

Kenton College Preparatory School

Personal, Social, Health & Economic Education (PSHE)/Wellbeing

Audience	Teachers, Parents, Governors
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Last Review	Nov 2019
Next Review	Nov 2020
Related Policies	Safeguarding & Child Protection, Prevent Duty, Staff Handbook, Anti-Bullying

Introduction & Purpose

In partnership with parents we accept that we have a responsibility to help children in their personal, social, moral and spiritual development. We are not only concerned about success in academic examinations but believe in the importance of developing these qualities. We believe that there is a great deal of a child's experience and development which cannot be explained or taught through academic disciplines alone and there is a need for time to be devoted to the treatment of such issues. The PSHE/Wellbeing programme is a crucial part of a child's experience of Kenton and the values which permeate the programme are those which we believe are important to Kenton College and the child's wellbeing and future endeavours.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Roles and Responsibilities

Name	Role	Location	Telephone	Email
Mrs Cussans	Headmistress	School	0722205038	admin@kenton.ac.ke
Mr Bareham	Deputy Head Pastoral, Designated Safeguarding Lead	School	0727483597	admin@kenton.ac.ke
Mr Cruttenden	Head of Yr 7 & 8	Maths Dept	0722205038	admin@kenton.ac.ke
Mr Nderitu	Head of Yr 5 & 6	Geog Room	0722205038	admin@kenton.ac.ke
Mr Longworth	Deputy Head Juniors	4L Classroom	0722205038	admin@kenton.ac.ke
Mr Hewlett	Junior Coordinator	3H Classroom	0722205038	admin@kenton.ac.ke

Policy Statement

Our programme provides pupils in the senior school with the knowledge and understanding of who they are and the part they do, and will, play in an ever changing world. In a caring and controlled atmosphere, we aim to:

- represent all children during the programme, drawing and raising awareness of the diversity of culture and experience.
- develop each child's understanding of the need for responsibility for their own behaviour.
- develop a greater awareness of self-worth in relation to peers, school community and the wider world.
- Let pupils become aware of personal needs and aspirations and how best to address them.
- acknowledge and implement strategies for coping with personal and social situations.
- understand the rights and responsibilities of each individual.
- be aware of, and to be able to make educated choices in relation to personal health and fitness.
- develop some understanding of the world in which they live, and, in simple terms, understand the principles which underpin the economy and government of their country.
- be conscious of the world in which they live and to recognise they have a caretaker responsibility.
- promote spiritual development of pupils.

Fundamental British Values

Values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are woven into a pupil's life at Kenton College.

Democracy

- Pupils are encouraged to be part of decision making processes such as:
- Election of House Captains
- Consultations when new facilities are being planned
- Election of Form Reps (and discussion of ideas the Form Reps have in meetings)

Rule of Law

- Pupils learn to appreciate the rules that the school operates with (Golden Rules, No Excuses, Functional Rules) and are encouraged to reflect on these rules if broken.
- Pupils have additional rules within classrooms (clearing away, iPad charging and distribution etc.) in order to instil a sense of community and respect for rules that benefit each member of the class.
- British laws are a fundamental part of the History curriculum as well as Kenya History and Citizenship lessons.

Individual Liberty

- The Wellbeing programme has been designed to allow children to reflect on their liberty and to listen to the views of others. Pupils undertake activities that allow them to be in control of their actions, plan for a positive future and to embrace personal changes.
- Where possible, children are given a choice of learning approaches to reach lesson outcomes and objectives.

Mutual Respect and Tolerance

- Respect and Tolerance are 2 of the Values-Based Education themes that are promoted across the whole school and all activities on a half-termly basis.
- Faith and belief systems are celebrated in the TPR curriculum with the aim of pupils having an appreciation of the corner stones of many world religions.

Responsibility for pupil behaviour

The clear, simple and ubiquitously displayed school rules at Kenton College are a constant reminder to pupils that they are responsible for their behaviour. Pupils are provided with "chances to improve" before sanctions are applied in cases where teachers feel responsibility is not being owned by a particular pupil.

Pupils at Kenton College are often part of a privileged family in economic terms. As such, regular visits to the school by children from a local orphanage are arranged. During these visits, Kenton College pupils interact with, play with, run activities for these children.

Respect for public institutions and services in England

The Kenya History and Citizenship programme emphasises the value of institutions such as Parliament, the police force and the Post Office and services such as healthcare, welfare services and education. Given the colonial past of Kenya, local institutions and services often bear close resemblance to those in England which provides a useful avenue of learning by comparison and evaluating them.

A high proportion of teachers at Kenton College are either British or have lived and worked in the UK and imparting knowledge of these institutions and services is embedded into lessons where appropriate.

Assemblies also provide opportunities to share knowledge of these institutions and services.

Political Views

Kenya is a highly politicised country and, due to tribalistic voting tendencies, is often a cause of tension. Kenton College teachers are instructed to not share their own political views with pupils. Where a pupil asks questions relating to politics (local or global), the teacher(s) present are required to offer a balanced view of any opposing ideas or situations. During these occasions, pupils are encouraged to show empathy and challenged with thinking of their own hypothetical solutions.

A proportion of Kenton College parents are themselves either politicians or work in the political arena. With this in mind, Kenton College remains non-partisan in all activities, publications and communications and does not promote any particular view, political party or politician.

Content and Planning of PSHE/Wellbeing Lessons

The programme is based on U.K. themes identified as good practice in PSHE/Wellbeing.

Certain areas of PSHE/Wellbeing are dealt with in a cross curricular context and the citizenship elements are taught through Kenya History and Citizenship lessons.

The Programme is structured in such a way as to ensure that the themes are covered each year with a change in emphasis, content and resources appropriate for age, maturity and needs of each year group.

Planning takes place each Trinity term with discussion and development formally recorded by Year form teachers. Topics to be in/excluded are agreed with Deputy Head Pastoral and the Programme is prepared and ready for the following September.

Values

We recognise that values are transmitted either consciously or unconsciously throughout our contact with children in all aspects of life at Kenton.

We aim to have a shared values system so that pupils receive clear, consistent, and not haphazard or conflicting demonstrations of our values. The values we adhere to are the ones which we hope all staff and pupils can respond to. They should be shared by all irrespective of race, culture or religion, for example:

Courtesy	Compassion	Self-reliance
Tolerance	Generosity	Honesty
Determination	Trust	Resilience
Love	Awe/Wonder	Kindness
Reverence	Curiosity	Courage
Faith	Respect	Unity

Organisation of Teaching PSHE/Wellbeing

The teaching of PSHE/Wellbeing is the responsibility of each form teacher in the senior school (Years 5 – 8).

Teachers are encouraged to work collaboratively, and to evaluate the programme with their Year group colleagues.

Each September the Deputy Head Pastoral provides form teachers with a PSHE/Wellbeing file outlining the programme and offering samples of resources which may be used.

The Programme is currently taught as a distinct session each Friday where it is possible to use all, or some, of the time available from 2.00pm to 2.45pm. Form teachers have the opportunity to follow up issues from the PSHE/Wellbeing session daily (albeit briefly) during morning registration.

Monitoring

PSHE/Wellbeing sessions are carefully considered in advance with evidence of planning.

PSHE/Wellbeing teachers regularly fill in the evaluation sheets attached to each topic. This may build on comments made by previous teachers. In this way particular successes or areas of concern can be identified, analysed and addressed before the following academic year. Pupil work, where it is written or on display, may be in evidence.

The planning sheet shows which areas are well addressed alongside those we recognise need to be improved.

Assessment

No formal assessment takes place. Assessment is largely observational and through the outcomes of PSHE/Wellbeing projects undertaken by Form Teachers.

Cross Curricular Links

Certain areas of the programme naturally lend themselves to cross curricular delivery. Details are shown on the programme Planning Sheet. Basic communication and listening skills are encouraged in all subjects.

In Geography there are links with ‘Environment Management’ in Year 6. This topic covers issues connected to the Citizenship theme such as: energy crisis, global warming, acid rain, deforestation, soil erosion. Matters of individual responsibility and community action are a focus.

There are also links with ‘Development’ which considers issues fundamental to the exploration of Economic and Industrial Understanding. Issues range from the problem of debt in the Third World to unfair terms of trade, exploitation of child labour, environmental degradation and pollution by industry in growing cities.

In Science there are Health Education links in Year 5 with topics on Drugs and Drug taking. Year 6 consider matters relating to Health & Fitness. Year 7 consider Health Education issues through the British Common Entrance course discussing topics such as Love and Sex, Smoking and Health, Alcohol and Alcoholism and Meeting the need for Energy.

In TPR there are strong links with the “Contemporary Issues” Section of the Common Entrance syllabus, which considers a wide range of moral and social issues. There are also links with the various different customs associated with the major world religions. In TPR there are also strong links with multiple faiths and religions which lead to different customs being explored within the spirit of the Equality Act 2010.

In History links are made with Citizenship, discussing topics such as slavery, government, religious tolerance and scientific advances.

In English links are made with Self Awareness and Citizenship through the organisation of debates and public speaking as well as the consideration of a wide variety of social issues through the study of fiction and non-fiction texts.

In Drama there are strong links made with Self Awareness through self-expression and empathy for others’ feelings and situation.

As Kenton’s curriculum is published for Years 2 – 8, it may be easier for teachers to take explicit opportunities for cross curricular delivery. In this way pupils may gain an understanding of the themes by exploring moral, spiritual, social and cultural dimensions to the curriculum.

Assemblies about economic awareness take place at appropriate times throughout the school year.

Careers

The main careers-focused event of the school year is a Careers Fair. The fair is attended by Year 7 and 8 pupils. Parents of all pupils in the school are invited to represent their profession/job/career. Pupils circulate the venue speaking informally to parents to find out about:

- How to plan for a certain career
- What a typical day looks like
- What work experience might be useful as preparation
- Qualifications required for a certain career

As well as providing the pupils with a valuable insight into certain careers, this event serves as a community opportunity in during which the parents can interact with and guide Kenton pupils.

Visiting speakers and experts meet with children as appropriate throughout the year. In the academic year 2018/19, pupils had the following opportunities:

Wider Horizons – Year 8

- Planning and delivering lessons to Year 2 pupils
- Orphanage visit and interactions
- Cooking, Dancing, First Aid sessions
- Planning, scripting, rehearsing and performing a play to the school community
- Transitioning to Secondary school session
- Conservation work such a tree-planting within our school grounds

Interview Practice – Year 6-8

- Planning responses to interview questions
- Learning about the impact of body language
- Mock interview practice

Other opportunities include:

- Published authors and local artists judging illustrated writing competitions
- Kenyan sports men and women addressing pupils in assembly
- Local Astronomers bringing in a planetarium for Junior pupils
- Art camp run by professional artists during school holidays

Equal Opportunities

The Programme aims to promote children's feelings of self-worth. Teachers are expected therefore to acknowledge and celebrate the diversity of race, sex, ability, religion within the class, school and country. This typically manifests itself through the display of pupil work, show-and-tell sessions in the Junior school and a strong emphasis on recognising effort above academic achievement. Treatment of equal opportunities should satisfy the whole school policy on Equal Opportunities.