



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

PSHE policy

Introduction

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

They learn to appreciate what it means to be a positive member of a diverse multicultural society. We teach our pupils to respect other people, regardless of their differences. The PSHE curriculum is cyclical in nature with the main themes being revisited consistently each year. Furthermore, each year group will aim to cover issues and themes which directly link to their age group.

In doing this we are able to deliver a curriculum that is relevant to the children's lives. The focus is to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking as well as improving overall health and wellbeing, forming better relationships with one another and living in the wider world. We teach them about how modern society is organised and governed and we teach them about their rights and responsibilities of both themselves and others.

Aims

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

- Know and understand what constitutes a healthy lifestyle, both mentally and physically
- 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 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.

King's College Soto de Viñuelas has a separate [Relationships and Sex Education \(RSE\) Policy](#).

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



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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.

Spiritual, Moral, Social and Cultural provision

The spiritual, moral, social and cultural (SMSC) development of pupils is an important part of their education at King's College Soto de Viñuelas. 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.

Our SMSC curriculum enables the following:

- Actively promotes the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensures that principles are actively promoted which:
 - i. Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law;
 - iii. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services;
 - v. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - vii. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied.



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- Precludes the promotion of partisan political views in the teaching of any subject in the school; and
- Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extracurricular activities which are provided or organised by or on behalf of the school; or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

The School offers a thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development.

Spiritual

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their willingness to learn and reflect on their experiences.

Moral

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.



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Social

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern society.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern society
- knowledge of democratic systems and its central role in shaping our history and values, and in continuing to develop societies
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



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Teaching British Values and Promoting British Values

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 combat radicalisation. These new regulations sit alongside the requirements of the Equalities Act. We recognise that as a British School in Spain, we are in a unique position regarding British Values. We have incorporated these values into our King's Values



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OUR VALUES

King's College Soto de Viñuelas



An **inspired** school

Primary has two extra values which are Excellence and Respect. The Core Values we consistently strive to nurture in our pupils underpin the everyday environment in which the whole community interacts at all levels: pupils, staff and parents. We believe that having such values deeply-rooted will enrich our pupils' lives within and beyond their experience of the school, making them happy, fulfilled and positive contributors to society. Through our core values we actively teach and encourage 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



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Our 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.

PSHE Curriculum Planning

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.

In Primary and Secondary, we support PSHE by using the PSHE Association guidance and resources from a variety of sources.

Across the school, PSHE is taught through assemblies, whole-school celebrations and key events as well as specific PSHE lessons. Teachers are expected to take part in whole-school celebrations and key events. There are PSHE Coordinators in both Primary and Secondary. They are expected to collaborate to make sure the provision of PSHE is consistent throughout the school. Both Coordinators work closely with other members of staff, Middle Leaders and Senior Leaders.

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 and social awareness are encouraged in activities linked with PSHE. Pupils in the school annually raise and count money for the school's chosen charities and COBIS Games.

Primary (including EYFS)

In the Primary school, we teach PSHE weekly as a timetabled subject. In addition to these carefully planned sessions, we teach and reinforce PSHE in an ongoing manner, in response to our pupils needs. We also plan and teach Wellbeing Wednesdays, where we teach skills based on the 'Mental Health and Wellbeing Curriculum'. Mindfulness is used throughout the Primary School and is embedded in our school culture.

In EYFS, emphasis is given to the Personal, Social and Emotional Development area of learning. Children are taught at the appropriate development level in an ongoing way to ensure their needs are met.

Secondary

In the Secondary, PSHE is taught in form time sessions of 25 minutes every morning as well as through the wider curriculum. Each subject is expected to embed PSHE content and skills through their timetabled lessons.



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Monitoring

The PSHE Coordinators are responsible for monitoring the standards of children's work and the quality of teaching. The Coordinator 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 Coordinators are also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The coordinators monitor their subject through learning walks, listening to pupil's opinions, receiving feedback from colleagues, conducting planning audits and lesson observations.

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