



King's College

*The British School of Madrid*

Soto de Viñuelas

## PSHE Policy

The planning of our Personal, Social, Health, Citizenship and Economic curriculum (PSHE) puts an emphasis on pupils making informed choices and taking responsibility for their own actions as well as on imparting a body of knowledge.

The scheme of work is organised to ensure continuity and progression in and between Key Stages.

For each year of the scheme the following are stated:

- Learning Outcomes
- The relationship of the topic to the King's Core Values
- Resources

### Introduction

PSHE education is a programme of learning through which the students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

Personal, social, health, citizenship and economic (PSHE) enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In so doing we help develop their sense of self-worth.

We teach them about how British society is organised and governed. We teach them about rights and responsibilities.

They learn to appreciate what it means to be a positive member of a diverse multicultural society. We encourage pupils to respect other people, even if they choose to follow a lifestyle that one would not choose for oneself.

The aims of personal, social, health, citizenship, and economic education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others and have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the School and the wider community.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- To explore promote and inculcate the King's College Core Values in a supportive environment

- To develop knowledge, skills and understanding to empower them to make healthy and safe lifestyle choices
- To develop an understanding of the University and career opportunities open to them.
- To develop the learning, study and examination preparation skills required for success
- To develop positive relationships and respect the difference and diversity in people

King's College has a separate Sex and Relationships Education (SRE) Policy, Drugs and Alcohol related incidents Policy and ICT Acceptable Use Policy.

We are also aware of the protected characteristics under the Equality Act 2010:

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

As part of a whole school approach, PSHE education develops the qualities and attributes the students need to thrive as individuals, family members, members of the school community and members of the community at large.

The benefits to our pupils of such an approach are numerous as PSHE prepares them to manage the opportunities, challenges and responsibilities they face growing up in such changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

The promotion of students' personal and social development is a fundamental aspect of education and underpins other learning. All aspects of a child's experience at home, in school and out of school contribute to personal and social development. It is a function of all subjects and curriculum areas.

PSHE education contributes to this personal development by helping children and young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others will help young people to enjoy healthy and productive relationships in all aspects of their lives.

PSHE education is part of a whole school approach. The relationship between PSHE education provision and school ethos is hugely important.

Our PSHE programme seeks to support the school's Mission Statement and school policies.

## **King's College's Mission Statement:**

Our mission is to provide high quality British education that delivers a transformative learning experience to all our pupils. Engaging and effective teaching and learning based on our core values and the best, most up-to-date UK educational practice, enables children at our schools to achieve their academic ambitions. At the same time we nurture their individual talents and emphasise the importance of educating the whole child with attention to their physical, emotional and social development. We are determined to make a positive difference to the future of our pupils and their families, the careers of our staff, whilst contributing to the wider community.

## **Spiritual, Moral, Social and Cultural provision (See SMSC Policy)**

The spiritual, moral, social and cultural (SMSC) development of pupils is an important part of their education at **King's College**. Following guidance from the 'Improving the SMSC development of pupils' (November 2013) document, content in PSHE lessons, the wider curriculum and additional opportunities open to children at the School offer a chance to develop the skills and principles associated with SMSC.

## **Teaching & Promoting of British (King's College Core) Values at King's College through PSHE**

The government set out their definition of British values in the 2011 Prevent Strategy. Due to recent events, these were reinforced in July 2015 to also combat radicalisation. These new regulations sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Schools are expected to focus on, and be able to show, how our work with pupils is effective in embedding fundamental British values.

## **Promoting British Values at King's College.**

We endorse the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

King's College pupils will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been reviewed and enhanced by these explicit values.

Listed below are some examples of how we actively promote these values in our school community:

### **Democracy**

Pupil voice is significant in regards to life at **King's College**. Our School Council, regular questionnaires and 'open door policy' means pupils have a great amount of input in regards to what and how they learn, which promotes pupil voice.

Consultations with pupils are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

### **The Rule of Law**

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through Assemblies and our curriculum. The involvement of our pupils in understanding the Rewards and Sanction Policy helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we welcome visits from members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

### **Individual Liberty**

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through Teacher led /Form time, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

### **Mutual Respect**

Mutual respect is at the core of our school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms.

### **Tolerance of those of different faiths and beliefs**

**At King's College**, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better society for the future.

### **Teaching and Learning Styles**

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

## **PSHE Curriculum Planning**

We teach PSHE as a timetabled subject, once a week, in the Primary School. In the Secondary School each year group has a timetabled session, lasting forty five minutes as well as form time sessions; these consist of 15 minutes each. There is a Primary PSHE Coordinator and in Secondary this role is taken on by the Head of Year.

We also develop PSHE throughout the school through circle time. The children are also involved in assemblies and the planning of functions for school or fund raising. Economic awareness is encouraged in activities linked with PSHE. Pupils in the school annually raise money for the school's chosen charity and are also involved in collections for Bomberos en Ayuda, the Crown House Charity.

## **Early Years Foundation Stage**

We teach PSHE in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage of the National Curriculum, we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aims of developing a child's personal, emotional and social development as set out in the ELGs. We also support Citizenship education in Reception and Nursery classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## **Teaching PSHE and Citizenship to children with special needs**

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

## **Assessment and Recording**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum. This assessment should not be judgemental. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum guidelines. Assessment should offer the children the opportunity to reflect on their own progress and be responsible for their own target setting.

## **Resources**

We support PHSE by using the schools' scheme of work which is discussed regularly with those teaching PSHE and updated each month where appropriate..

## **Monitoring**

The PSHE Co-ordinator and Head of Year is responsible for monitoring the standards of children's work and the quality of teaching. The Co-ordinator and Head of Year supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School. The Coordinator and Head of Year is also responsible for evaluating strengths and weaknesses in the subject and indicating areas

for further improvement. There is a whole school scheme of work which is followed and reviewed each term. Evidence of excellent practice is found on the school SMSC/PSHE Grid.

**How we support and embed PSHE at King’s College**

- Workshops SRE (Sex and Relationships Education) workshops for the parents in the Secondary and Primary School.
- Regular meetings for various Year Groups to guide the form teachers in their delivery of PSHE.
- Links with International Schools
- Peer Mentoring - Volunteers from Secondary School are trained to offer support and weekly chats with a peer to listen to worries and help them solve problems.
- School Council - thriving school council which is open to Years 2-6 and meets on a weekly basis. The council communicates with management by meeting termly with the Senior Leadership Team in the sessions.
- Playground Leaders - We have introduced a successful Playground Leader System where pupils volunteer to be at the Friendship stop and help the pupils in the Primary areas at playtimes. These pupils also ensure that the younger children in year 3 have access to a range of playground games and activities to promote a healthy playing environment that is not only stimulating but enjoyable.
- Anti-Bullying Week - We acknowledge the national November Anti-Bullying Week in PSHE lessons and/or assemblies in the school.
- Bullying Register/Log - A bullying register is kept on ISAMS.
- Student involvement in supporting the school charities.
- Nurture Groups throughout primary - 30minute sessions targeted to support pupils with low self-esteem and low-confidence.
- Experienced visits from outside professionals such as the local Police, Fire Station and Sex-Education Professionals.
- Student led Relate Group.
- Student led assemblies and in class presentations.

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