institutions and to take their place in the modern democratic British Society.

We provide a range of quality opportunities for children to take on roles of responsibility and make a positive contribution to the school and the local and wider communities.



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### **PSHEE Curriculum**

The curriculum is based around the PSHEE Associations programme of Study and is taught in three strands:

- Autumn Term: Relationships
- Spring Term: Living in the Wider World
- Summer Term: Health and Wellbeing

However the curriculum is flexible enabling teachers to respond and adapt as needs are perceived or arise. The intention is by the end of an academic year each year group will have covered the topics identified in the scheme of work.

Each class has a “scrap book” which is the focus for contributing and recording pupil input but is not the only source of pupil work.

### **Preventing Extremism and Radicalisation**

We strive to eradicate the myths and assumptions that can lead to some children becoming alienated and disempowered. We ensure that all of our support and approaches will help our children build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and radicalisation and are skilled and confident enough to challenge it. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with children through positive engagement and a learner centred approach;
- facilitating a ‘safe space’ for dialogue and
- equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.



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Teachers are directed to the school's Safeguarding and Child Protection Policy. If there is any concern with regard to abuse, the school's child protection procedure should be followed carefully.

### **Sex and Relationships Education (SRE)**

The school is committed to the teaching of SRE. It will be taught explicitly as part of our Citizenship related & PHSEE (Personal, Health, Social, Emotional & Economic) lessons however the nature of relationships may arise in a range of subject studies (e.g. English texts) and experiences (e.g. Assemblies).

SRE will:

- be developmental and be appropriate to the age and stage of the child.
- encourage awareness, respect and responsibility for oneself and others.

Concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but need to be explored. Like other areas of health education, sex education is concerned not only with cognitive development but affective development.

The content and focus in each year group is summarised in the PHSEE scheme and include:

#### ***Year One***

- Bodily change and growth (e.g. getting taller)
- Feelings and emotions
- Knowing yourself



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***Year Two***

- Families and relationships
- Friendship and peer pressure
- Relationships within communities
- Human needs
- Hygiene

***Year Three***

- Building positive relationships
- Getting Along

***Year 4***

- Maintaining positive relationships
- Healthy lifestyle

***Year Five***

- Relationships incl marriage
- Stereotypes
- Managing change
- Puberty – intro

***Year 6***

- Relationships – intimacy
- Growing up
- Becoming Independent
- Puberty - continued

Each term begins with a Curriculum Meeting to which parents are invited and this is held in classes and led by the class teacher. Specifically before issues such as puberty



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and therefore sex education are delivered in Years 5 and 6 parents in those classes are invited to ask questions and withdraw their child if they wish.

**Spiritual, Moral, Social and Cultural Development (SMSC)**  
**including the promotion of British Values**

Critical to the development of each and every child is the appreciation of value and values some of which is innate but much of which is experienced and refined in community in which the development of principles for distinguishing between right and wrong is critical. These will allow the children to become moral, law abiding citizens in support of the British Values agenda.

The school curriculum aims to develop the pupils' knowledge, understanding and appreciation of their own and different beliefs and cultures and how these can influence individuals and societies. We aim to offer a balanced presentation of opposing views avoiding personal bias whenever possible. It is important that pupils develop an awareness of certain acceptable values which govern their responsibility for their own behaviour, their relationships with others, their place as trusted citizens in society and their concern for the environment, protecting it for future generations.

These are the objectives of the school's curriculum and what pupil activities should achieve:

Children should learn that all human beings are unique; capable of spiritual, moral, intellectual and physical growth. On this basis, children should learn to:

- Develop an understanding of their own characters, strengths and weaknesses
- Develop self-respect and self-discipline
- Clarify meaning and purpose in their lives on the basis of this, decide how they believe their lives should be led



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- Make responsible use of their talents, rights and opportunities
- Strive, throughout life, for knowledge and understanding
- Take responsibility for, within their capabilities, for their own lives

Relationships with others are seen as fundamental to the development of others and ourselves and to the good of the community. In learning to value others, children should:

- Respect others: Children and adults alike
- Care for others and exercise goodwill in their dealings with them
- Show others they are valued
- Earn loyalty, trust and confidence
- Work co-operatively with others
- Respect the privacy and property of others
- Resolve disputes peacefully

In society, children should learn to value the truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, children should learn to value the family as a source of love and support for all its members and as a basis of society in which people care for others. In learning about these values of society, children should be encouraged to learn to:

- Be responsible global citizens, honouring truth, integrity, honesty and goodwill in public and private life.
- Respect the British values of democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Refuse to support actions which would be harmful to others
- Support family values in caring for dependents
- Learn to appreciate the importance of family commitment and how it provides children with security, love and happiness



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- Learn about the law and the legal process
- Respect the rule of law and encourage others to do so
- Help to promote opportunities for all and offer others support
- Participate in the democratic process and to contribute, as well as benefiting fairly, to economic and cultural resources
- Develop a broad general knowledge of public services and institutions in England.

Finally, our curriculum aims to teach children to value our environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration. In being introduced to these values, children to learn to:

- Accept that we have a responsibility to maintain a sustainable environment for future generations
- Understand the place of human beings within nature
- Understand that we have a responsibility for other species
- Ensure that development can be justified
- Preserve balance and diversity in nature wherever possible
- Preserve areas of beauty and interest for future generations
- Repair, where possible, habitats damaged by human development and other means

**The White House Preparatory School and Woodentops Day Nursery adopts many approaches throughout its curriculum to promote these values**

Through assemblies, the pupils are made aware of many different issues with specific focus or theme provided for each assembly which contributes greatly to the pupils' spiritual, moral and cultural development. A "Good Behaviour Badge" is awarded each week and the focus of this is often linked to the focus or theme of the assembly e.g.



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November Remembrance and sacrifice related to sharing of self in supporting peers – related in a manner appropriate to the children.

Topics developing children’s views of themselves are discussed and repeated through various ways in RE, English lessons, PSHEE/PSED, Circle Time and in many assembly themes, especially our good behaviour and award assemblies.

Children are aware of the school rules and the ways we measure acceptable behaviour. Positive reinforcement encourages good behaviour and this is employed regularly through the reward systems and through praise and encouragement.

Opportunities in many activities encourage success, the discovery of strengths and weaknesses and the growth of confidence and self-respect. House points, award systems in music, drama and sport, celebration assemblies, excellent work boards and so on, all help to build pupils’ self-esteem and confidence.

Prize Giving at the end of the summer term ensures that all pupils know they have made a personal achievement in the school year and this helps to develop self-respect and respect for others.

House Captains and the Head Boy and Girl lead the School Council also house meetings and set leadership examples. Children learn more about these processes at house assemblies.

Self-discipline is developed through motivating pupils to participate fully, complete tasks, carry out duties, do homework and to respond appropriately to the school routine and to school rules.

Much emphasis is placed on caring for others. This is achieved through the social interaction of all age groups, through the House System, through RE, British Values, PSHE/PSED, Circle Time and in assemblies. The recent introduction of Enterprise in



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KS2 has raised this profile further especially with the links to the charities we choose as a school to support each year.

Emphasis is placed on taking part, not necessarily winning, and in appreciating others' success. Internal competitions and outside events provide opportunities to recognise others' strengths and talents, encourage practice in one's own talents and skills, to learn to work co-operatively in groups and to represent one's House of school.

Respecting others' property and privacy and not causing others' distress is fundamental to the school's ethos. The school offers a secure and caring environment in which children can be happy. Any behaviour regarded as bullying or causing others harm is addressed. Pupils are encouraged to be honest, to discuss how to resolve an unhappy situation and take positive steps to ensure trusting and peaceful relationships in the future.

Many references to the values of family commitment, love, trust and support are made throughout the pupils' school life. The school is represented by many different cultures and family units and every child is made to feel equally important and valued. In all lessons, but particularly the humanities and PSHE, we focus on many aspects to demonstrate the diversity of individuals, societies and cultures so that children learn to appreciate and value all humanity.

The support given to many different charities every year encourages pupils to develop an understanding of the difficulties endured by others through no fault of their own and the fund-raising ventures which take place, help children in the school to show care and understanding and to build a sense of responsibility in helping the community. On occasions, the choir and orchestra are involved in providing concerts for the local community. Our charity committee helps pupils focus their charitable energies and help build a community of giving.



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In science, geography, PSHE/PSED, Circle Time and through many other curriculum areas, children learn to appreciate nature, animals and the wonder and beauty of the environment. The dangers of pollution and destruction to the environment are evaluated and discussed. Children are encouraged to appreciate art and literature and the language of poetry and prose, which describes the breadth of humanity and the wonder of the world around us.

Opportunities in art, music and drama develop pupils' expression and understanding of characters and human situations.

The history curriculum follows the span of progress throughout different historical periods and this study encourages an understanding of the consequences of the actions of humanity and the effect on the environment.

The effect of addressing the spiritual, moral and cultural development of the pupils at The White House Preparatory school and Woodentops Day Nursery is regarded as a crucial thrust of the school's curriculum, which aims to influence children's daily lives both now and in the preparation of their future lives. The school has always preserved this ethos, as echoed in many of its traditions and its evolving practices.

### **Visitors & Speakers**

All visitors who have specific contact with staff or/and children must be approved by the Headteacher in advance. The usual safeguarding standards and processes will be applied and in addition visitors will be vetted to ensure they are in keeping with the ethos and culture of the school and specifically do not undermine any aspect of British Values.



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### **Extra-Curricula Provision**

The White House Prep School is an inclusive environment which appreciates fully that children develop both inside and outside of the classroom therefore we aim to provide children with opportunities be engaged, interested and committed in a wide range of contexts.

On a termly basis we deliver a programme of Clubs (before and after lessons) which provide wider opportunities for children to find something in which they are interested or/and can shine and can develop.

Each term we organise a range of trips and visits from the school so children access different environments and experience different perspectives.

- Walk out experiences include local settings such as Agnes Riley allotments, St Thomas' Church and Balham Library.
- London is a wonderful learning experience and children visit musical and theatrical events as well as well known destinations such as The Science Museum and Imperial War Museum; we seek smaller and more local interests as well such as the Dulwich Gallery, Horniman Museum and Wimbledon Windmill.
- We travel outside of London to destinations such as Brooklands and Brocketts Farm. The aim is that children extend their learning inside the classroom by relating this directly to an experience outside of the classroom.
- Alongside sporting events we take Year 3 on an outward bounding experience which develops in Years 4&5 into a more extended residential experience (4 days/3 nights) in which children further develop their independence, self-confidence and skill set. In Year 6 the children visit a European destination, most usually in France or Spain for 4 days/3 nights to practice one of the languages they learn in class and to embrace a wider cultural and historical setting. The experience of residential visits is profound in the memory of the



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children also therefore the development of their personal and social skills. The aim is that their appreciation of self and of others is excellent as a consequence.

A further aim is to present to children opportunities to develop in non-curriculum experiences especially in music, art, design and sport either in situations initiated by themselves (e.g. Enterprise) or opportunities that arise (e.g. General Elections, choral performances in settings such as the Albert Hall) or opportunities that we present (e.g. Art Exhibition, Musical Evenings, Interhouse Music competitions).

Developing self-confidence and the ability to predict, prevent and respond to different challenges is critical and children experience this in maths days led by senior schools, quiz challenges also pedestrian/cycle and TfL provision in building awareness about independent travel.

The extra curricula provision is intended to complement, deepen and broaden what children are able to experience and therefore to help them develop to the furthest extent.

<b>Policy will be reviewed annually</b>			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
PHSEE Policy introduced for 2019-20 to include revised SRE & SMSC			
Policy created:	Nov 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
To be reviewed:	Sept 21	By:	Headteacher



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