



King's High School

King's High School PSHEE Policy	
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Personal, Social, Health and Economic Education (PSHEE)

PSHEE at King's High School is designed to give students the skills, knowledge and understanding they need to lead confident, healthy, safe, independent lives as informed, active and responsible citizens.

Statutory Requirements

The delivery of Relationships and Sex Education (RSE) is a requirement under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). A separate RSE Policy gives full details about this component of PSHEE.

Key Aims and Objectives:

PSHEE is an educational entitlement of all students and an integral part of each student's emergence into adulthood. The personal development of every student at King's High School is of paramount importance and synonymous with the school's key aims. PSHEE is closely associated with four of the five aims:

CHARACTER AND CONFIDENCE: *To promote the character development of every pupil and enable them to be resilient, building confidence, integrity and courage;*

COMMUNITY AND SOCIAL RESPONSIBILITY: *To support our community and demonstrate a commitment to social responsibility;*

WELLBEING AND HAPPINESS: *To prioritise the wellbeing and happiness of every member of our school community;*

OPPORTUNITIES AND FUTURES: *To provide a stimulating and inspiring school experience, where our students can explore and develop their interests and skills to ensure they are future-ready.*

PSHEE aims to enable students:

- to lead confident and responsible lives as individuals and members of society
- to gain practical knowledge and skills to help them live healthily and safely and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood
- to develop confidence and independence and encourage personal responsibility in all forms of behaviour
- to reflect on their life experiences
- to develop their sense of wellbeing and self-esteem, encouraging belief in their ability to succeed
- to enable them to prepare effectively and take responsibility for the challenges, choices and responsibilities of work, future choice of courses and careers¹ and lifelong learning
- to empower them to participate in their communities as active citizens and to develop a global perspective

In addition, when teaching RSE we aim to:

- build on the knowledge acquired at primary school whilst introducing knowledge about intimate relationships and sex
- help students understand, and manage responsibly, a wide range of relationships within the school community and beyond, and to show respect for the diversity of, and differences between, people
- provide a framework in which sensitive discussions about relationships and sex can take place
- help students with changes associated with puberty, and give them an understanding of sexual development and the importance of sexual health and hygiene
- help students develop feelings of self-respect, confidence and empathy in their relationships
- give students the emotional literacy to express themselves in matters concerning relationships and sex
- enable students to keep themselves safe and give them the confidence to seek advice and help if necessary
- create a positive culture around issues of sexuality and relationships.

¹ Following guidance outlined in DfE "Careers guidance and inspiration in schools" March 2015

Policy Availability

This policy, along with the RSE Policy, is available on the school website.

Organisation

The Deputy Head (Pastoral) and Head of PSHEE are responsible for the overall planning, implementation and review of the PSHEE programme throughout the school. They work closely with the Director of Wellbeing, Values and Skills, Director of Cocurricular, Head of Character Education, Head of Sixth Form, Heads of Year, Form Tutors, School Nurse, Mental Health Lead, School Wellbeing Mentor, School Counsellors, Mentors, School Dietitian, School Child and Educational Psychologist and the Heads of Department for English and Drama, Religion and Philosophy, Biology and Physical Education.

Curriculum and opportunities

The PSHEE curriculum underpins the school's ethos, aims, attitudes and values. All subjects and activities carried out in school such as assemblies, voluntary service, fundraising, mentoring schemes and trips contribute to the personal and social development of students.

By adopting a whole school approach and combining curricular provision with whole school policies and practices, the curriculum provides planned and coordinated opportunities for students to explore attitudes and values and to develop, knowledge, skills and understanding that support inclusion, challenge racism and value diversity.

The curriculum is designed to cover all areas of PSHEE identified by the PSHE Association and the approach is broadly spiral in nature with themes being revisited and built upon from year to year. The curriculum is designed to be flexible to respond to relevant societal issues.

The following areas of study are taught:

- Citizenship
- Equality, Diversity and Inclusion
- Relationships and Sex Education (RSE)
- Physical Health
- Mental Health and Wellbeing
- Drugs and Alcohol
- Safeguarding and Online Safety
- Careers
- Financial Education
- Learning and the Brain

The curriculum is summarised in Appendix A. Details of what is taught each term in each year group are given in the summary schemes of work shared with parents at the start of the Autumn Term. Safety is an important element of the provision and students in Year 7 are given Protective Behaviours training and safeguarding is built into the curriculum in each year group. Although the teaching of health topics is not statutory in independent schools, all of the government's recommendations are taught and reference has been made to the [DfE Physical Health and Mental Wellbeing Guidance](#) (updated 2021) when planning lessons.

Delivery

The personal development of each student is achieved through a programme of activities that is flexible and modular. The delivery of the programme occurs in three distinct ways:

1) Discrete provision through:

a) Timetabled curricular time - Years 7 and 11 have weekly timetabled lessons taught by the PSHEE Department using dedicated schemes of work and lesson plans focussing on the areas listed above. In addition, Years 7 undertake a Springboard programme fortnightly, focussing on developing wellbeing, resilience and study skills. In the Sixth Form, the PSHEE programme is delivered through 'Your Future' which offers a 50-minute session at least fortnightly. Part of the PSHEE programme is run jointly with Warwick

School when Sixth Form students from both schools join together for fortnightly lessons. The 'Your Future' programme is coordinated by the Head of Sixth Form and Head of Futures, in consultation with the Head of PSHEE and Deputy Head Pastoral.

b) Pastoral/tutorial time activity sessions – Key Stages 3, 4 and Sixth Form have a tutorial time programme of activities that cover PSHEE and citizenship themes as well as, for example, careers education and guidance. This provision has flexibility allowing us to respond to needs as they arise.

c) Specialist speakers and workshops – these take place periodically throughout the year and on certain days the curriculum is partially suspended for PSHEE talks and activities. We have a strong partnership with [It Happens Education](#) who visit each year group once or twice a year to enhance or provision of RSE and addictive substances education.

2) Provision through teaching and learning in other subjects/curriculum areas, for example English and Drama, Religion and Philosophy, Biology and Computer Science

3) Provision of PSHEE across the whole school, including for example, in assemblies, voluntary service, fundraising, peer mentoring, and a wide range of cocurricular activities. National focus times such as Antibullying Week or World Mental Health Day may be used to draw attention to topics. An annual Festival of Wellbeing is organised which in the past has included community singing workshops, laughter yoga and keynote speakers. We have also developed a Mental Health Strategy to increase our support for students.

A safe, supportive and inclusive learning environment

PSHEE works within students' real-life experiences so a safe learning environment with clear 'ground rules' is essential. During PSHEE lessons, students may indicate in some way that they are vulnerable or 'at risk' and staff may need to follow procedures within the school's Child Protection and Safeguarding Policy in such instances. Staff and students are made aware that some information cannot be kept confidential and that if certain disclosures are made then action may need to be taken. However, students will always be offered sensitive and appropriate support and, if necessary, will be encouraged to talk to their parents or a doctor about their problem. In such circumstances.

Teaching takes into account the age, ability, readiness, and identity of students and recognises their differing needs. We aim to be as inclusive as possible in the way topics are addressed and encourage students to let us know if they are uncomfortable about the way any lesson has been delivered. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances; families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also take into consideration that some children may have a different structure of support around them, for example, looked after children or young carers. The PSHEE programme proactively encourages sensitivity, respect and equality, in particular with regard to the nine protected characteristics identified in the [Equality Act 2010](#).

Students are encouraged to ask questions in PSHEE lessons. Where these are of a sensitive nature, the member of staff may feel it is more appropriate to ask the student to wait for an answer until they have consulted the Deputy Head Pastoral or Head of PSHEE and they may decide to feedback to a student individually rather than sharing an answer with the class as a whole. Some questions may touch on topics beyond the remit of the scheme of work. Staff do their best to address such questions with sensitivity to the needs of the whole class.

Teaching and Learning Approaches

A variety of teaching approaches is used to allow students to develop their knowledge and understanding of topics, to enable moral issues to be explored and to acquire appropriate skills. More details can be found in the schemes of work for each year group but the most common strategies used are based on stimuli materials such as card sorts, photographs, scenarios, quizzes and news items which encourage group discussions.

Teachers are made aware that their personal beliefs and attitudes must not influence the teaching of controversial issues and the approach is to help students make their own informed decisions. Advice is available from the Deputy Head Pastoral, the Head of PSHEE or the Heads of Key Stage if teachers are concerned about any aspect of delivery.

Resources

- **Materials** – Bespoke teaching resources are devised in-house and staff use the best resources online from a vast array of sources to put together powerpoints and workbooks. The Unifrog PSHE programme, in particular, is a valuable tool for updating the schemes of work. Access to PSHE Association and Sex Education Forum subscription resources is provided to staff via Classlink. Students are regularly signposted in lessons to the wealth of high-quality further education and mental health resources available via the Unifrog platform. Parents are invited to attend a workshop in the Autumn Term to learn more about the programme of study and the RSE talks from It Happens Education. Staff are available to share the teaching materials with parents and discuss any queries.
- **Staff** - All staff throughout the school, whatever their role, are involved in promoting and developing the aims and objectives of the PSHEE Policy. In addition, we aim to ensure that staff have access to Continuing Professional Development in any aspects of the PSHEE programme that they feel are of relevance and interest and that they are provided with appropriate support and effective resources. RSE teaching in PSHEE lessons is delivered by key pastoral staff who undertake a broad range of relevant training in areas such as sexual health, online safety (including sharing youth produced sexual imagery), Protective Behaviours and mental health first aid, and, as designated leads, in health and safeguarding. Carefully vetted external professionals with specialist areas of knowledge and expertise are employed to provide teaching in some aspects of the PSHEE programme; specialist speakers are an important part of the delivery.

Wellbeing and Support



Promotion of wellbeing and good mental health is a core element of the PSHEE programme and student Wellbeing Ambassadors play a key role in raising awareness and delivering activities throughout the school year. A non-teaching Mental Health Lead and Wellbeing Mentor are available to students daily, on a drop-in or appointment basis. Where more sustained support is required, a series of counselling sessions can be arranged with one of the school counsellors, the dietitian, one of the external mentors or the school child and educational psychologist. Since September 2021, the Director of Wellbeing, Values and Skills, a member of the Senior Leadership Team, has developed the whole school approach to promoting good mental health, based on the eight principles (see diagram) in the [DfE Guidance on Promoting Young Peoples Emotional Health and Wellbeing \(updated 2023\)](#).

Outcomes, Assessment and Evaluation

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHEE. Students are helped to develop a comprehensive, balanced and relevant body of factual information to inform their present and future choices. They are provided with opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. Assessment for learning tasks are used frequently within topics so that teachers and students can gauge prior knowledge, what is being learnt. More formal assessments of learning occur each term to evidence how learning and understanding has progressed, with some taking place when the timetable is suspended to provide an extended session. Student input into the teaching and learning programme is gained by regular MS Forms surveys which inform future curriculum modifications and choice of visiting speakers. Parents receive an annual comment on progress with development points on full reports. Form tutors comment on progress in personal development as part of their tutor report.

Roles and Responsibilities

Governors

Governors approve the PSHEE Policy and hold the Head Master to account for its implementation.

The Head Master

The Head Master is responsible for ensuring that PSHEE is taught consistently across the school and for managing requests to withdraw pupils from the sex education component of RSE.

Staff

Staff are responsible for:

- delivering PSHEE in a sensitive way
- modelling positive attitudes to PSHEE
- responding to the needs of individual students

Students

Students are expected to engage fully in PSHEE and, when discussing issues related to PSHEE, treat others with respect and sensitivity.

Parents

PSHEE is strongest when there is communication and collaboration between school and home. A summary of the PSHEE topics covered each year is made available to parents at the start of the academic year. They are encouraged to attend the Autumn Term meeting to view and discuss the teaching material and can contact the Head of PSHEE or Deputy Head Pastoral to discuss any aspect of the PSHEE programme throughout the year. Where appropriate, guidance on a particular topic may be sent to parents to aid discussion. Parents are strongly encouraged to attend Parent Pastoral Forums delivered by specialists as these relate to the PSHEE teaching programme.

Monitoring and Review

A thorough review and evaluation of the PSHEE programme is undertaken annually by the Deputy Head Pastoral and Head of PSHEE to update and develop the programme. Staff, students, parents and other members of the community may be part of the review process. The programme though, is constantly under review, with the inclusion of speakers when the opportunity arises, and the focus on topical issues. Evaluation takes place through analysis of student surveys undertaken frequently through the year and the quality of teaching is monitored by the Head of PSHEE and Deputy Head Pastoral through scrutiny of planning, monitoring of student progress and lesson observations. The Safeguarding Governor observes lessons and attends some of the special activities, especially those run in response to student voice.

Complaints

Parents are encouraged to raise any issues, in the first instance with the Deputy Head Pastoral. The school Complaints Procedure, available on the School website, can be followed to raise concerns.

Links with other policies

The PSHEE Policy is part of a suite of policies that include the RSE Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Antibullying Policy, EDI Policy, Healthy Eating Policy and Spiritual, Moral, Social and Cultural Education Policy.

Appendix A: Summary of year group topics

Y7	<p>PSHEE Belonging to the King's High Community Friends on board and beating bullying Managing my wellbeing Growing up - puberty Protected characteristics Keeping safe Healthy relationships Media literacy Our physical health Financial literacy</p> <p>Springboard: Attributes of a King's High Learner Habits of happiness Revision skills</p> <p>CS: Internet safety</p> <p>Biology: Human reproduction</p>
Y8	<p>Recognising and preventing discrimination Emotions and self-esteem Relationships Media literacy Sex and consent Addictive substances: alcohol Financial choices Eating matters Citizenship</p>
Y9	<p>Equality, values and the law Relationships Sex education Careers Mental health and wellbeing Physical health and drugs Social media – digital resilience</p>
Y10	<p>Charities, consumerism and careers Citizenship Relationships Sex education Health, drugs and alcohol Mental health and wellbeing Online safety</p>
Y11	<p>Financial education Institutions, human rights and migration Relationships Sex education Healthy bodies and tobacco Mental health and wellbeing</p>
L6	<p>Law and democracy/citizenship Higher education and careers Current affairs & global citizenship Decision-making Relationships and sex</p>

	Wellbeing and mental health Programme of visiting speakers from universities and on pastoral issues
U6	Time management Finance/ budgeting Higher education and careers Wellbeing and mental health Relationships and sex Preparing for university and independent living

Further details of when topics studied are issued in the start of year Summary Schemes of Work available to all parents.