



**Personal, Social, Health and
Economic (PSHE) Policy**

1. Aims and Objectives

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It includes relationship and sex education (RSE).

PSHE is central to all aspects of school life at King's – its thinking, planning, teaching and organisation – and as such has a positive influence on pupils' learning and relationships throughout the whole school community. Provision of PSHE is explicitly designed to contribute to the process of growing up and the preparation of pupils for responsibility in adult life, by promoting Fundamental British Values. By developing those enduring, universal values which help to nurture young people's integrity and autonomy, King's pupils become responsible and caring citizens capable of contributing to the development of a just society.

PSHE at King's reflects the School's aims and ethos and helps pupils to:

- realise the nature and consequences of discrimination, bullying and aggressive behaviours (including cyber-bullying), and use of prejudice-based language
- make responsible, informed decisions, including relating to drugs, alcohol and sexual consent
- understand the causes, implications and sources of help for mental and physical health problems
- plan their career pathway and financial future
- develop self-knowledge, self-esteem and self-confidence
- be prepared for the opportunities, responsibilities and experiences of life in British society.

Towards these aims, pupils will be given opportunities to:

- acquire knowledge in context
- apply skills, e.g. making decisions
- develop values and attitudes, e.g. accepting responsibility for their behaviour
- engage with the community
- reflect on and learn from experience.

PSHE at King's is committed to actively promoting principles which enable pupils to:

- distinguish right from wrong
- respect the civil and criminal law of England
- acquire a broad general knowledge of and respect for public institutions and services in England.

Pupils are encouraged to:

- 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
- acquire an appreciation of and respect for their own and other cultures which furthers and promotes tolerance and respect between different cultural traditions
- respect democracy and support participation in the democratic process, including respect for the

basis on which the law is made and applied in England.

PSHE at King's is integral to equipping our pupils for what lies ahead and encouraging them to be curious, caring and confident, in line with the Foundation's values, vision and mission.

This policy, along with the delivery of PSHE, is written to be in line with and implemented alongside the following related policies:

- Relationship and Sex Education
- Safeguarding
- Anti-Bullying
- School Rules
- Behaviour Management
- Equal Opportunities
- External Speaker Protocol
- School and Sexual Relationships
- Pupil Acceptable Use Policy (AUP)
- Drugs and Alcohol
- Careers and Higher Education

In addition, this policy, along with the delivery of PSHE, is written in line with the following government guidance and statements:

- Keeping Children Safe in Education, 2024
- Personal, social, health and economic (PSHE) education, 2020, updated 2021
- Promoting fundamental British values as part of SMSC in schools, 2014
- Equality Act, 2010
- Teaching online safety in schools, 2019, updated 2023

2. Legal Requirements

This Policy is intended to comply with the requirements of The Education (Independent School Standards) Regulations 2014 and the ISI's Framework for the inspection of association independent schools 2023.

Since September 2020, all secondary schools, including independent schools, have been obliged to include RSE in their PSHE education and this is addressed in our separate Relationship and Sex Education (RSE) Policy.

3. Approach and Methodology

The advice of the PSHE Association is reflected in the teaching methods used at King's. We encourage active learning, discussion, project learning, and reflection, as well as more traditional methods, depending on the topic. A safe environment is created by the use of ground rules and distancing techniques, especially when dealing with sensitive issues. Resources and materials are subject to ongoing review and updated to reflect the most suitable available.

Differentiation

Pupils are taught in mixed ability groups; differentiation is based on task and outcome. We ensure that pupils with special educational needs receive access to PSHE through differentiation as advised in

pupil provision plans from the Learning Skills Department.

Cross-curricular

PSHE is not a stand-alone subject and works in conjunction in particular with ICT, Biology and Religion and Philosophy. Cross-curricular learning is achieved through sharing Schemes of Work with other departments and joint planning. Implementation of numeracy and ICT skills are also integrated in PSHE lessons.

Political issues

Where political issues are brought to pupils' attention, pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded.

4. Equal Opportunities

Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

Teaching will take into account the ability, age readiness, cultural backgrounds and needs of all pupils including those with an EHC plan and those with English as a second language to ensure that all can fully access the PSHE provision. Every child's needs will be considered when planning lessons and activities.

The curriculum encourages respect for other people by paying particular regard to the nine protected characteristics of the Equality Act 2010 (namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and challenges notions of prejudice and discrimination in the range of human experience.

5. Curriculum Content

The PSHE programme at King's is a continuation of the PSHE curriculum at King's St Albans and King's Hawford. Some topics are revisited in more depth as the pupils progress through the School.

Additional opportunities will be found for including PSHE topics within designated tutor times, other curriculum areas such as Biology, Religion and Philosophy and Key Skills (Sixth Form), assemblies and in extra-curricular activities.

In the Lower Years and Fifth Forms, pupils are taught within their pastoral (Form/House) groups in order to provide a connection between the academic and pastoral structures of the School and to help to ensure a unified whole-school approach to the development of pupils.

Lower Years are taught in timetabled PSHE lessons. They cover the topics of:

- Organisation
- Mental health
- Friendships
- Personal safety
- First aid
- Careers
- Stereotypes, discrimination and prejudice
- Bullying

- Physical health
- Puberty
- Finance
- Romantic relationships
- Drugs and alcohol
- E-safety

Lower Remove and Upper Remove are also taught in timetabled PSHE lessons. They cover the topics of:

- Physical health
- Careers
- Relationships
- Alcohol and drugs
- Peer influence
- Sex and relationships
- Safety
- Mental health
- Finance
- Stereotypes, discrimination and prejudice.

Fifth Form are taught PSHE as part of House time, delivered by their Year Group Tutors. They cover the topics of:

- Mental health
- Careers
- Sex education
- Physical health

The detailed programme content for all of Lower and Middle Years is contained in the Programmes of Study and Schemes of Work. As PSHE is both a proactive and reactive subject, the Programmes of Study may need to be adapted and developed during the course of the academic year. The Programmes of Study and Schemes of Work will be updated accordingly if and when these changes occur.

Sixth Form (both Lower Sixth and Upper Sixth) have a PSHE programme integrated into the Life Skills programme. Some sessions are options (such as first aid) and other sessions are mandatory (such as physical and sexual health). The programme includes a range of King's staff-led sessions on:

- Physical health
- Finance
- Well-being
- First aid
- Sexual health

Additionally, there is a programme of external speakers included in Life Skills. Topics include:

- Cancer
- Drug and alcohol addiction
- Mental health
- Internet safety
- Relationship and sex education
- HIV awareness

6. PSHE Days

Upper Remove and **Fifth Form** have off-timetable PSHE days to enrich the PSHE programme. These days are to enhance, not replace PSHE teaching by staff in the established curriculum.

External speakers are invited to deliver specific sessions as part of our PSHE days, with their learning objectives and outcomes agreed in advance. We ensure external contributors' input is part of the

planned programme and endeavours to enhance it. Teachers are always present during these talks to support the learning.

Biographies of our speakers are found on Firefly. The External Speaker Protocol is adhered to, to ensure due diligence in terms of speaker suitability and approval by a member of the Senior Leadership Team. Each speaker completes a Presentation Form prior to their talk, to ensure pastoral staff are aware of any sensitive topics. Both staff and pupils are informed of the content of each talk prior to the event. Further measures apply to RSE-related talks and are addressed in the RSE Policy.

Topics include:

- Drugs and alcohol addiction
- Mindfulness
- Relationship and sex education
- Mental health
- Careers
- Finance
- Internet safety

7. Organisation of the taught programme

The Head of PSHE, Sarah Behan, is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme. Assistance in the Lower Years is offered by the Assistant Head of Lower Years, Rachael Worth.

All staff who are responsible for the taught programme are offered training in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues. This takes place either on staff INSET days or through the attendance of the Head of PSHE at the meetings of Form and House staff.

8. Confidentiality

Issues surrounding confidentiality come into sharp focus owing to the nature of many topics covered by PSHE. Any disclosure which indicates the pupil is at risk is reported to the Designated Safeguarding Lead or Deputies, in accordance with the Foundation's Safeguarding Policy. Teachers must not promise absolute confidentiality to pupils. Teachers are obliged to pass on disclosures as detailed in the Safeguarding Policy.

9. Involvement of parents and guardians

PSHE education is a partnership between school and parents/guardians. At King's we are committed to engaging with parents/guardians as an important part of providing an effective PSHE programme.

Parents/guardians have access to the King's PSHE page on Firefly – [click here](#) – where our Schemes of Work, Programmes of Study and Policies are available. Our Policies can also be accessed on the Foundation's [website](#).

We communicate with parents/guardians via email with the relevant Programme of Study for their child, to facilitate discussion at home on topics covered in a timely fashion.

We warmly invite parents/guardians to attend our PSHE evenings to find out more about PSHE at

King's. These events will be delivered by members of the King's PSHE Team and external speakers. Topics will include:

- Insight Event – PSHE at King's
- Spotlight Event – Internet safety
- Spotlight Event – Mental health
- Spotlight Event – Drugs and alcohol

Additionally, the Head of PSHE and Deputy Head Pastoral welcome discussion with and feedback from parents/guardians at any time.

10. Assessment and Reporting

We assess pupils' learning through formative assessment throughout lessons. PSHE is not about 'passing or failing', or about behavioural outcomes, rather the engagement of pupils. Feedback is immediate, constructive and positive. Written work is collated and reviewed via pupil workbooks. Marking is less structured with consideration given to the volume of work completed orally.

PSHE is not included in any reporting cycle. Any behavioural concerns are responded to in accordance with the Behaviour Management Policy.

11. Review

This policy will be reviewed by the Deputy Head Pastoral annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review.

Authorised by	Resolution of the Governors
Signature	
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Revised on	28 July 2024
Review due	01 September 2025
Circulation	Members of Governors/ all staff / parents / pupils [on request]