

Kings Personal, Social, Health and Economic (PSHE) and Citizenship Education Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
WELFARE OFFICER	DIRECTOR OF COLLEGE SERVICES	NIGEL PAMPLIN

We believe this policy relates to the following legislation (click on the link below to access information):

- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Equalities Act 2010](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)

The following documentation and online guidance is also related to this policy (click on the link below to access information):

- [Personal, social, health and economic \(PSHE\) education: a review of impact and effective practice](#)
- [Guidance: Personal, social, health and economic \(PSHE\) education \(DfE\)](#)
- [PSHE Association website](#)
- [Citizenship Foundation website](#)
- [SMSC requirements for independent schools](#)
- [Promoting fundamental British values through SMSC](#)
- [The Prevent Duty \(DfE\)](#)
- [Citizenship and Belonging: What is Britishness? \(Commission for Racial Equality\)](#)
- [Prevent Strategy 2011](#)

We believe that PSHE (Personal, Social, Health and Economic) and Citizenship Education provides a vital foundation for the personal development of young people in preparing them for adult life. As an international school our students come from varying starting points in terms of PSHE and Citizenship Education, with some having received comprehensive education and some coming from educational systems which do not cover this area at all. We also have students ranging in age and educational objectives, with some students studying on long term academic courses and some on shorter term English language courses. Therefore, our PSHE and Citizenship provision must be broad in range of subject content, adaptable to the student body we have in any given academic year and accessible to all students regardless of age and background.

PSHE and Citizenship Education is delivered in the following ways:

- PSHE and Citizenship lessons (certain courses)
- PSHE and Citizenship lectures and workshops
- School or residential accommodation run activities and events
- Teaching of PSHE through and in other subjects or curriculum areas e.g. PE, Science, History, Politics etc
- Through pastoral care and guidance
- Through discrete curriculum time that may be given over to address specific needs e.g. tutor time, school assemblies etc

PSHE and Citizenship education forms an essential element of our students' social, moral, spiritual and cultural development and links with the aims and ethos of the school to provide students with the ability to thrive and develop within the school community and broader UK and global communities. We want our students to be equipped with the skills necessary to negotiate the next stage of their education and adult life being able to confidently think and act for themselves; acquire and develop personal qualities and values; develop confidence and independence; value and respect themselves and others; develop social skills and positive behaviour; be able to work cooperatively with others and become empowered and active citizens.

PSHE provision aimed at our compulsory school age students and students aged 16 and 17 will usually cover the following core topics, with content added to or adapted where necessary to address individual cohort needs.

Personal wellbeing:

- sex and relationships education
- drug and alcohol education
- emotional health and well-being
- diet and healthy lifestyle
- safety education

Economic wellbeing:

- careers education
- work-related learning
- enterprise education
- financial capability

Citizenship:

- UK law, democracy and government
- Fundamental British Values
- Public institutions, voluntary groups and charities
- Equality and diversity
- Human rights and civil liberties
- International law and the United Nations

Our commitment to safeguarding the wellbeing of our students is reflected in all elements of PSHE and Citizenship provision; and schemes of work are developed in line with any legislative or government guidance such as the Prevent Strategy, Keeping Students Safe in Education and SMSC Guidance for Independent Schools.

This policy should be read in conjunction with the Kings Sex and Relationships Education Policy, Kings Extra-Curricular, Participation and Enrichment Policy and the Kings Social, Moral, Spiritual and Cultural Development Policy.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of students at the school
- To prepare students at the school for the opportunities, responsibilities and experiences of later life
- To promote students and young people's wellbeing (physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by students to society; and protection from harm and neglect – Students Act 2004)
- To enable students to make informed choices regarding their personal health and safety, relationships and finances
- To assist students in the development of their sense of identity, self-esteem, self-confidence and emotional health
- To equip students with the knowledge and understanding necessary to make plans for their future studies and career
- To ensure that all students 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
- To ensure that all students 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
- To ensure that all students are equipped with the skills to think critically and debate political questions

Roles and Responsibility for the Policy

Role of the Board of Directors

The Board of Directors has:

- appointed the Welfare Officer to be responsible for the curriculum leadership of PSHE and Citizenship;
- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;



- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated the Director of College Services to visit the school regularly, to liaise with the Principal and the Welfare Officer and to report back to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the Welfare Officer and the Director of College Services;
- provide leadership and vision in respect of equality;
- ensure guidance, support and training is provided to all staff where necessary;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - discussions with students and members of the school council
- annually report to the Board of Directors on the success and development of this policy

Role of the Welfare Officer

The Welfare Officer will:

- lead the development of this policy throughout the school;
- work closely with the Principal, the Director of College Services;
- work closely with those delivering PSHE and Citizenship lessons;
- liaise with colleagues in other departments to ensure school-wide development of PSHE and Citizenship;
- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - review schemes of work
 - monitoring teachers planning (where applicable)
 - lesson observations
 - scrutinising students' work
 - discussions with students
- ensure all students under 18 are met with on an individual basis at least once per term to discuss their general welfare and to ascertain their PSHE/Citizenship needs;
- ensure all students of compulsory school age are receiving at least 2 lessons of PSHE per week, including attending lectures and workshops;
- ensure all students of 16/17 years of age are receiving PSHE and Citizenship provision through either lessons or lectures and workshops in line with their perceived needs;
- ensure continuity and progression throughout the school;
- provide guidance and support to all staff;
- provide training for all staff where necessary;
- attend appropriate and relevant INSET and/or training;
- Organise and book external speakers to enhance PSHE and Citizenship provision;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Board of Directors on the success and development of this policy

Role of the Director of College Services

The Director of College Services will:

- work closely with the Principal and the Welfare Officer;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;



- annually report to the Board of Directors on the success and development of this policy

Role of PSHE and Citizenship Teachers

PSHE and Citizenship lessons will ordinarily be taught by Group Tutors or the Welfare Officer.

PSHE and Citizenship Teachers will:

- comply with all aspects of this policy;
- work closely with the Welfare Officer to develop this policy (where applicable);
- devise medium and short term planning;
- develop students' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging and of a good pace;
- have high expectations for all students and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of students;
- achieve high standards;
- celebrate the success of students in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions where required;
- report any concerns they have on any aspect of the school community

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- support the development of PSHE and Citizenship education throughout the school;
- maintain high standards of ethics and behaviour within and outside school and not to undermine the aims and ethos of the school and fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training where necessary;
- report any concerns they have on any aspect of the school community

Role of Students

Students will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the Aims for the College and school rules to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers/Guardians/Fee Payers

Parents/carers/guardians/fee payers will:

- be aware of and comply with this policy;
- receive termly reports regarding their student's progress and support the school where necessary;
- be aware that they may opt to withdraw their student from sex and relationships education as per our terms and conditions and the Kings Sex and Relationships Education Policy;
- be asked to take part in periodic surveys conducted by the school

Delivery of PSHE and Citizenship

Opportunities for PSHE and Citizenship education should be capitalized upon wherever possible in all areas of the curriculum, extra-curricular activities, in residential accommodation and welfare activities/meetings and whole-school activities or events.



PSHE and Citizenship will be delivered in the following ways:

PSHE and Citizenship Lessons:

Students of compulsory school age will receive at least one lesson of PSHE per week. We also currently aim to offer at least one lesson per week to students on AS Level and Extended Foundation courses (dependent on timetabling and course requirements).

Lessons are taught by the Welfare Officer or Group Tutors and are planned around agreed resources such as a textbook or planned scheme of work – coordinated by the Welfare Officer.

PSHE and Citizenship lectures and workshops:

A planned programme of lectures and workshops runs throughout the year, at least 2 per term. Attendance at lectures and workshops is compulsory for all students under 18 years old on academic courses and strongly recommended for under 18s on English language courses; students over 18 are free to attend if they wish and it may be recommended to them by the Welfare Officer or Course Director if there is a perceived need. Lectures and workshops are delivered by external specialists; this also allows students to develop an understanding of some British institutions such as the National Health Service and Police.

Lectures and workshops ordinarily cover, but are not limited to the following:

- Sex and relationships education (including child sexual exploitation and female genital mutilation)
- Drug and alcohol awareness
- British Law
- E-Safety
- The Prevent Strategy
- Managing money
- Talks from visiting universities

A university fair is also held in the autumn and spring terms.

School or residential accommodation run activities and events:

From time to time the school may run one-off activities or events such as:

- Cooking and health and safety in the kitchen classes for residential students
- Additional sexual health workshops for students in residential accommodation
- School charity and awareness raising events such as Red Nose Day, Sports Relief or in conjunction with Kings Social Responsibility nominated charity United World Schools
- The Duke of Edinburgh Award or Kings Enterprise Scheme
(see also Kings Extra-Curricular, Participation and Enrichment Policy)

Pastoral care and guidance:

All students under the age of 18 are met with by a member of staff on a one to one basis each term to discuss their general welfare and ascertain any additional support required. Where a need is highlighted extra provision may be offered such as counselling or regular one to one support sessions.

Where there is a perceived requirement for support or intervention at a group, course or class level tutor periods may be used to conduct circle time, small group assemblies may be held or students in residential accommodation may be invited to attend some support sessions or meetings.

General Academic Curriculum:

We believe there is particular scope to link to PSHE and Citizenship in subjects such as PE, Science, Art and Design, Performing Arts, IT and computing, Mathematics, Economics, Politics and Law.

General EFL Curriculum:

Much course content for English language students involves discussion of British culture and society, sharing personal information and personal beliefs, the wider world and different cultures, the media, the world of work and diet and lifestyle. Though our EFL students are on the whole more mature and on short courses,



where possible, opportunities for PSHE and Citizenship Education are explored through general course content.

PSHE and Citizenship Education Content

The following topics are covered by PSHE and Citizenship lessons, lectures and workshops:

Personal wellbeing:

- sex and relationships education
- drug and alcohol education
- emotional health and well-being
- diet and healthy lifestyle
- safety education (including e-safety)

Economic wellbeing:

- careers education
- work-related learning
- enterprise education
- financial capability

Citizenship:

- UK law, democracy and government
- Fundamental British Values
- Public institutions, voluntary groups and charities
- Equality and diversity
- Human rights and civil liberties
- International law and the United Nations

Where necessary course content will be adapted or modified to address specific perceived needs. Currently we are including sessions to address child sexual exploitation, female genital mutilation, consent and preventing radicalisation.

Resources

To ensure parity of delivery and offer additional support to those teaching PSHE and Citizenship we use coursebooks aimed at KS3 and KS4 as the basis for planning lessons. These are supplemented with additional materials and external speakers where necessary. Planning is coordinated by the Welfare Officer.

Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the Welfare Officer in the summer term in preparation for the next academic year.

Monitoring & Review of the Subject

Monitoring of standards of students' work and the quality of teaching is the responsibility of the Welfare Officer supported by the Principal and the SLT.

Standards will be monitored by:

- looking at students work
- subject observations
- student discussions
- scrutiny of planning
- general curriculum discussions

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Student Handbook
- the school website
- staff induction and training
- school events
- meetings with school personnel
- reports such as Principal reports to the Board of Directors
- information displays around the school



Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction about Kings policies and procedures
- receive periodic training so that they are kept up to date with new information

Those teaching PSHE and Citizenship:

- will receive training on teaching the subject and school schemes of work and resources

Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Forum/ Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.

A separate policy exists for student consultation which explains these processes in more detail.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Health and Safety Officer, the Principal and the Director of Operations.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

- Kings Anti-Bullying Policy
- Kings Behaviour and Discipline Policy
- Kings Community Cohesion Policy
- Kings Curriculum Policy
- Kings Equality Policy
- Kings Extra-Curricular, Enrichment and Participation Policy
- Kings Religious Worship Policy
- Kings Sex and Relationships Education Policy
- Kings Spiritual, Moral, Social and Cultural Development Policy
- Kings Student Consultation Policy



Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/carers	Directors	School Visitors	Wider School Community		
		✓	✓	✓	✓	✓	✓		
Question	Protected Characteristics						Conclusion		
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'
YES									Yes No
NO	✓	✓	✓	✓	✓	✓	✓	✓	✓
UNSURE									
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes No
NO									✓
UNSURE									
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.								



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	



Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

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Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:		Date:	
Name of School:			
Next Review Date:			

