



Policy Title:	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)	
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RATIONALE, AIMS & OBJECTIVES

PSHE education is an important part of the personal development curriculum at Duke of Kent School. It supports pupils in developing the knowledge, skills, attitudes and values they need to lead healthy, safe, responsible and fulfilling lives and to prepare for the opportunities, responsibilities and experiences of adult life.

The PSHE programme reflects the School's ethos and values of kindness, effort, respect, responsibility and honesty. It complements the School's pastoral provision and wider curriculum and promotes positive relationships, personal responsibility, resilience, self-awareness, emotional wellbeing and respect for others.

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 and understand the responsibility of citizenship
- Recognise the need to contribute to society
- Develop self-knowledge, awareness and confidence

The PSHE programme aims to enable pupils to:

- 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.

The curriculum is planned progressively across Years 1–11 and is designed to ensure that pupils revisit key themes at an age-appropriate level while developing increasing knowledge, understanding and practical skills.

STATUTORY AND REGULATORY FRAMEWORK

Duke of Kent School's PSHE programme supports the School's statutory responsibilities as an independent school and contributes to the spiritual, moral, social, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

The PSHE programme has regard to the following legislation and statutory guidance:

- **Education (Independent School Standards) Regulations 2014**, particularly Part 1 relating to the quality of education and the spiritual, moral, social and cultural development of pupils.
- **Education Act 1996**, including the requirement for schools to provide a curriculum which promotes

the development of pupils and prepares them for adult life.

- **Equality Act 2010**, ensuring that the curriculum promotes equality and takes appropriate account of the protected characteristics.
- **Children and Social Work Act 2017**.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance**, Department for Education, including the revised guidance applicable from September 2026.
- **Keeping Children Safe in Education**, Department for Education, September 2026.
- **Working Together to Safeguard Children**, Department for Education.
- **Education and Skills Act 2008**, where relevant to the School's statutory duties.

The School also has regard to relevant guidance concerning safeguarding, online safety, careers education, financial education, health and wellbeing, citizenship and equality.

PSHE is an important component of the School's wider curriculum and personal development programme. It is delivered through dedicated PSHE lessons as well as through assemblies, pastoral provision, the wider curriculum and the co-curricular life of the School.

The programme is designed to provide pupils with the knowledge, skills, attitudes and values they need to:

- develop healthy and respectful relationships;
- understand and manage their physical and mental health and wellbeing;
- make informed and responsible decisions;
- understand risk and how to keep themselves and others safe;
- develop financial capability and economic awareness;
- understand their rights and responsibilities;
- appreciate diversity and challenge prejudice and discrimination;
- understand the principles of democracy, the rule of law, individual liberty and mutual respect;
- prepare for further education, employment and adult life; and
- become confident, responsible and active members of their communities and wider society.

The PSHE programme is reviewed regularly to ensure that it remains appropriate to the age, developmental stage and needs of pupils and reflects changes in legislation, statutory guidance and the wider context in which young people

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: PSHE-related learning is embedded within the Early Years curriculum and daily routines rather than delivered through a discrete timetabled lesson.

Year 1 have 30 minutes with their class teacher.

Year 2 have 40 minutes of PSHE with their class teacher

Years 3–6: One 40-minute timetabled PSHE lesson per week, delivered by class/form teachers

Years 7–11: One 40-minute timetabled PSHE lesson per week, delivered by designated PSHE staff

The 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. Teaching is adapted to take account of pupils' age, developmental stage, individual needs, SEND, disability, language and prior knowledge.

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

PSHE is supported and reinforced through the wider curriculum and the life of the School. Relevant learning takes place through subjects including Science, RE, English, History, Geography, Languages, PE, Drama and Music, as well as through assemblies, pastoral provision, careers education, co-curricular activities and engagement with the wider community. The School Nurse and other appropriately qualified professionals may contribute to health and wellbeing education where appropriate.

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. Some examples are as follows:

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.

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 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.

Languages - Year 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.

Medical / Health - The School Nurse 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 the school nurse to include relevant issues.

ASSESSMENT

Assessment in PSHE is primarily formative and focuses on pupils' knowledge, understanding, skills and ability to apply learning to real-life situations. 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.

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, 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. Pupil feedback is used to inform curriculum development and ensure that PSHE remains relevant to pupils' changing needs and experiences.

RESPONSIBILITIES

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 year 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

The Duke of Kent School PSHE curriculum is designed to reflect the needs of our pupils and the context of our School. It is informed by relevant statutory requirements and government guidance and is reviewed regularly to ensure that it remains current, age-appropriate and responsive to pupils' needs.

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
- promotes equality and respect for all, paying particular regard to the protected characteristics set out in the Equality Act 2010, including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. 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

A long-term summary of the topics taught in PSHE/RSE according to term and year group is available alongside this policy.