DULWICH COLLEGE
FOUNDED 1619

WELLBEING POLICY (YEARS 7 TO 13)

(Including: Spiritual, Moral, Social & Cultural Development; and Fundamental British Values)

Wellbeing is what would be called 'PSHE' in other schools, but we feel that this name better promotes and reflects the provision the boys receive and the impact it has.

The College's principal aims are:

- to ensure all our pupils feel equally secure and valued;
- to offer academic challenges that enable each pupil to realise their potential;
- to provide sporting, cultural, charitable and adventurous engagement for all our pupils to enjoy and through which they can learn to work co-operatively and lead;
- to nurture a supportive community that encourages a sense of social responsibility.

In seeking to achieve these aims, all members of the College community are required to adhere to the Code of Conduct, which states that we are expected to:

- be helpful, tolerant and respectful towards everyone in the Dulwich community;
- behave with courtesy and in a manner which reflects well on us and on the College;
- avoid behaviour or comments which could lead to any distress;
- make sure that our appearance does credit to us and the College;
- be punctual;
- respect both the property and environment of the College;
- show consistency and common sense in observing the particular rules.

The College recognises its responsibility to ensure that the development of our pupils, in non-academic terms, will enable them to:

- play a confident, informed role in society;
- have a fully developed value system;
- be able to interact with other people in a positive way.

Indeed, it is our duty to enable Alleynians to be well prepared for the challenges of the twenty-first century.

This policy should be read in conjunction with all other College policies, in particular the Safeguarding (Child Protection) Policy and Relationships and Sex Education Policy (Years 7-13).

WELLBEING

Overview

The Wellbeing programme at the College seeks to help individuals develop their potential; work productively and creatively; build strong and respectful relationships with others; navigate online spaces safely and develop crucial competencies in critical-thinking; establish healthy routines; contribute to their community; and establish life-long skills that will help them thrive throughout their time at the College and beyond.

The programme of lessons is developed to meet the needs of our students and to ensure that all aspects of the Department for Education's Relationships and Sex Education (RSE) and Health Education statutory requirements are covered in full. It is developed in consultation with parents, students, staff and external partners, as well as in conjunction with guidance from the most recent research. The curriculum and resources are continually critiqued and updated to reflect dynamic social and technological changes. Some aspects of the RSHE requirements are delivered in academic subjects such as RT, Science and PE.

In addition to the programme of lessons, the wellbeing of pupils is developed and protected through a number of avenues including: safeguarding procedures; the relationship with their Form Tutor, Head of Year and senior pastoral staff; access to the College's counselling service, the Medical Centre, and the Chaplain; the work of the site staff (in particular with regard to security, safety and cleanliness); the Careers Department; academic departments and the teaching staff; the co-curricular programme; and the Boarding and Day Houses.

As well as by the teaching and operational staff at the College, pupils are also supported through partnerships and links with selected external agencies. Some of these currently include: Beyond Equality; It Happens; M-Path; Educate Ventures; Digital Awareness UK; the Daniel Spargo-Mabbs Foundation; Mental Health Foundation; Movember; and METRO Charity anti-HBT Bullying.

Pupils and staff are also encouraged to develop their wider appreciation of, and empathy towards, the wellbeing of others through College-wide activities during national and international awareness weeks, for example: Black History Month; Safer Internet Day; World Mental Health Day; Mental Health Awareness Week; World AIDS Day; Healthy Eating Week; Year 10 Mental Health Awareness Day and DC Pride, Dulwich College PRIDE Month.

Student Voice is at the heart of the Wellbeing provision and is conducted in many ways. Every student completes and online survey at the start and end of each topic that includes prior knowledge, progression, confidence scales and experience of Wellbeing lessons. They are also given the chance to pose the questions that they want answered throughout the term. Data from these surveys are sent to each Form Tutor.

Additionally, every year group has a Wellbeing Forum each term where representatives from each form can give their views and suggestions for further improving the programme. Finally, independent organisations such as Dignify are used to conduct anonymous surveys on students' experience of RSHE and the issues that they currently face. Data from which is used to bolster topics for different year groups.

The Wellbeing programme

The programme helps our pupils to grow and develop as individuals, as members of families and as members of the community. The lessons aim to cover, in an age-appropriate fashion, topics such as mental health, online safety and AI, healthy relationships, consent, contraception and sexual health, alcohol and substances, addiction, personal safety, financial literacy, careers and preparing for the future.

Pupils in Years 7 to 13 have one 55-minute lesson of Wellbeing in their two-week timetable, which is delivered by their Form Tutor. Lessons are often discussion-based, but may contain group, individual activities and written work, including assessment scenario tasks to measure learning. Form Tutors work from a central scheme of work that includes short, medium and long-term planning to ensure that the core curriculum materials are being delivered. Students are all given booklets for the term that includes lesson activities, scenarios and assessment tasks. Every year group will cover an aspect of relationships, each of which fits into a spiral curriculum that builds on previous learning, is age-appropriate and allows for addressing issues that are current and relevant to a particular cohort.

There is training at the beginning of each academic year during the INSET Day (and before each new unit of work, where required), and on-going tutor training programme throughout the year.

Wellbeing lesson resources are centrally stored in the on-line staff shared area on SharePoint and on their respective Team.

Lower School

In the Lower School, Wellbeing lessons are designed to support pupils through early adolescence and in their transitions both from primary school and into the Middle School. Examples of topics covered in the Lower School are: personal relationships; body awareness; bullying; road safety; healthy living and eating; risky behaviours; peer influence; AI and online safety.

Pupils also complete a short 'resilience' course and an information skills project, designed to develop independent learning skills.

Middle School

These lessons are designed to support pupils as they deal with their middle teenage years and associated changes to their relationships, anxiety and new experiences that these years bring. They also aim to prepare pupils for when they become adults. It supports their awareness of their own emerging and altering identities (social, moral, spiritual and political), and their online identity. Aspects of the RSE curriculum continue to be

developed and returned to, including healthy relationships, understanding different types of relationships (including toxic relationships), and consent and communication.

The Year 9 lessons cover AI, online behaviour, social media and what influences people to post, and online extremism in an Online Citizenship unit of work; drugs education through a talk from the Daniel Spargo-Mabbs Foundation; Relationships and Sex Education that covers consent, communication, sexual health and contraception, and graphic imagery online; and mental health and resilience that includes change, mental health challenges, loss and grief and male mental health. Pupils are taught in half-Form groups, as smaller class sizes are more appropriate for the discussion of these issues themes.

The Year 10 lessons are designed to allow the pupils to gain the necessary knowledge and understanding to be informed citizens as they explore a number of topics such as Making Healthy Choices that explores alcohol, substances and vaping, Managing Healthy Relationships that builds on previous learning around consent, introduces relationship red flags and unwanted behaviour in a relationship and the impact of graphic content online. The final topic of Economic Wellbeing addresses personal finance and avoiding financial scams. Year 10 students also take part in their Mental Health Awareness morning where they have a workshop from Beyond Equality that gives them space to discuss topics surrounding male mental health, expectations and gender norms and healthy relationships.

During the Year 11 lessons, pupils are prepared for adulthood through the completion of a unit on healthy relationships. They also complete a Careers course, in which they take part in a careers programme, find out about the work placement scheme, conduct virtual work experience, produce a curriculum vitae and practise interview skills. In the Lent term, Year 11s look at aspects of mental health including grief and bereavement.

All Middle School students hear from a range of speakers from organisations such as It Happens and the Daniel Spargo-Mabbs Foundation on topics that include, digital footprints, social media and careers; financial literacy; digital relationships, relationships, consent, sextortion, pornography; male mental health, and Movember, drugs, alcohol and vaping.

Upper School

Continuing on from LS and MS, US pupils continue to have one lesson of Wellbeing every fortnight, and this is delivered by their Form Tutor. Topics include drugs and addiction, healthy relationships, reproductive health and family planning, ethical AI use, financial literacy and support, consent and communication, preparation for university and travelling, and preparation for jobs, interviews and careers advice.

Pupils in the Remove and Upper School hear lectures on a range of topics, which include: preparation for independent living (they also attend the 'Beyond Dulwich Day' organised by the Careers Department); online gambling and addiction; financial literacy; student finance; male mental health and recognising and coping with stress; reproductive health and family planning, alcohol; drugs; and safe driving.

In addition, there is a focus on pupil-led Assemblies to encourage pupils to explore wellbeing issues that are important to them and to have the opportunity to deliver this to their peers. The Wellbeing Prefect is also

encouraged to work collaboratively with the Head of Wellbeing in the delivery of Assemblies and Collegewide wellbeing initiatives.

PARENTS

Parents are encouraged to participate in their sons' Wellbeing education. A Wellbeing newsletter is sent out to all parents with details of the topics that each year group will be covering and details of each lesson and talk.

Parent webinars are also to inform and empower parents in order that they can navigate conversations at home. Speakers have included It Happens, Digital Awareness UK, M-Path, the RAP Project, Patrick Foster, Opidane Education. Recent topics have included RSE at home; parent consultation on RSE; sextortion, understanding the manosphere, rethinking stress; gambling and gaming addiction; deepfakes and online safety; empowering children online; nutrition and exams; parties, drugs, alcohol and vaping; character education; rethinking anxiety; relationships and consent; pornography.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The spiritual, moral, social and cultural development of pupils (SMSC) is developed through virtually all parts of the curriculum by being infused within the daily life of the College.

The importance of pupils' SMSC development is widely recognised and plays an essential and significant part in a Dulwich pupil's education. Activities within the College are consciously planned to contribute to pupils' SMSC development, such as in Assemblies, acts of worship, the co-curricular programme and Wellbeing lessons.

Spiritual

'Spiritual' is not exclusively synonymous with 'religious', but the College recognises that some pupils will express their spiritual awareness in religious terms, while for others spirituality can be expressed by other means.

Pupils who are developing spiritually will:

- Explore beliefs and experience;
- Respect values;
- Discover themselves and the surrounding world;
- Use their imagination and creativity;
- Reflect.

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences;
- Respect for themselves and for others;
- Sense of empathy, concern and compassion;
- Sense of the College's heritage and tradition of tolerance.

The College seeks to foster pupils' spirituality by:

- Giving them the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives;
- Enabling them to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour;
- Encouraging them to explore and develop what animates and inspires them and others;
- Encouraging them to express innermost thoughts and feelings, exercising the imagination, inspiration, intuition and insight;
- Promoting teaching styles which:
    - value pupils' questions and give them space for their own thoughts, ideas and concerns;
    - enable them to make connections between aspects of their learning;
    - encourage them to relate their learning to a wider frame of reference;
    - encourage them to consider and respect a diversity of opinions and a diverse community.

Moral

Moral development involves pupils building a framework of moral values which regulates their personal behaviour and helps them to develop an understanding of shared values.

Pupils who are developing morally will:

- Recognise right and wrong;
- Understand consequences;
- Investigate moral and ethical issues;
- Offer reasoned views.

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- Understanding of the consequences of their actions;
- Interest in investigating, and offering reasoned views about, moral and ethical issues;
- Appreciation of the needs of the vulnerable within our own and the wider community;
- Ability to make responsible and reasoned judgements on moral dilemmas;
- Commitment to personal values in areas which are considered right by some and wrong by others;
- Respect for others' needs, interests and feelings as well as their own;
- Desire to explore their own and others' views;
- Sense of moral responsibility towards society.

The College encourages the pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the College;
- Promoting measures to prevent discrimination;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values and the consequences of relationships;
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making;
- Recognising and respecting the codes and morals of the different cultures represented in the College and the wider community;
- Encouraging pupils to take responsibility for their actions;

- Proving models of moral virtue.

Social

Dulwich pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team.

Pupils who are developing socially will:

- Use social skills in different contexts;
- Work well with others;
- Resolve conflicts;
- Understand how communities work.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds appropriately and sensitively;
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- Ability to relate to other people's social skills and personal qualities, and to work successfully as a member of a group or team;
- Interest in, and understanding of, the way communities and societies function at a variety of levels;
- Preparedness to challenge when necessary and appropriately the value of a group or wider community;
- Capacity to reflect on their own contribution to society and to the world of work;
- Participation in activities relevant to the community;
- Understanding of the notion of interdependence in an increasingly complex world;
- Sense for tolerance and for inclusion.

The College will foster pupils' social development by:

- Identifying key values and principles on which the College and community life is based;

- Fostering a sense of community with common inclusive values which ensure that everyone can flourish;
- Encouraging pupils to work co-operatively;
- Encouraging pupils to recognise and respect social differences and similarities;
- Providing positive group experiences;
- Providing opportunities for pupils to exercise leadership and responsibility;
- Providing positive and effective links with the world of work and the wider community and other countries.

Cultural

Cultural development relates to pupils' understanding their own background and culture and other cultures in their locality and in the country as a whole and elsewhere in the world. Promoting pupils' cultural development is intimately linked with our efforts to ensure pupils value cultural diversity. Linguistic diversity is encouraged.

Pupils who are developing socially will:

- Appreciate cultural influences;
- Participate in cultural opportunities;
- understand, accept, respect and celebrate diversity.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities;
- Openness to new ideas and a willingness to modify cultural values in the light of experience.

The College will encourage pupils' cultural development by:

- Providing opportunities for pupils to explore their own cultural assumptions and values;

- Addressing discrimination and promoting equality and fair treatment;
- Recognising and nurturing particular gifts and talents;
- Providing opportunities for pupils to participate in literature, drama, music, art, sport, science, crafts and other cultural events and encouraging pupils to reflect on their significance;
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness;
- Exposing pupils to a broad range of views from across the political spectrum.

FUNDAMENTAL BRITISH VALUES

As part of the College's commitment to promoting and ensuring the spiritual, moral, social and cultural development of our pupils, we actively promote the fundamental British values of:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of those with different faiths and beliefs.

The education that we provide is consistent with these values. In accordance with the Teachers' Standards, all staff are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the College: this extends to not undermining fundamental British values.

Working with pupils

In order to embed fundamental British values, we work with our pupils in a variety of ways:

- Opinions, views or behaviours which are contrary to fundamental British values are challenged and debated as part of a liberal education.
- Pupils are taught to understand how citizens can influence decision-making through the democratic process. Pupils appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- Pupils are taught to understand that there is separation of power between the executive and the judiciary, and that, whilst some public bodies such as the Police and the Army can be held to account through Parliament, others, such as the Courts, maintain independence.
- Pupils are taught to understand that the freedom to hold other faiths and beliefs is protected in law.

- Pupils are taught to accept that those of different faiths, or beliefs different to one's own (including those who leave their faith or who hold no faith), should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour.

- Pupils are taught to understand the importance of identifying and combatting unfair or illegal discrimination.

The College *actively* promotes principles which:

i. enable pupils to develop their self-knowledge, self-esteem and self-confidence;

ii. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

iii. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

iv. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

v. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

vi. encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;

vii. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

These principles are actively promoted by the following means:

i. To help develop our pupils into self-assured, confident, happy and positive young people:

   a. we help them to learn to articulate their feelings and justify them in both informal and formal settings, and give them responsibility and trust to develop their confidence;

   b. we celebrate achievement and encourage pupils to have the confidence to undertake difficult tasks, and to have a wide range of experiences;

   c. we encourage our pupils to question obstacles which might prevent them from developing into confident adults, such as a lack of aspiration and unfair discrimination;

   d. older pupils act as appropriate role models for younger pupils.

ii. To encourage our pupils to value the English legal system (and not simply 'law' in general):

a. we teach them that, while different people may hold different views about what is 'right' and 'wrong', all those living in England are subject to its law;

b. the College's ethos and teaching encourages respect for English civil and criminal law;

c. when teaching about religious law, we take particular care to explore the relationship between English civil and criminal law, and religious requirements, and make pupils aware of the differences between the law of the land and religious law.

iii. To develop our pupils into individuals who know how to act responsibly, and who are capable of becoming more independent as they grow older, while knowing the value and importance of making a positive impact on the lives of other people:

a. we teach co-operation and initiative through group activities;

b. we give pupils responsibility within the College setting;

c. we enable our pupils to serve others in the wider community.

iv. To equip our pupils to understand how public institutions (e.g. Parliament, the Police, and the Civil Service) and service (e.g. healthcare, welfare service and education) operate and have evolved, and how they relate to the daily lives of pupils and their families, we organise activities such as educational visits, work-shadowing and work experience in relevant organisations.

v. To enable our pupils to gain knowledge of and respect for their own culture (defined as 'the factors that are common to communities, such as custom, traditions, dress, food etc'), and different cultures:

a. we examine 'culture' from both a historical and contemporary perspective;

b. we explore links between culture and faith;

c. we encourage our pupils to regard all cultures with respect;

d. we prepare our pupils to interact positively with people of different cultures and faiths through links with other schools and organisations;

e. we offer a balanced curriculum which celebrates the achievements of other cultures.

vi. To ensure that our pupils respect other people:

a. we enable them to encounter people of different faith backgrounds and use teaching resources from a wide variety of sources to help them to understand a range of faiths;

b. when teaching about discrimination, harassment and victimisation, we actively promote the principles which encourage respect for other people, and show due regard in particular to the nine protected characteristics in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation;

c. if there is an occurrence or event involving one or more of the protected characteristics which becomes an issue amongst the pupils, we help the pupils to understand the issue, and ensure the pupils respect all those with these characteristics;

d. we take steps to ensure that the pupils do not form a negative or restrictive view of the role of the opposite sex.

vii. To ensure that our pupils respect democracy:

a. we include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in the UK and in other democracies, in contrast to other forms of government;

b. we thereby encourage our pupils to understand why democracy is perceived within the UK as the fairest form of political organisation;

c. we encourage our pupils to understand why taking part in democracy is a positive step;

d. we encourage our pupils to understand why law-making on the basis of representation in

e. Parliament is seen as better than alternatives;

f. we ensure that all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as the School Councils and the selection of Senior Prefects;

g. we use opportunities such as general or local elections to hold mock elections to promote the fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.

Political views

The College recognises that concepts such as democracy and the historical development of the political process in society cannot be meaningfully taught without reference to political belief and practice, and that the use of concrete examples is normally helpful in promoting understanding.

Activities at the College preclude the promotion of partisan[1] (i.e. one-sided) political views[2] (views expressed to further the interests of a particular political party, to procure changes to the laws of this or another country or to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country) in the teaching of any subject.

Whilst designed to prevent the political indoctrination of pupils through the curriculum, the intention of this approach is not to prevent pupils from being exposed to political views or from discussing political issues at the College. Pupils are not, however, actively encouraged by teachers or others to support particular political viewpoints.

We ensure that where political issues are brought to the attention of the pupils – whilst they are in attendance at school, whilst they are taking part in co-curricular activities which are provided by or on behalf of the College, or in the promotion at the College, including through the distribution of promotional material, of co-curricular activities taking place at school or elsewhere – they are offered a balanced presentation of opposing views.

As part of a 'common-sense' approach, the College takes steps to ensure that, when political issues are discussed or arise, pupils are made aware that there are normally countervailing views, and a balance is struck between the opinions and beliefs discussed. This may be during lessons, or when co-curricular activities within the College, such as debates, take place, or through the use of external speakers.

Prevent duty

The College is committed to preventing the radicalisation of its pupils and has in place a robust risk assessment to ensure that due regard is shown for the Prevent duty.

For example, when visiting speakers are chosen, a balance of opposing views is achieved; all speakers are vetted by the Deputy Master Co-Curricular, Operations and Partnerships and content is agreed beforehand. Where a speaker has expressed partisan political views on a subject, the College makes an assessment as to whether it is appropriate to challenge the speaker's views without delay, arrange for a speaker with opposing views to address pupils at a later date, or present opposing views on the subject to pupils in the course of subsequent class teaching.

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[1] For this policy, in deciding whether the promotion of a political view is 'partisan', the factors that could be taken into account include: superficial treatment of the subject matter, typified by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy; the misleading use of data; misrepresentations and half-truths; deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming and independent understanding as to how reliable it is; the exaltation of protagonists and their motives, coupled with the demonisation of opponents and their motives; whether a particular view is advocated as being the 'right' view, which must be adopted because otherwise certain presupposed consequences follow.

[2] 'Political views' are those expressed with a political purpose. A political purpose includes actions taken either directly or indirectly to further the interests of a particular political party; to procure changes to the laws of this or another country; to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The same approach applies to the use of promotional literature for events which are not part of the curriculum, which pupils might see and as a result wish to attend the events in question. Although such material can be political in nature, the College considers both the content and quantity of promotional material which addresses political issues. Irrespective of whether or not it relates to events outside of the College, steps are taken to address any imbalance that might arise from its terms or the predominance of material reflecting a particular view on a political issue.

Underpinning this process is a commitment to ensuring that pupils are offered a fair and dispassionate opportunity to learn about alternative viewpoints.

GUIDANCE

This policy has been informed by the following documentation:

- The Independent School Standards – Guidance for independent schools (Department for Education, April 2026)
- Relationships Education, Relationships and Sex Education, and Health Education (Department for Education, July 2025)
- The Prevent duty – An introduction for those with safeguarding responsibilities
- Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools (Department for Education, November 2014)

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