

The Kingsley School

Personal, Social, Health and Economic Education

Document by Head of PSHE in consultation with SLT and Heads of Year

Reviewer: SLT September 2020

Next review date September 2022

Introduction

This policy applies to all pupils at The Kingsley School, including those in EYFS.

The PSHE programme is an integral and important part of the education programme at our school. This programme aims to foster the personal, moral, spiritual, social and cultural development of our pupils, as well as helping to enhance their ability to cope with life and its demands. It aims to inspire and encourage our pupils to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work. The PSHE programme is annually reviewed and developed by the Head of PSHE. It has an established place within the curriculum with Heads of Year or designated teachers teaching the course throughout the school. The Head of PSHE and Heads of Year regularly review the pupils' needs and alter the course as is necessary. In the Preparatory School this will be done by the Head of Prep, in conjunction with the class teachers.

This Policy works in conjunction with:

- The Wellbeing Policy
- The Relationships and Sex Education Policy
- The Anti Bullying Policy
- The Anti Cyberbullying Policy

PSHE in The Kingsley Senior School

Aims

PSHE aims to help our pupils develop an increased understanding and knowledge of:

- Health issues: drugs, sex education, mental health, healthy lifestyle, and work/play balance;
- Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional well-being, safety and safeguarding; careers
- Social issues: relationships including family, friends, workplace, teams, disabled people; inclusivity and diversity
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable pupils to explore their own feelings and thoughts, as well as developing emotional empathy.

The Kingsley School follows the advice and guidance set out by the PSHE Association who state that PSHE education "... is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work" (Ref: PSHE Association Programme on Study for PSHE Education Key Stages 1 – 5 updated in June 2019).

Learning opportunities are based on three core themes:

- Core theme 1: Health and Wellbeing
- Core theme 2: Relationships
- Core theme 3: Living in the wider world

Citizenship

Citizenship education aims to develop an increasing awareness and a better understanding of:

- What constitutes British values of democracy, respect and tolerance for others, personal liberty and the law.
- Personal finance and the notion of worth and value.
- The Equality Act of 2010 and vulnerable groups in our society.
- Responsibility within the communities that our pupils interact with both on a smaller scale (such as family), as well as the larger scale (national and global issues)

The Programme

The programme uses the PSHE Association Programme of Study for PSHE education (key stages 1 – 5) and the PSHE Association Programme Builder 4: Thematic model (key stages 3 and 4). The latter takes a thematic approach to PSHE education the three core themes of the Programme of Study are studies over six half terms. This means that generally, all year groups are working on the same core theme at the same time, but these have been modified to suit the school's planning requirements. The content of the programme has been selected to provide opportunities to develop knowledge, skills and attributes that are relevant and appropriate to the school and the needs of the pupils.

The programme for the academic year 2020/2021 has been adapted by the topics at the start of the year focussing on mental health and wellbeing because of the experiences during lockdown earlier in the year.

Statutory requirements for Relationships Education, RSE and Health Education are covered in the programme.

The Kingsley School governors were invited to review the PSHE programme and a curriculum audit with its modified content to meet the statutory requirements.

A variety of teaching styles encourages the pupils to be active participants and interact with one another in the lessons as much as possible. Discussion is crucial and central to PSHEE and Citizenship education.

Staff throughout the school ensure the effective delivery of the programme; external speakers are invited into school to talk to pupils about a number of issues such as safety, drugs, alcohol and sexual health. A wide variety of excellent resources is provided which is regularly updated; the LRC offers a range of resources easily accessible to the pupils. Key members of staff are also flagged to pupils as people they can go to speak to regarding a range of issues, such as; the careers co-ordinator, school Wellbeing Counsellor and school nurse etc.

Heads of departments are encouraged to flag on their schemes of work in links with the PSHEE curriculum, allowing a whole school approach to the delivery of key skills.

Aspects of PSHE are also taught across the curriculum. Examples include:

- English; discussions of issues such as racism when pupils are studying 'The Boy in the Striped Pyjamas', neglect and child abuse when studying 'The Tulip Touch'.
- Economics; issues involving banking, credit lending and interest in mathematics when investigating percentage change.
- Within science pupils consider their responsibility within the communities that they interact with both on a smaller scale (such as family), as well as the larger scale (national and global issues).

- In biology pupils explore the effects of smoking and drugs at KS3. As well as the environmental impact of land use and growing population at GCSE (also greenhouse gases covered in chemistry).
- Pupils also consider a variety of wider world issues within chemistry such as; climate change, greenhouse gases, carbon footprint, atmospheric pollutants from fuels and recycling.
- Health issues, such as drugs, mental health and healthy lifestyles as well as prejudice are sometimes studied by pupils in art at GCSE and A Level as part of independent investigations. Goal setting in particular is a regular part of the GCSE and A Level courses.
- Personal issues: links to 'goal setting' (aims and objectives of businesses) in A level business, links to 'Safety' in A level business (health and safety legislation and the role of the employee and employer in H&S at work)
- Emotional literacy: links to ethics (ethical issues facing firms and stakeholder objectives) in A level business
- British Values: relationship between law and ethics, consumer protection, employment law, health and safety law, environmental law, competition policy all covered in A level business
- Personal finance: Cash flow forecasting and budgeting covered in A level business
- Equality Act: covered in A level business in relation to how it affects recruitment, selection and employee working conditions
- Economic issues: significant links to A level economics and A level business
- Responsibilities in communities covered in macro and micro economics.
- Within psychology pupils explore mental health whilst studying topics such as schizophrenia, OCD, depression and phobias. Pupils also consider how people respect and tolerate others whilst studying the topic of gender. The moral and ethical aspects of issues are discussed across all topics to enable pupils to explore their own feelings and thoughts, as well as developing emotional empathy.
- Throughout a range of health and social care topics pupils focus on Social issues; relationships including family, friends, workplace, teams, disabled people. Pupils also consider how society supports personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable pupils to explore their own feelings and thoughts, as well as developing emotional empathy. In health and social care pupils also consider The Equality Act of 2010 and vulnerable groups in our society.
- Within geography the ageing population in Y9 covers social issues, trading patterns and fair trade in Y11 covers economic issues and migration in Y10 covers social issues and British Values.
- Within physics there is a link with road safety and stopping distances.
- Religious studies;
 - Year 7 – who am I – looking at personal beliefs and values, rights and responsibilities topic
 - Year 8 – multiculturalism and Islamophobia topic
 - Year 9 – equality topic
 - GCSE – relationships and families/human rights, contraception and healthy sexual relationships, relationships and families/ equality/social injustice
- Within modern foreign languages pupils explore;
 - Health issues: effects of smoking and alcohol, how to lead a healthy lifestyle, work/life balance.
 - Personal issues: relationships with others, what you have the rights to do (not sure if this is in the right category), describing what makes you happy, explaining what is important to you

- Social issues: friendships, describing a date, pros and cons of social media, change in family model, differing attitudes towards marriage, rights of gay and transgender people
- Emotional literacy: encouraging and persuading others, charity and volunteer work, women in the workplace
- Economic issues: what you spend your pocket money on
- British values: How to be a good student
- Personal finance: value of different jobs, what would you like from a job
- The Equality Act: learning about human rights issues
- Responsibility within communities: Customs and festivals in Spanish/French speaking countries and protecting the environment

The ethos of the school also reflects a focus on good citizenship and thinking of others. There is a strong emphasis on charitable fund raising and giving to those who are less fortunate through regular cake sales, mufti days and other events organised by the Sixth Form Leadership Team. Each year the Sixth Form Leadership team agree a focus and select multiple charities that they would like to support throughout the year. As opportunities arise pupils are encouraged to participate, which has led to sixth form pupils organising a Christmas themed tea for local elderly residents as well as a Carol singing at Castel Froma, a residential specialist care for people who have acquired brain injuries or neurological conditions.

The Kingsley School is also working more closely with the local community, e.g. the president of the Royal Leamington Rotary Club has led whole school assemblies, as well as working with the school to award the Community Spirit Award.

In all year groups, participation in the democratic life of the school is carried out via the Student Voice. Representatives are elected and some volunteer to represent their forms and to lead responsibly; they represent the views of pupils in their form at the School Council meetings which are held regularly throughout the year and are chaired by the Sixth form Senior prefects.

The ability to work as a team and to take others' views into account is promoted through sport, the Duke of Edinburgh Award Scheme and many other curricular and extra-curricular activities. Courtesy and concern for others is a vital ingredient of school life, and indeed life outside school.

Head of PSHE

The Head of PSHE is responsible for the programme as a whole: providing resources; supporting PSHEE teachers; ensuring that they feel confident about the delivery of the programme. The programme is continually assessed to update and meet the needs of our young people in a fast moving and changing society.

Sex and relationships education in the Senior School

The PSHE department issues letters home at the beginning of each academic year outlining the overview of the PSHE course structure so parents are fully informed. Where any sensitive topic areas are taught, such as Female Genital Mutilation, cancer and adoption, additional letters are sent to parents with pupils in the relevant year group.

The PSHE curriculum includes content set out in the Statutory Guidance for Relationships Education, RSE and Health Education. The statutory requirements state that as parents 'you cannot withdraw

your child from Health Education or The Relationship Education elements of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as 'friendships and how to stay safe' (Ref: Gov.UK).

Parents have the right to request that their daughter will be withdrawn from some or all of the sex education delivered as part of the statutory RSE. If this occurs, then the parents will be asked to discuss the request with the Deputy Head (Pastoral) who will in turn discuss it with the Headteacher and for good practice with the pupil. A record of any such meeting would be kept. Unless there are exceptional circumstances, the parents' request will be respected to withdraw the pupil, up to and until three terms before the pupil turns 16. (Ref: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education).

The School's RSE programme aims to develop pupils' understanding of the topic in the following key areas:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Discussing the importance of values and individual conscience and moral considerations.
- The understanding of the value of family life, and stable and loving relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Assessment

Assessment gives the pupils opportunities to reflect on their learning, increases motivation and improves their awareness of their development. It also allows other interested parties to evaluate the impact that PSHEE is having for pupils and whole school outcomes. Assessment is a combination of teacher assessment and student self – and peer assessment.

Assessment is used to compare where a student is at the end of a lesson or series of lessons against where they were before the lessons. The bench mark against which progress is measured is the student's own starting point, not the performance of others.

The model used is that of the one provided by the PSHE Association:

1. Baseline assessment which could be completed at the start of the lesson or during tutor time in preparation for the first lesson

2. Build Afl into the lesson
3. At the end of the 'learning' progress is measured from the starting point and used to evidence progress and inform future learning

PSHE in The Kingsley Preparatory School

Aims

PSHE equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It also contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Delivery of PSHE and Citizenship - Overarching Concepts

Pupils in the Preparatory School follow the Jigsaw programme of study for PSHE and Citizenship, which is closely aligned to the 2014 National Curriculum framework and non-statutory guidelines. There are six 'Puzzles' in Jigsaw that are designed to progress in sequence from September to July:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating Difference (including anti-bullying)
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

The 'relationship and sex education' components will be taught in the context of relationships, communication, social skills and values relative to the age and maturity of pupils.

Activities used in the teaching of PSHE are varied and a wide range of styles is used with emphasis given to independent and active learning. Other possible methods are as follows:

- As topics-during PSHE lessons and other curriculum areas as appropriate- cross curricular approach using Creative Curriculum topics such as 'Body Pump' or 'We Are Amazing!'
- Pastoral time / Form time
- Assembly time - opportunities to explore themes and for pupils to plan their own participation in assemblies
- Visiting speakers-religious groups, charities etc.
- Story time
- House meetings - create sense of belonging-extended to younger pupils
- Residential visits are offered to Years 4, Years 5 and 6 to develop independence, leadership and co-operation skills through team building activities.

Methods which involve children's full participation and active learning will be used. The use of a range of teaching materials including books, DVDs, audio material, magazines, discussion material and visual aids will encourage participation. Pupils often work in groups and lessons frequently take the form of open questioning and discussion. Discussion groups are changed and organised to ensure all pupils are given a chance to lead and report back to the class. PSHEE and C is taught to all children as a class regardless of their abilities. All pupils are given the opportunity to achieve their best.

PSHE and Fundamental British Values

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

The Jigsaw PSHE programme carefully maps the Fundamental British Values across the EYFS and

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

primary age range as follows:

PSHE and Special Educational Needs (SEN) or English as an Additional Language (EAL)

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

PSHE is an entitlement for all, but some children and young people will need PSHE more than others because of their life experiences. Health and social inequalities make it even more important that their social and emotional needs are addressed. It is a subject which is especially accessible to all pupils, given the variety of activity and outcomes expected. PSHE is an area of the curriculum where pupils with SEN do not need to feel inhibited by their difficulties. Experience shows that these pupils seem to relish the opportunities afforded by PSHE to display their natural strengths and intelligence in a less threatening environment.

Pupils with English as an additional language welcome the opportunity to contribute to lessons on a more equal footing than in other academic subjects. The school makes every effort to remove obstacles to successful learning and to equip young people with the confidence and skills to be effective learners and responsible citizens.

Links with other subjects and cross-curricular themes

Issues covered by PSHE touch upon almost all other subjects of the curriculum. PSHE enables pupils to draw connections between different subjects within one specific area of the curriculum. For instance, a debate on the environment will touch upon Science, Geography, English, Religious Education, History, DT, ICT and mathematical data. Hence, PSHE, possibly uniquely, helps pupils synthesize knowledge and skills gained from other sources into one body of work.

These dimensions provide unifying themes that give learning relevance and help young people make sense of the world. They reflect the major ideas and challenges that face individuals and society. Most of them are addressed through the current PSHE programmes of study.

- Identity and cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Global dimension and sustainable development
- Technology and the media
- Creativity and critical thinking.

A major link, of course, is with the school's Pastoral system. Issues introduced there can be consolidated and developed during PSHE lessons.

Use of ICT

ICT is a frequent tool used in PSHE. Pupils will present PowerPoint presentations, prepare letters and reports on Word, use different websites to research issues, use design programmes such as Publisher to illustrate ideas or projects and more recently the use of apps.

Confidentiality and safeguarding

PSHE can give rise to pupil or student disclosures. Children and young people should be told, in age and maturity appropriate language that school staff can keep confidentiality except when the adult is concerned about their safety or that of another child. When appropriate, children and young people should be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

PSHE lessons may raise concerns for children and young people about themselves or members of their family and the teacher should indicate who they can talk to about this or any other concern.

In practice, confidentiality as a ground rule or part of a working agreement in a PSHE lesson will mean: respect for the privacy of the individual:

- no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities.

Confidentiality is an important consideration with respect to specific areas of the PSHE curriculum, for example sex and relationships education and drugs and alcohol education.

If a child discloses information which is sensitive and which the child asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to: safeguarding, cooperation with a police investigation or referral to an external service. School staff cannot, and should not, promise total confidentiality.

Working with parents

The school is committed to working with parents. Under the Education Act 1996, parents can withdraw pupils from taking part of relationship and sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Parents are informed of the timescale early in the summer term, giving them time to discuss issues in the home environment. The School Nurse delivers these lessons.

Withdrawal from these lessons will be authorised in consultation with parents, the Head of Prep and the School Nurse. They will explore the concerns of parents and the possibilities of adjusting the programme to help reassure parents of the sensitive and age appropriate approach to this subject. They will also discuss the possibility of withdrawal having a negative impact on the child. Unfortunately, once a child has been withdrawn, they cannot take part in relationship and sex education until the request for withdrawal has been removed.

'Sex Education' is used in its broadest sense and not confined to the biological aspects of human reproduction. It should be taught within the concept of families and relationships. A biological component is covered in Year 5 work on menstruation and changes to one's body; this is explored more fully in Year 6 to include human reproduction.