



## **PSHE Policy**

**Policy Date:** September 2025

### **Responsibility**

**Individual:** Deputy Head Academic  
Head of PSHE

**Council Committee:** E&P

**Review Cycle:** (Annual)

**Next scheduled review:** September 2026

**Last interim review:** September 2025

*This policy is to be read in conjunction with the PSHE Scheme of Work, which is a working document found on the PSHE Staff SharePoint site, as well as other relevant school policies, including the Anti-bullying Policy, Behaviour Policy, Child Protection and Safeguarding Policy and the RSE Policy.*



### Introduction

The Personal, Social, Health and Economic (PSHE) Education programme plays an essential part in educating the whole person to be able to make informed decisions and to educate our pupils in their moral and ethical responsibilities and attitudes towards a range of sensitive issues.

PSHE is primarily taught in distinct PSHE lessons, as well as being part of the wider education at King's, delivered through the tutorial programme and through the Houses. It is therefore a responsibility of every member of staff.

### General Aims

- Pupils should be acquiring knowledge, understanding and developing critical thinking skills to analyse and assess personal, social, health and economic issues.
- Pupils should be acquiring and practising skills and developing attributes that allow them to weigh up evidence and views to formulate their own values and viewpoints.
- Pupils should be able to reflect upon, assess and justify their beliefs and values and use them to support decision-making as they become more independent.
- Pupils should show mutual respect, empathy, acceptance and tolerance of others, regardless of differences.
- Pupils should engage with the fundamental British values of democracy, the rule of law, and individual liberties.
- Pupils should be able to contribute meaningfully to discussion and debate on issues which are important to them.
- Pupils should be able to recognise that healthy lifestyle behaviours improve their capacity to learn and thrive in a variety of contexts.
- Pupils should demonstrate an understanding of how and when to seek help in different situations, how to recognise and report abuse, and how to support their peers.
- Pupils should have the opportunity to study RSE to understand themselves and the world around them.
- Pupils should be encouraged to engage in discussion and deeper thinking to reinforce the PSHE values.

### Teaching

Curriculum time is given to the teaching of PSHE in Third Form, Fourth Form, Fifth Form and Lower Sixth. In addition, we invite a range of external speakers to work with year groups, developing and enriching our work with the students on important topics such as cyber security and RSE, to enable all year groups to spend more time learning about key aspects of the PSHE curriculum.

We also have an annual Wellbeing Day which is a fantastic opportunity for students and staff to focus on wellbeing and to engage in wellbeing-focused activities.

A team of PSHE teachers deliver the spiral curriculum which covers a wide variety of topics in a timely way and which is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. It is inclusive of all sexual and gender identities,



racism, cultures, disabilities and additional needs. The programme is delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

School staff will not express or be expected to express their personal views or beliefs when teaching PSHE.

Staff are given regular support and training delivered via external agencies, through the Head of PSHE leading termly PSHE teacher meetings and when required through the in-house weekly series of 10-Minute Forums, which are open to all staff. These opportunities allow for a team of PSHE teachers who are confident and familiar with the well-planned curriculum and offer a consistent approach.

### **Monitoring, Evaluation and Assessment**

The programme is regularly monitored and evaluated by the PSHE team to ensure impact, to improve teaching effectiveness, and to ensure that the pupil voice is heard. This takes place through a variety of methods including both structured and informal staff and pupil feedback, and whole-school annual surveys.

The monitoring and assessment of PSHE is designed to ensure that the important issues covered have been considered and understood by pupils with a holistic and discussion-based approach. A variety of assessment techniques will be used by individual class teachers including discussion, questioning, quizzes and surveys.

PSHE is reported upon in the termly reports to parents, to ensure that there is regular feedback regarding content.