



## **Kensington Wade PSHE Policy (Personal, Social, Health and Economic Education)**

### **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning of PSHE at Kensington Wade School for all classes including the EYFS (Nursery and Reception classes). This policy will be reviewed every two years. This policy has due regard to Every Child Matters; Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Wellbeing. This policy has due regard for KCSIE. *This policy also has particular* regard to the protected characteristic sets out in the Equality Act 2010 and guidance provided by the Equality and Human Rights Commission as to its implementation in school.

### **Kensington Wade ethos, aims and values:**

#### **Ethos**

We want Kensington Wade to be a school of opportunities; a place where children are challenged to become their best, to discover new talents and interests and passions and to develop a global outlook, within a safe and nurturing community.

#### **Aims**

We aim to provide a stimulating environment where pupils develop:

- A love of learning and enterprise
- An appreciation of human creativity and achievement
- Bilingual, biliteral and bicultural skills and understanding
- Personal responsibility, moral integrity, mutual respect and tolerance
- Essential learning skills of teamwork, resilience, communication, independent and critical reasoning, positivity and a spirit of curiosity

#### **Values**

- Kindness,
- Respect,
- Curiosity,
- Integrity,
- Intellectual endeavour,
- Resilience.

Kensington Wade actively promotes the fundamental British values. They underpin everything that the school does.

### **Bilingual Immersion Education**

We are a bilingual and bicultural school, welcoming opportunities to embrace other languages and cultures and all learning embraces an awareness of this. Our model promotes a bilingual mindset and provides children with the ability to transfer comfortably between two cultures. We follow a 50:50 dual language immersion model at Kensington Wade, where 50% of lessons are delivered in the English language and 50% are delivered in the Chinese language of Mandarin. This ratio adjusts in KS2 as children begin to prepare for 11+ exams with morning lessons delivered in English and afternoons containing a mixture of Chinese and specialist teaching.

### **Nature and Importance of PSHE?**

PSHE is the aspect of the curriculum concerned with the personal, social, health and economic education of the pupils. The pastoral system does not merely support the academic curriculum but has its own

educative purpose. PSHE offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role in contributing to the life of the school and the wider community. At Kensington Wade the PSHE is incorporated into many other areas of the curriculum and school life as well as timetabled as a separate lesson.

### **Aims**

These aims are consistent with, and so reinforce, the ethos and general aims at Kensington Wade. Collectively, the pastoral system works towards achieving the following aims:

1. To empower pupils with the basic skills, experiences, knowledge and attitudes that are required for work and leisure in a rapidly developing society. The pupils should be prepared to be active, confident and responsible members of the school community and later in society.
2. To enable pupils to become progressively responsible for their own:
  - personal development
  - social development
  - health education
  - citizenship education
  - cultural education
  - economic education
  - academic education
  - spiritual development
  - moral development (Moral and Social Development)
3. To ensure pupils have an awareness of the British Values (see Promoting British Values Policy) and what it means to live in this country today.
4. To equip pupils with an understanding and respect for the school values of: Kindness, Respect, Curiosity, Integrity, Intellectual endeavour and Resilience
5. To produce an atmosphere in which all pupils are confident that they:
  - i. are well known
  - ii. are safe
  - iii. are valued and respected
  - iv. have their progress regularly checked and reported on
6. To contribute towards the maintenance of good behaviour (see Behaviour Policy) and an orderly atmosphere in the school which is conducive to achieving the aims and ethos of the school and more specifically to ensuring that pupils reach their true academic potential.
7. To offer sympathetic, confidential and effective guidance to the pupils as and when it is required.
8. To provide on-going suitable pastoral training programmes for both newly qualified and experienced teachers and to actively involve all the teachers in the pastoral system.
9. To contribute towards strengthening the links between the parents and the school. This recognises that the education of a child is a shared task involving positive contributions from parents/guardians, pupils and teachers and non-teaching staff at Kensington Wade.
10. To contribute towards strengthening the links between the community and Kensington Wade.

### **Curriculum**

At Kensington Wade we follow the PSHE Association scheme of work for KS1 and KS2. EYFS follow the foundation stage curriculum framework where PSHE is fully embedded. This scheme of work is a whole school spiralling curriculum that covers Years 1-6 following the three core themes:

- Health and wellbeing
- Relationships
- Living in a wider world

### **Objectives**

These objectives relate directly to the aims of Pastoral Care at Kensington Wade and are intended to show how the aims are actually put into practice. Opportunities to cover the PSHE scheme include:

- Discrete curriculum time of weekly PSHE lessons.
- R(S)E program will run interlinked with PSHE lessons (also see separate policy)
- Acting as the main vehicle for the delivery of the cross-curricular themes.
- Residential and educational visits are offered to all pupils during their time at Kensington Wade and all pupils are encouraged to participate.
- The School has an extensive set of extra-curricular activities and clubs on offer to the pupils.
- School Council and Eco Team
- Assemblies
- Links with the local community, external agencies and a range of visitors.
- The PSHE scheme of work will be one that introduces topics to the pupils at the appropriate time and that is a spiral/progressive system that allows, in as much as is possible, for specific concepts to be revisited.
- Charity work. In Year 6 pupils will have the additional responsibility of organising their own charity fundraising events and some supervisory roles within the school.
- All teachers and subject co-ordinators work closely together to support effective teaching and learning of the subject based curriculum. This is achieved through joint meetings and effective communication.
- Effective training programmes for all teachers are crucial to achieving this aim.

### **Early Years Provision**

PSHE is taught in the Early Years as an integral part of the topic work covered during the year. The aspects are related to the objectives set out in the Early Learning Goals (ELGs) and the teaching of PSHE supports the aim of developing a child's personal, emotional and social development as set out in the ELGs. Citizenship education is also supported where children are encouraged to develop their 'knowledge and understanding of the world'.

### **Cross Curricular Links**

At Kensington Wade, we seek to find links between all areas of learning, with English and Chinese teachers co-planning shared subjects, whilst maintaining the distinctive nature of the subjects taught. Effective cross-curricular links make connections between subjects, provide meaningful contexts for learning to develop and can help motivate children to learn. It has the potential to broaden and deepen the children's understanding of themselves and the world.

### **Differentiation**

Differentiation should always be incorporated into all PSHE lessons, all children must be able to access the lessons as well as all children having the opportunity to be stretched and challenged. This can be done through differentiated questioning, varied resources, differentiated levels of recorded work, by support and by outcome.

### **Inclusion**

Under the provisions of the Equality Act regarding the protected characteristics, Kensington Wade will not unlawfully discriminate and will promote equality on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and when planning and delivering the curriculum, we take account of the protected characteristics and the SEND Code of Practice.

### **Assessment**

In PSHE there are two broad areas for assessment:

- Pupils' knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

At the end of each unit, KS1 and KS2 children will be assessed on their knowledge and retention of the unit in various ways including class discussions, group presentations, age appropriating questionnaires/quizzes and observations of them applying relevant learning in their daily lives.

KS2 will also complete a written assessment to outline their knowledge and understanding of the key points in the unit and to share their opinions.

Clearly defined learning outcomes assist the assessment process.

**Monitoring**

The PSHE curriculum is monitored annually and the Head of PSHE meets regularly with staff to review and discuss developments.

A separate policy exists for Relationship Education

Reviewed by Laprecia Sutton, November 2023

Review Date: Autumn 2025

Approved by: Huw May  
(*Head*)

Date: November 2023