



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

Personal Development Policy

Introduction and Ethos

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. This is 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, providing children with the opportunity to develop, shine, and excel in as many areas as possible, while also discovering 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 (PSHEE) together with Relationships Education (RE), Spiritual, Moral, Social and Cultural Education (SMSC), and Fundamental British Values (FBV) through taught and extra-curricular activity, embracing role models within the “caught not taught” ethos and culture of the school.

Personal, Social, Health and Economic Education (PSHEE)

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. In this policy, the term PSHEE is used to refer to taught PSHEE lessons in the allocated curriculum time, cross-curricular elements, assemblies, and Relationships Education (RE) 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,



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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. Relationships and personal boundaries are also a crucial part of social and health education to ensure that children have the information and understanding to make safe, informed choices.
- **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.



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- 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 aim to be entirely inclusive of each and every child so all share in the desired outcomes.

‘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, and 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 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.

PSHEE Curriculum



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The curriculum is based around the PSHE Association's 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 that 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.

Keeping Children Safe in Education (KCSIE) Safeguarding Integrations

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.

Teachers are directed to the school’s Safeguarding and Child Protection Policy. If there is any concern with regard to abuse or radicalisation, the school’s child protection procedure must be followed immediately.



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Online Safety and Harm

In line with KCSIE guidelines regarding filtering, monitoring, and online harms, children are explicitly taught how to stay safe online. This includes recognising acceptable and unacceptable behaviour online, understanding the risks of cyber-bullying and digital footprints, and knowing exactly how to report concerns regarding online harms or content that makes them feel uncomfortable.

Peer-on-Peer Abuse and Personal Boundaries

The curriculum incorporates age-appropriate lessons regarding personal boundaries, privacy, and body autonomy (including the right to say 'no' and respecting others' physical space). Children are taught to identify peer-on-peer abuse or inappropriate physical contact and are empowered with the language and confidence to report such instances to a trusted adult.

Relationships Education (RE) and Parental Consultation

The school is committed to the teaching of statutory Relationships Education and Health Education. It will be taught explicitly as part of our PSHEE lessons; however, the nature of relationships may arise in a range of subject studies (e.g., English texts) and experiences (e.g., Assemblies).

Relationships Education will:

- Be developmental and be appropriate to the age and stage of the child.
- Encourage awareness, respect, and responsibility for oneself and others.
- Explicitly address safety, personal boundaries, and respect in digital and physical environments.

Concepts such as love, joy, anger, fear, hate, trust, respect, feelings, and emotional responses are explored in an age-appropriate manner. Like other areas of health education, relationships education is concerned not only with cognitive development but affective development.

The content and focus in each year group is summarised in the PSHEE scheme and includes:

- **Year 1:** Bodily change and growth (e.g., getting taller), Feelings and emotions, Knowing yourself.



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- **Year 2:** Families and relationships, Friendship and peer pressure, Relationships within communities, Human needs, Hygiene.
- **Year 3:** Building positive relationships, Getting along, Boundaries and privacy.
- **Year 4:** Maintaining positive relationships, Healthy lifestyle, Staying safe online.
- **Year 5:** Relationships including marriage, Stereotypes, Managing change, Puberty (physical and emotional changes).
- **Year 6:** Relationships and emotional intimacy, Growing up, Becoming independent, Puberty (continued) and transitioning to secondary school.

Parental Engagement and Right to Withdraw

Each term begins with a Curriculum Meeting to which parents are invited; this is held in classes and led by the class teacher.

Statutory Position on Withdrawal: In accordance with Department for Education statutory guidance for primary and preparatory schools up to age 11, **Relationships Education** and **Health Education** (which includes lessons on puberty, hygiene, and biological growth) are **statutory**. Parents **do not** have the right to withdraw their children from these components.

If the school introduces discrete, non-statutory Sex Education elements that sit outside the Science National Curriculum or Health Education frameworks, parents will be consulted in advance and retain the right to request their child be withdrawn *strictly* from those non-statutory sex education lessons.

Support for Children who are Questioning their Gender: The White House Prep School and Woodentops Day Nursery follows a very careful, cautious, and safeguarding-first approach regarding children who may be questioning their gender, fully aligning with statutory KCSIE guidance. The school does not initiate any active intervention or social transition frameworks. Staff recognise that exploring diverse interests or non-gender-stereotypical play is a normal part of primary development and does not inherently indicate gender dysphoria.



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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 are innate, but much of which is experienced and refined in a community where the development of principles for distinguishing between right and wrong is critical. These 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 at all times. 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:

Personal Growth

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 and, on the basis of this, decide how they believe their lives should be led.
- Make responsible use of their talents, rights, and opportunities.
- Strive, throughout life, for knowledge and understanding.
- Take responsibility, within their capabilities, for their own lives.



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Relationships with Others

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.

Values of Society

In society, children should learn to value 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.
- Learn about the law and the legal process.



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- 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 contribute, as well as benefit fairly, to economic and cultural resources.
- Develop a broad general knowledge of public services and institutions in England.

The Environment

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 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.

Practical Application of Ethos and Values

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

- **Assemblies:** Through assemblies, pupils are made aware of many different issues, with a specific focus or theme provided for each assembly contributing greatly to pupils' spiritual, moral, and cultural development. A "Good Behaviour Badge" is awarded each week, often linked to the focus of the assembly (e.g., November Remembrance and sacrifice related to the sharing of self in supporting peers, delivered in an age-appropriate manner).



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- **Self-Awareness:** Topics developing children's views of themselves are discussed and reinforced through RE, English lessons, PSHEE/PSED, Circle Time, and assembly themes.
- **Behaviour and Rules:** Children are aware of the school rules and the ways we measure acceptable behaviour. Positive reinforcement encourages good behaviour through reward systems, praise, and encouragement.
- **Confidence Building:** Opportunities in many activities encourage success, the discovery of strengths and weaknesses, and the growth of confidence. House points, award systems in music, drama, and sport, celebration assemblies, and excellent work boards all help build pupil self-esteem.
- **Prize Giving:** Prize Giving at the end of the summer term ensures that all pupils know they have made a personal achievement in the school year, fostering self-respect and respect for others.
- **Pupil Leadership:** House Captains, Head Boy, and Head Girl lead the School Council as well as house meetings, setting strong leadership examples.
- **Self-Discipline:** Self-discipline is developed through motivating pupils to participate fully, complete tasks, carry out duties, complete homework, and respond appropriately to school routines and rules.
- **Caring for Others:** Much emphasis is placed on caring for others, achieved through cross-age social interaction, the House System, RE, British Values, PSHEE/PSED, Circle Time, and assemblies. The introduction of Enterprise in KS2 has raised this profile further, linking to our selected annual school charities.
- **Healthy Competition:** Emphasis is placed on taking part and appreciating others' success. Internal competitions and outside events provide opportunities to recognise others' strengths, practice skills, and learn to work co-operatively.
- **Anti-Bullying Culture:** Respecting others' property, privacy, and emotional wellbeing is fundamental. Any behaviour regarded as bullying or causing harm is addressed immediately. Pupils are encouraged to be honest, resolve unhappy situations constructively, and take positive steps to ensure peaceful relationships.



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- **Diversity and Inclusion:** The school is represented by many different cultures and family units; every child is made to feel equally important and valued. Lessons, particularly in the humanities and PSHEE, focus on demonstrating the diversity of individuals, societies, and cultures so children learn to appreciate all humanity.
- **Charitable Work:** Supporting different charities every year helps pupils understand the difficulties endured by others. The choir and orchestra provide concerts for the local community, and our Charity Committee helps focus pupil energy into a community of giving.
- **Environmental Awareness:** In science, geography, PSHEE/PSED, and Circle Time, children learn to appreciate nature and the environment. Pollution and conservation are evaluated and discussed. Children are encouraged to appreciate art, literature, and poetry describing the wonder of the world.
- **Expressive Arts:** Opportunities in art, music, and drama develop pupils' expression and understanding of diverse human situations.
- **History Curriculum:** The history curriculum explores progress across different historical periods, encouraging an understanding of the consequences of human actions on society and the environment.
- **The School Council:** Representing the voice of the children, each class elects a representative. The council is led by the Heads of School, supported by the Head of Sustainability and Community. They reflect on issues, act as a medium for change, and exercise genuine, empowering impact.

The effect of addressing the spiritual, moral, social, and cultural development of the pupils is regarded as a crucial thrust of the school's curriculum, aiming to influence children's daily lives both now and in preparation for their future.

Visitors and Speakers

All visitors who have specific contact with staff and/or children must be approved by the Headteacher in advance. The standard safeguarding vetting processes outlined in KCSIE will be applied.

In addition, visitors and their content will be vetted to ensure they are in keeping with the ethos and culture of the school. Specifically, the school ensures that external speakers do not



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undermine fundamental British values, promote extremist ideologies, or deliver partisan political views.

Extra-Curricular 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 to be engaged, interested, and committed in a wide range of contexts.

- **Clubs:** On a termly basis we deliver a programme of clubs (before and after lessons) providing wider opportunities for children to find something in which they are interested or can shine and develop.
- **Trips and Visits:** Each term we organise a range of trips and visits so children access different environments and experience different perspectives.
 - *Local Settings:* Walk-out experiences include local settings such as Agnes Riley allotments, St Thomas' Church, and Balham Library.
 - *London Culture:* Children visit musical and theatrical events as well as destinations such as the Science Museum and Imperial War Museum; we seek smaller local interests as well, such as the Dulwich Gallery, Horniman Museum, and Wimbledon Windmill.
 - *Beyond London:* We travel outside of London to destinations such as Brooklands and Bocketts Farm to extend classroom learning into an experiential setting.
- **Residential Experiences:** Alongside sporting events, we take Year 3 on an outward-bound day experience, which develops in Years 4 and 5 into an extended residential experience (4 days/3 nights) where children develop independence, self-confidence, and teamwork skills. In Year 6, children visit a European destination, most usually in France or Spain for 4 days/3 nights, to practice languages learned in class and embrace a wider cultural and historical setting. The experience of residential visits is profound for the development of personal and social skills.
- **Broadening Horizons:** We present opportunities to develop in non-curriculum experiences, especially in music, art, design, and sport, either in situations initiated by themselves (e.g., Enterprise), opportunities that arise (e.g., General Elections, choral



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performances in settings such as the Albert Hall), or opportunities that we present (e.g., Art Exhibition, Musical Evenings, Interhouse Music competitions).

- **Life Challenge Skills:** Developing self-confidence and the ability to predict, prevent, and respond to different challenges is critical. Children experience this in maths days led by senior schools, quiz challenges, and pedestrian, cycle, and TfL provisions aimed at building awareness about safe, independent travel.

The extra-curricular provision is intended to complement, deepen, and broaden what children are able to experience and therefore to help them develop to their fullest extent.

Review Cycle Note: This policy is subject to **annual review** to ensure continuous and rigorous alignment with the annual statutory updates of Department for Education guidance and Keeping Children Safe in Education (KCSIE).

Policy will be reviewed annually			
Policy reviewed:	Sept 26	By:	Headteacher & PSHE Lead
To be reviewed:	Sept 27	By:	Headteacher & PSHE Lead

