



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

April 2023

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## **Introduction and Aims**

PSHE is an integral part of every pupil's educational journey. It aims to give pupils the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives and to become informed, active, and responsible citizens. At King's College School (the 'School'), the spiritual, moral, cultural, and social development of pupils is part of every scheme of work in all subjects from Reception through Year 8.

Through a wide range of PSHE activities across the School curriculum, pupils learn to work well with others while recognising their own self-worth in the process. The experiences are designed to help pupils build confidence and become increasingly responsible for their own learning while gaining a greater understanding of their own personal development and relationships with their peers.

Pupils also learn about the main political and social institutions that affect their lives and about their responsibilities, rights, and duties as individuals and members of society.

Pupils learn to understand and respect our common humanity, diversity, and differences so that they can go on to form effective and fulfilling relationships that are an essential part of life and learning.

Additionally, pupils in Years 5-8 are given the opportunity to reflect on their own experiences and, under the guidance of staff, set targets to track their progress and understanding of their development, tackling many of the spiritual, moral, social, and cultural issues they face as part of growing up.

The School actively seeks to develop opportunities for pupils to celebrate achievement graciously (their own and others) through School concerts, exhibitions, sport, and drama productions.

Through a series of specific lessons, the School provides every pupil with the opportunity to develop the knowledge, skills, and attitudes to better understand their own health and development, the part they play in a global society, and to build the confidence needed to become independent, lifelong learners. The provision and development of the PHSE programme reflects the School's aims and ethos as defined by the values of the School: Kindness / Creativity / Strength / Community.

## **Teaching Objectives**

The National Curriculum seeks to teach PSHE through three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The School follows the PSHE Association Programme of Study combined with bespoke materials designed to enhance and extend the curriculum throughout the School. This programme includes EYFS and the areas of study are set out below:

Key Stages 1-3:

- a) Developing confidence and responsibility and making the most of their abilities;
- b) Preparing to play an active role as citizens;
- c) Developing a safe and healthy lifestyle;
- d) Developing good relationships and respecting the differences between people.

EYFS:

- Communication and language
- Physical development
- Personal, social, and emotional development

### **Curriculum Organisation**

PSHE lessons are delivered once a week in 30-40 minute lessons (depending on timetabling) across the whole school. In Pre-Prep, pupils have a dedicated fortnightly period of PSHE. This is delivered by the class teaching team. PSHE is also taught during form periods more regularly responding to issues as they arise in the form. In all other year groups, pupils have a dedicated weekly period of PSHE which is taught by Form Tutors or by the Head of PSHE in the case of timetabling restrictions.

The Heads of Pre-Prep and Juniors oversee the planning and preparation of the lessons for Reception through Year 4, in consultation with the Head of PSHE. In Years 5-8, the Head of PSHE shares the writing and planning of activities with Form Tutors, in order to ensure that schemes of work accurately reflect the needs of specific cohorts. Plans are reviewed in the preceding term to ensure that the content and supporting resources remain current and relevant. Preference is given to PSHE Association quality-assured resources in planning and delivery. Any immediate issues that present themselves in the School community are managed on an as needed basis and may become a focus of PSHE that week for the relevant groups. PSHE is also identified and taught through other areas of the curriculum and the learning objectives are planned alongside the subject learning objectives.

Curriculum enrichment and extended activities are encouraged and school trips and visiting speakers from all subject areas contribute greatly to the programme. Events that happen throughout the year also provide further opportunities for a broader provision: specific school assemblies, the Year 8 Leavers' Programme, Activity Week and various charity days.

### **Relationship and Sex Education (RSE)**

Relationship and Sex Education (RSE) involves learning about emotional, social, and cultural development and includes learning about relationships, diversity, sexuality, and personal identity.

The aims of RSE are to ensure pupils learn about different types of relationships including friendships, family relationships and dealing with strangers and how all of them may

affect health and wellbeing, including mental health. Pupils in Years 7 and 8 also learn about intimate relationships.

Through PSHE lessons and activities, pupils learn how to recognise, understand, and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent. Pupils also learn how to manage conflict and how to recognise unhealthy relationships.

RSE is delivered through the School's PSHE curriculum. Pupils in Reception through Year 6 are taught Relationship Education in an age-appropriate way through their weekly PSHE lessons. Pupils in Years 7 and 8 are taught Relationship and Sex Education through their PSHE lessons with some of the biological aspects covered through the Science curriculum.

A specific section of the School Portal has been created to show parents which criteria are covered in each year group, in the context of the wider PSHE curriculum. This also includes a 'comment box', so that parents are able to engage in dialogue with the School.

### **Parents' Right to Withdraw**

It is the School's belief that RSE is best delivered in its entirety, in order to provide children with a balanced and informed understanding of their rights and responsibilities, and to best safeguard them from potential harm. Nonetheless, parents of pupils in Years 7 and 8 have the right to request that their child be withdrawn from some or all of Sex Education, but not from Relationships Education or from teaching around sexual reproduction which falls within the Science curriculum. Requests for withdrawal should be put in writing and addressed to the Head. The Head will discuss the request with parents and an outcome will be agreed.

### **Health Education**

Health Education is provided as part of the School's PSHE curriculum. While the Department for Education's guidance on Health Education does not apply to independent schools, the School has taken on board the principles in the government guidance in the planning of an age-appropriate curriculum through the PSHE Association's Programme of Study.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. It is the school's view that personalised, high quality PSHE teaching will ensure that all pupils are able to access the curriculum. The school is aware that some pupils with special educational needs and disabilities are more vulnerable to exploitation, bullying, and peer on peer abuse; staff who teach pupils with special educational needs and disabilities are advised to plan PSHE lessons sensitively and appropriately and with due regard to each pupil's particular needs and stage of development.

Further information may be found in the School's *Special Educational Needs and Disabilities (SEND) Policy*.

### **Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues**

In teaching Relationships Education and RSE, the School aims to create an inclusive and respectful learning environment in which pupils understand the importance of equality for all. The School upholds its obligations under the Equality Act 2010 to not tolerate discrimination of any kind on the defined protected characteristics which include sexual orientation and gender reassignment.

The school ensures that all PSHE teaching in relation to LGBT issues is sensitive and age-appropriate in approach and content. Additionally, the school ensures that this content is fully integrated into the existing programmes of study and is not delivered as a standalone unit or lesson.

### **Resources**

Resources are kept digitally in a centralised folder on the School network and staff are actively encouraged to use the resources to support their teaching. The Head of PSHE will advise staff of relevant materials and ensure new publications are drawn to their attention through regular review of the provision. The PSHE Association's 'Programme Builder', stored on the School network, provides regularly updated links to quality-assured resources, and is the main source of external resources in the department.

The School Library holds many excellent books and teachers are encouraged to use the Library to support and extend the topics being taught. Books should be age appropriate and should be reviewed by the teacher before using.

The internet is also a valuable resource. Teachers must ensure they have looked at all websites prior to their lesson and that the material viewed is only used to enhance pupils' learning.

Visitors invited as part of the PSHE curriculum should be fully briefed as to their role in the lesson. They should also know what prior learning has taken place so that they have a better understanding of their contribution. Please see the School's *Visiting Speaker Policy* for further details.

### **Promoting Fundamental British Values**

The School is committed to providing a secure environment for all pupils, staff and visitors where there is no place for the expression of extremist views of any kind. The School will provide a safe forum where teachers can encourage and facilitate pupils' discussion of controversial issues without bias or discrimination. The School's PSHE curriculum is dedicated to promoting fundamental British values to help further the rounded development of our pupils. Please see the School's *Preventing Extremism and Radicalisation Policy* for further details.

## Equal Opportunities

The School aims to provide all pupils the opportunity of receiving high quality PSHE teaching regardless of gender, race, belief, sexuality, background or ability. All children will have access to appropriate resources available in School, which reflect a multicultural society without stereotyping or discrimination.

## Reflection and Feedback

Pupils across the whole school are assessed on their learning in an age-appropriate way. Teachers in Reception through Year 2 capture pupil progress through various activities designed to identify where pupils need extra support or intervention. Pupils in Years 3-8 complete self-assessments, surveys, and reflections to assess their perception of the learning. The feedback delivered is used to inform future planning of the curriculum and adaptations in the delivery of the provision. Baseline and concluding assessments form a regular part of lesson planning and are used to assess pupils' progress in continuity.

## Review and Monitoring

The effectiveness and the implementation of this policy is monitored by the Head and the Head of PSHE in coordination with Heads of Pre-Prep and Juniors.

Signed:



The Reverend Dr Stephen Cherry  
Dean, King's College, Cambridge  
Chair of Governors, King's College School

12<sup>th</sup> May 2023

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Date of Last Review:	April 2023
Date for Next Review:	April 2024
Policy Owner:	Head / Head of PSHE
Authorisation:	Chair of Governors, on behalf of the Board of Governors