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

Effective from: September 2025
Last reviewed: August 2026
Next review due: August 2027

KING'S COLLEGE SCHOOL
PANAMA

Purpose and Strategic Context

Personal, Social, Health and Economic Education at King's College School Panama is a core curriculum entitlement from Early Years to IB Diploma Programme. It reflects the school's commitment to holistic British education and the development of Leaders of Purpose who demonstrate integrity, resilience, empathy and responsible decision making.

PSHE enables pupils to develop the knowledge, understanding and personal attributes required to thrive academically, socially and emotionally in an international context.

PSHE is delivered in accordance with:

- British Schools Overseas Standards
- Keeping Children Safe in Education 2026
- The Safeguarding and Child Protection Policy
- The Relationships and Sex Education (RSE) and Health Education Policy
- Online Safety Policy
- Anti-Bullying Policy
- Inclusion Policy
- Relevant Panamanian legislation and regulatory guidance.

PSHE is protected within the curriculum and is not treated as an optional or collapsed subject.

Statutory and Legal Compliance

The school recognises its responsibility to comply with:

- BSO Standard 2A in relation to Relationships Education and Relationships and Sex Education
- The Standards for British Schools Overseas, including requirements relating to Relationships Education and Relationships and Sex Education
- Panamanian legal provisions including recognition of parental rights.

Relationships Education is compulsory in Primary.

Relationships and Sex Education is compulsory in Secondary, subject to any applicable parental withdrawal rights under Panamanian law and the School's RSE Policy.

Parents may request withdrawal from defined elements of sex education in accordance with the RSE Policy. Requests must be made in writing to the Head of Phase. The School will meet with parents to explain the relevant curriculum content, safeguarding responsibilities and implications of withdrawal. Education relating to safeguarding, personal safety and wellbeing is not subject to withdrawal.

The detailed framework for Relationships and Sex Education, including parental withdrawal arrangements, is set out in the School's RSE Policy.

Curriculum Intent

The PSHE curriculum ensures that pupils:

- Develop secure self-knowledge, resilience and emotional regulation
- Understand physical health, mental health and personal wellbeing

- Build healthy, respectful and safe relationships
- Understand consent and personal boundaries in age-appropriate ways
- Demonstrate responsible and ethical decision making
- Develop financial literacy and economic competence
- Understand careers pathways and future planning
- Recognise diversity and demonstrate respect for others
- Engage with British values including democracy, rule of law, individual liberty and mutual respect
- Demonstrate strong Spiritual, Moral, Social and Cultural development.

The curriculum is informed by:

- The CASEL competencies
- The IB Learner Profile in Secondary
- The Inspired Education pillars
- The school's Leaders of Purpose framework.

Curriculum Entitlement and Structure

PSHE is delivered through a clearly sequenced, spiral curriculum from Early Years to IBDP.

Minimum curriculum entitlement is as follows:

- EYFS delivered through Personal, Social and Emotional Development as a Prime Area of Learning
- Years 1–9 one timetabled lesson per week
- Years 10–11 delivered through structured school events, themed drop-down days and planned pastoral programmes across the academic year
- Years 12–13 delivered through scheduled PSHE and life skills sessions integrated into tutor programmes and extended guidance provision.

For Years 10–11, content is carefully mapped across the academic calendar to ensure full coverage of statutory and developmental themes including risk education, financial literacy, relationships, careers guidance and safeguarding awareness. Delivery through extended events enables depth, expert input and contextual relevance.

Assemblies, tutor programmes and co-curricular activities reinforce PSHE themes but do not replace planned curriculum delivery.

Curriculum Structure and Knowledge Progression

PSHE follows a spiral model with defined progression across phases. Schemes of work set out learning objectives, core knowledge, key vocabulary and safeguarding signposting.

Early Years

Focus on:

- Emotional vocabulary and regulation
- Cooperation and sharing
- Understanding rules and fairness
- Personal safety and hygiene.

Primary

Focus expands to include:

- Emotional literacy and managing conflict
- Healthy friendships
- Basic first aid awareness
- Online safety foundations
- Introduction to saving, spending and financial value
- Respect for diversity and inclusion.

Key Stage 3

Develops greater conceptual depth:

- Mental health literacy and coping strategies
- Consent and healthy relationships
- Digital citizenship and media literacy
- Ethical decision making
- Substance risk education
- Careers awareness.

Key Stage 4

Delivered through structured events and pastoral programming:

- Risk management including alcohol, drugs, gambling and vaping
- Body image, identity and self-esteem
- Financial literacy including budgeting and economic decision making
- Careers pathways and post-16 choices
- Challenging discrimination and prejudice.

IBDP

Supports transition to adulthood:

- Independent living skills
- University and career planning
- Financial responsibility including credit and long-term planning
- Healthy adult relationships
- Leadership, service and global citizenship.

Inclusion and Equality

PSHE is accessible to all pupils.

Provision includes:

- Adapted resources for pupils with SEND
- Scaffolding for EAL learners
- Sensitive consideration for vulnerable pupils
- Clear procedures for managing controversial or sensitive issues.

The curriculum promotes dignity, equality and respect within an international community.

Teaching, Training and Professional Standards

PSHE is delivered by trained staff under the oversight of the Head of Pastoral and Heads of Sections.

Staff preparation includes:

- Annual safeguarding training
- Training in managing disclosures
- Guidance on delivering sensitive content
- Equality and inclusion awareness.

New staff receive induction prior to delivering PSHE content.

External specialists may contribute to defined modules in areas such as careers guidance, mental health awareness and online safety.

Safeguarding Interface

PSHE actively supports the school's safeguarding culture by teaching pupils:

- How to recognise unsafe situations
- How to seek help
- The role of trusted adults
- Online and offline personal safety.

Where disclosures arise during PSHE delivery, staff follow the Safeguarding and Child Protection Policy immediately and record concerns through the school safeguarding system.

Assessment and Progression

Assessment in PSHE is formative and developmental but structured.

- Teachers assess through:
- Scenario-based discussion
- Reflection tasks
- Knowledge checks
- Self-evaluation against learning objectives.

End-of-key-stage progression expectations are defined within schemes of work. Moderation discussions across phases ensure consistency of expectations.

PSHE contributes to pastoral reporting and informs wider wellbeing strategy.

Impact and Evaluation

The impact of PSHE is evaluated through a structured annual review cycle combining quantitative and qualitative evidence. Evaluation focuses on pupil knowledge, behavioural indicators, safeguarding trends and long-term outcomes.

Impact is monitored through triangulated evidence including:

- Annual pupil voice surveys measuring confidence in reporting concerns, understanding of consent, financial literacy awareness and sense of belonging
- Safeguarding data analysis including trends in disclosures, early reporting and repeat concerns
- Behaviour and bullying incident analysis including reduction in repeated incidents and discriminatory language
- Online safety reporting patterns
- Attendance and pastoral engagement indicators
- Post-16 and post-18 destination data
- Staff feedback on pupil maturity, judgement and resilience.

The school tracks year-on-year trends and sets improvement targets where appropriate. Data is disaggregated by phase and cohort to identify patterns and areas requiring intervention.

Indicators of strong impact include:

- Pupils reporting high confidence in identifying trusted adults and reporting concerns
- Reduction in repeat bullying incidents over time
- Demonstrable understanding of consent and respectful relationships by Key Stage 3
- Secure application of budgeting and financial decision-making principles by Key Stage 4
- Increased pupil participation in leadership, service and community initiatives
- Positive destination outcomes aligned with pupil aspirations.

Where analysis identifies gaps or emerging risks, curriculum content and delivery models are refined accordingly. Adjustments are documented within departmental review reports and reflected in the School Improvement Plan where relevant.

PSHE outcomes contribute directly to the school's wider safeguarding and wellbeing strategy and inform preventative planning.

Quality Assurance and Governance

The Head of Pastoral leads an annual impact review cycle which includes:

- Curriculum audit against BSO Standard 2(2)(d) and 2A
- Review of safeguarding and behaviour data trends
- Structured pupil focus groups across phases
- Learning walks and sampling of event-based provision
- Evaluation of external specialist contributions.

Findings are reported annually to Senior Leadership and reviewed by the Head of School. PSHE outcomes are incorporated into the School Self Evaluation and form part of inspection preparation evidence.

Governance oversight includes:

- Annual policy review and approval
- Monitoring of safeguarding interface and trend data
- Scrutiny of curriculum entitlement and statutory compliance.

The school ensures that PSHE is continuously reviewed to remain responsive to safeguarding trends, societal

developments and the evolving needs of the school community.

Policy Review

This policy is reviewed annually to ensure continued alignment with:

- The Standards for British Schools Overseas
- Keeping Children Safe in Education 2026 and subsequent safeguarding updates
- The School's Safeguarding and Child Protection Policy
- The School's Relationships and Sex Education Policy
- Applicable Panamanian legal and regulatory requirements
- The evolving needs of the School community

Parent and pupil consultation informs ongoing development.