

<b>Policy Title:</b>	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)	
<b>Author:</b>	Head of PSHE	Signed off by the Head
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### **RATIONALE, AIMS & OBJECTIVES:**

The National Curriculum Personal Wellbeing Programme of Study replaced the non-statutory framework for PSHE in September 2008 but incorporates many of the same themes and aims. The School has an established ethos which has a significant effect on the personal development of each pupil and this programme incorporates the Personal, Social, Health and Economic Education (PSHE) curriculum as well as Citizenship and Life Skills. This fosters personal development, emphasises positive aspects of behaviour, and actively encourages self control and personal responsibility. We believe that mutually respectful and fulfilling relationships with friends and family, with a sense of purpose, are cornerstones for personal success and happiness. The emphasis in PSHE is on developing positive communication skills and relationships which focus on listening, understanding and learning to respect differences.

The values are transmitted through the organisation and practice of the school with its strong pastoral system. This is evidenced by the good communication and positive relationships between staff and pupils and among staff themselves, and a climate of mutual respect and trust which values all individuals and their cultures.

To prepare pupils for the opportunities, responsibilities and experiences of adult life it is increasingly recognised as necessary to balance development of academic rigour with development of personal and social intelligence. Schools are not merely concerned with academic standards but with helping pupils to reach their potential in all areas of life - vocational, social, intellectual and personal. This has a clear link to the Duke of Kent School Key Values:

#### Our Values

- Kindness
- Effort
- Respect
- Responsibility
- Honesty

The Personal Development programme is concerned with personal value systems, attitudes and behaviour. The curriculum provides the information and skills to encourage pupils to take responsibility for their own actions, develop self awareness and build a positive self image. It aims to promote personal, social and moral responsibility and to develop the ability to use information to make clear and skilled choices in regard to decision-making, communication and relationships. Relationships and Sex Education (RSE) is an important part of PSHE education and is in line with the Secretary of State's Guidance.

This helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens.

The Aims of the Personal Development programme are to encourage pupils to:

- Learn about themselves as growing and changing individuals
- Develop a sense of well being and self esteem
- Understand and manage a wide range of relationships
- Develop mutual respect and support
- Think about issues and make informed opinions
- Be sensitive to the feelings of others
- Be constructively critical and questioning
- Be responsible for their behaviour and learning
- Understand the responsibility of citizenship
- Recognise the need to contribute to society
- Develop self knowledge, awareness and confidence

And in addition, in light of new guidance:

- Educate for economic well-being and financial capability so as to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.
- Educate for Personal well-being so as to help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

### **National criteria for PSHE**

The programme is carried on in the context of nationally established criteria. Fundamental is the statement in the **Education Reform Act 1988** which states that schools should provide a broad and balanced curriculum that:

- a) 'promotes the spiritual, moral, cultural, mental and physical development of pupils at school and in society; and*
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*

### **Dearing Report (SCAA 1993)**

This reinforces the importance of education being more than the National Curriculum subjects and that it should help young people:

*'... to use leisure time creatively, have respect for other people, other cultures and beliefs, become good citizens, think about things for themselves, pursue a healthy lifestyle, and, not least, value themselves and their achievements.'*

### **The National Curriculum Handbooks (QCA 2000)**

This sets out a rationale for the school curriculum, and highlights two broad aims.

- *'The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.'*
- *'The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.'*

*'The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of attainment of all pupils.'*

## **The Importance of PSHE and Citizenship**

(from National Curriculum Website)

*'PSHE and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.'*

*In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights, and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.'*

The programme has been extended to include study skills, career education guidance and some elements of Citizenship Education with a broader curricular base which is woven through the pastoral structure. The programme will continue to develop and some of the National Curriculum recommended learning outcomes for Key Stages 2, 3 and 4 will be phased in over a number of years.

Three strands run through all education for citizenship:

1. Social and moral responsibility
2. Community involvement
3. Political literacy

At present PSHE addresses many of the essential elements of citizenship education. Both share concern for the common good and the belief in human dignity and equality. Facilitating a greater awareness of social and moral responsibility is central to the programme, and issues of community involvement and political literacy are being more comprehensively addressed. In addition to this, aspects of citizenship are addressed through cross-curricular teaching in a wide range of subjects such as Geography and History.

Citizenship is a statutory element of maintained schools teaching as per the new National Curriculum review (2013 for implementation 2014) and is a necessary part of our aims and ethos within Personal Development. The new aims are incorporated into our programme of study and state, for all pupils to:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

## Personal Learning and Thinking Skills

The aim of this programme is to develop each individual to have the facts, concepts, skills, attitudes and values necessary to become successful learners, confident individuals and responsible citizens.

### Reflective learners

*Focus:*

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences

### Creative thinkers

*Focus:*

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change

### Self-managers

*Focus:*

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed

### Effective participators

*Focus:*

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

### Team workers

*Focus:*

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others

## RESOURCES:

Available to all year groups:

- Google Drive
- Computer
- Access to computer suite
- Ipads and Chrome Books
- Worksheets supporting lessons as highlighted in the programmes of study.

## TIME ALLOCATION & STAFFING:

Although much of the PSHE syllabus is delivered within lessons, presentations, assemblies and clubs, there is also the following amount of time allocated for the teaching of PSHE and relationship / relationship and sex education.

Nursery and Reception don't have timetabled PSHE lessons, but it is fed into daily tasks.

Year 1 have 30 minutes with their class teacher.

Year 2 have 40 minutes of PSHE with their class teacher

Years 3-6: One lesson per week of 40 minutes with a class teacher PT, CN, BR, CW & GH

Year 7 - 11: One lesson per week of 40 minutes with GH, SK, TS, KL & MW

Graham Herbert and Polly Nicholson, as PSHE Coordinators, will devise the programmes of study along with the Head, Head of Senior and Pre-Prep/ Prep School, Head of Safeguarding and Director of Studies.

## Active Learning

The curriculum for PSHE involves many different staff with their own strengths and interests and must be flexible to enable a range of teaching styles and approaches. Most lessons are discussion based and there is an emphasis on constructive dialogue. There are links to lessons with powerpoints, videos and scenario based work. Small group work, improvisation and role play are also used on occasion. Books or folders are provided for written work as well as a Google Classroom where work can be set for each class. Outside speakers are used on occasion to deliver topics such as the dangers of drugs and alcohol. Classroom activities that promote **active learning** are recommended and Teaching / Form Staff are encouraged to develop their range of teaching methods.

We aim to develop the ability to:

- a) **create a climate** which fosters trust and mutual respect between adults and pupils.
- b) **set and maintain boundaries** for pupils which provide security but not constraints.
- c) **listen** to pupils and to promote effective communication.

Pupil-centred approaches which address developmental needs are encouraged and a range of approaches has been shown to be most effective. In drug education, for example, the 'shock horror' approach alone does not appear to have any long term appreciable effect. In each year the syllabus aims to reflect the developmental needs of our pupils and may not always have the same relevance to pupils in other schools. The syllabus is under constant review and is looked at on a termly and annual basis.

The potential to foster personal and social development is best realised where:

- **The teacher acts as facilitator**

The facilitative role involves being supportive, enabling pupils to take some control over their own learning, and acknowledging the value of the pupils' experiences and contributions.

- **Pupils learn, practise and demonstrate personal and social skills**

Personal and social development is enhanced if the school actively teaches the skills which will enable pupils to participate fully in the experiences open to them. The essential skills include personal skills (managing feelings and reflecting on personal experience), communication skills, decision-making skills, practical skills and skills for working with others.

- **Pupils are actively involved in, and take responsibility for, their learning**

There is a wide repertoire of active teaching methods which enable pupils to develop personally and socially.

- **Pupils reflect on their learning and plan the next step**

Reflection can be structured around the following questions:

What happened? How did I feel?

What did I learn?

How can I apply what I have learned?

## **DIFFERENTIATION & SETTING:**

The lessons are conducted in mixed ability forms but can also incorporate many activities which take place in year groups or teaching sets.

Differentiation in the Personal Development scheme of work and lessons is broadly achieved:

**By task** - Different pupils are set different tasks, to satisfy specific needs or extension tasks are set.

**Through varied stimuli** - A wide variety of written, photographic, video, ICT and sound stimuli are used. Open-ended tasks based on resource packs enhance motivation and allow students to work at their own pace.

**Through supported self study** - The provision of background materials which support specific themes or case studies and enable students to work alone or pursue their own interests.

**Through varied learning activities** - Lessons may involve problem solving exercises, role-play, decision-making exercises. The scheme of work incorporates a very wide variety of tasks thus satisfying a range of student learning styles and thinking skills. All of the students in one class need not necessarily work on the same type of activity.

**Through groupings** - Different groupings are arranged in lessons so that students of similar ability can work together. At other times students of a wide variety of abilities work in one Group.

## **CROSS CURRICULAR LINKS:**

The National Curriculum recommends a whole school approach to personal and social development and with this in mind much of the syllabus is delivered and supported within existing lessons. As well as links being established with other subjects it is important that the department strives to encourage links with the wider community and it is hoped that the parent community will become involved with this.

## **Strengthening Study Skills**

Both the Learning Support Dept and the Personal Development Dept work together to improve study skills and meet termly to discuss areas of weakness/strengths so as to improve the curriculum.

## **Science**

### *Biology*

In Biology we cover reproduction in Year 7 and Year 11, healthy diet is covered in Year 8 and Year 9, smoking is covered in Year 8 and Year 10, disease is covered in Year 10, how humans impact the environment is covered in Year 11, respiration (inc. some info on fitness and exercise) is covered in all year groups to different extents.

## **Music**

There are regular trips with the Music department organised by Mr Rye, exposing pupils to an experience that may be unusual to them and linking to tolerance and understanding. This has recently involved trips to Wicked and G-Live

## **RE**

Much moral and religious education takes place within RE and the confidence and ability to debate issues is greatly fostered here. The carol service at Christmas ensures and pupils visit the local church and take part in a religious service, ensuring all experience this Christian occasion and understand its relevance.

## **Drama**

It is hoped that relevant theatre companies will be invited to perform at the Duke of Kent as part of the personal development programme. Pupils have performed plays at all ages within the school with many relevant themes and issues related to personal development such as in the recent play 'A Monster Calls' which dealt with bereavement.

## **History**

Holocaust.  
Racism

## **Languages**

Yr 9 French – Do healthy eating and lifestyle as a language topic and also careers (using languages).  
GCSE French and Spanish also do the law and rights of young people.

## **English**

Year 7 Goldfish Boy - Autism

Year 9 : Naughts and Crosses - Race

Year 10 : Of Mice and Men - prejudice, racism, economy  
An Inspector Calls - social responsibility

Year 11 -Inspector Calls - Socialism

## **Geography**

Links to other cultures

## **PE and Games**

Links to personal health and fitness.

## **Medical / Health**

The School Nurse, Chloe Sarjant, is involved in speaking and advising on certain issues and will collaborate on Health Promotion posters and leaflets.

The medical / health programme remains flexible and will be adapted with the advice of Chloe Sarjant to include relevant issues.

## **ASSESSMENT:**

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will have an annual monitoring and evaluation exercise led by the PSHE Co-ordinator. This will involve meetings of the Head of PSHE with the Head and Head of Safeguarding, School Nurse and Teaching Staff to discuss the programme. Teaching Staff will complete an annual questionnaire to allow them to give their opinions upon the PSHE curriculum. Pupils will complete questionnaires so that their concerns can be met and the policy can continue to evolve to specific needs.

From September 2023, Staff teaching Years 3-11 will complete the Attitude to Learning Grades for PSHE and RSE and will write annual reports on the progress made by pupils in these age groups. Teachers are encouraged to use an ipsative model of assessment when gauging understanding and progression of pupils in PSHE.

### **Teacher Review**

This involves termly meetings of the Head of PSHE with Heads of Sections, Teaching Staff and the Head of Safeguarding, to discuss the programme. There is ongoing formal and informal feedback from subject teachers, and other staff that have attended the sessions as well as briefings with individual speakers. A weekly meeting takes place between Graham Herbert, Polly Nicholson and Chloe Sarjant to discuss upcoming events and changes to the curriculum.

There is also an annual review between the Head of PSHE, Heads of Sections, Teaching Staff and the Head of Safeguarding when changes to the programme for the upcoming year are discussed.

### **Pupils Review**

Self assessment can be a useful tool at different developmental stages to guide pupils to take responsibility for their behaviour and learning. In Personal Development, pupils reflect on their academic and social progress using self assessment at different levels but they are also responsible for reviewing different sections of delivery so as to tailor future content to specific needs. The school council can be used to offer thoughts on changes in the PSHE curriculum.

### **Responsibility of Heads of PSHE**

Graham Herbert and Polly Nicholson have the responsibility to offer training during INSET to Pre-Prep, Prep and Senior staff to help teachers deliver the curriculum. This can be conducted by the PSHE Coordinators or from an outside source / agency. This will be offered within INSET days and ongoing help throughout the year. If staff are not confident to deliver certain aspects of the PSHE curriculum, these lessons can be covered (if the timetable allows) by Graham Herbert, Polly Nicholson and Chloe Sarjant.

Heads of PSHE should take part on a learning walk at least once a term to observe how teachers deliver PSHE lessons and how the pupils engage in the content.



Teachers of PSHE should be informed of any changes to the schemes of work at the start of the new academic year.

### **Topic Overview**

In the absence of a new programme of study from the DfE, this programme is based on the key concepts and skills that underpin PSHE education according to the Government and help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, in accordance with the Aims and Ethos of the School.

This programme of study covers Key Stages 1 to 4 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships (KS1&2) and Relationships and Sex Education (KS3&4)
3. Living in the Wider World

These topic areas are broadly linked to the three central aspects of the Code of Conduct for Pupils: Respect Yourself, Respect Others, Respect Your Environment.

### **Key Principles**

Our PSHE programme:

- reflects the School's Aims and Ethos
- encourages respect for others, paying particular regard to the protected characteristics set out in the 2010 Equality Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- provides Careers advice to senior pupils in an impartial manner
- enables them to make informed choices about a broad range of career options
- helps to encourage our pupils to fulfil their potential
- seeks to be relevant to the needs of each year group
- is subject to feedback for improvement on a rolling basis
- seeks to prepare our pupils effectively for the opportunities, responsibilities and experiences of life in British society

### **Subject Content**

PSHE education will be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. Each Key Stage builds on the topics looked at before but in more detail.

Please see a summary of the topics taught in PSHE according to term and year group.