



King's High School

Policy:	<i>PSHEE</i>
Applies to:	<i>King's High School Staff and Students</i>
Authors:	<i>Deputy Head Pastoral</i>
Approved by:	<i>King's Committee: May 2021 King's Committee: 1.10.21</i>
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Signed:	<i>S Watson, Deputy Head</i>

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 PSHE.

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. In particular, PSHEE helps with the aims: "Character: to develop resilience and confidence and to inculcate integrity " and "To foster a vibrant school community, built on trust and respect and instil a sense of social responsibility".

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

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

- create a positive culture around issues of sexuality and relationships.

Policy Availability

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

Organisation

The Deputy Head (Pastoral) and the Director of Wellbeing, Values and Skills are responsible for the overall planning, implementation and review of the PSHEE programme throughout the school. They work closely with the Director of Cocurricular, Head of Character Education, Heads of Key Stage, Heads of Year, Form Tutors, School Nurse, School Wellbeing Mentor, School Counsellor and the Heads of Department for English and Drama, Religion and Philosophy, Biology and Physical Education.

Curriculum and opportunities

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 following areas of study are taught:

- Citizenship
- Relationships and Sex Education (RSE)
- Physical Health
- Mental Health and Wellbeing
- Drugs and Alcohol
- 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, we have chosen to teach all of the government's recommendations as shown in Appendix B and have followed the [DfE Physical Health and Mental Wellbeing Guidance \(updated 2020\)](#).

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 8 have allocated timetable time of 50 minutes per week and Years 9 -11 have 35 minutes per week, with 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 weekly in the Lower Sixth and fortnightly in the Upper Sixth. Part of the 'Your Future programme is run jointly with Warwick School so 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 Director of Wellbeing, Values and Skills.

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 suspended for PSHEE talks and activities.

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 Safer Internet Day may be used to draw attention to topics. A week-long 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 Director of Wellbeing, Skills and Values 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 and news items to stimulate 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 Director of Wellbeing, Values and Skills or the Heads of Key Stage if teachers are concerned about any aspect of delivery. The rotation of topics between teachers from Year 10 and above allows expertise to be built up by a teacher in specific topics.

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. Parents are invited to get in touch if they would like to view and discuss any of the teaching resources. Access to PSHE Association subscription resources is provided to staff via Classlink. Students are signposted to the wealth of high-quality further education and mental health resources available via the Unifrog platform.
- **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. Most of the RSE teaching in PSHEE lessons is delivered by key pastoral staff who undertake a broad range of relevant training with external providers, in areas such as sexual health, online safety (including sexting), Protective Behaviours and mental health first aid, and as designated leads in health and safeguarding. 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 Counselling



Promotion of wellbeing is a core element of the PSHEE programme and our Diana Award-trained student Wellbeing Ambassadors play a key role in raising awareness and delivering activities throughout the school year. A non-teaching Wellbeing Mentor is 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 the fully-qualified School Counsellor. In September 2021, a new senior post of Director of Wellbeing, Values and Skills was established to further develop 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 \(updated 2021\)](#).

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 tasks are designed for each topic so that teachers and students can gauge what has been learned and evidence how learning and understanding has progressed. 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. 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 sent to parents at the start of the academic year and they are encouraged to contact the Director of Wellbeing, Values and Skills to discuss any aspect of the PSHEE programme. 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 formal review and evaluation of the PSHEE programme is undertaken annually by the Deputy Head Pastoral and Director of Wellbeing, Values and Skills 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 Director of Wellbeing, Values and Skills through scrutiny of planning and lesson observations.

Complaints

Parents are encouraged to raise any issues, in the first instance with the Director of Wellbeing, Values and Skills. The school Complaints Procedure can be followed for raising 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 and Healthy Eating Policy and Spiritual, Moral, Social and Cultural Education Policy.

Appendix A: Summary of year group topics

Y7	<p>Belonging to the King's High Community Daring to Live Safely (Protective Behaviours) Valuing Ourselves and Others Resilience Adopting a Growth Mindset Springboard: Attributes of a King's High Learner Habits of Happiness Revision Skills CS: Internet safety Biology: Human Reproduction</p>
Y8	<p>Beating bullying and celebrating diversity Keeping Safe Online Preventative Health Making Healthy Choices About Alcohol Relationships and Sex Education Citizenship</p>
Y9	<p>Values Relationships and Sex Education Careers and Managing Stress Knowing About Drugs so we can Keep Ourselves Safe Wellbeing</p>
Y10	<p>Charities, consumerism and careers Citizenship – Values and Respect Relationships and Sex Education Health, Drugs and Alcohol Mental Health and Wellbeing Online safety</p>
Y11	<p>Financial education Institutions, Human Rights and Migration Relationships and 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 & sex Wellbeing and mental health Programme of visiting speakers from universities and on pastoral issues</p>
U6	<p>Time management Finance/ Budgeting Higher Education & Careers Wellbeing & mental health Relationships & sex Preparing for university and independent living Programme of visiting speakers from universities and on pastoral issues</p>

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

Appendix B: Non- statutory health topics in Key Stages 3 and 4

The RSE curriculum is spiral. Here we indicate the first year in which **parts of the topic** are introduced in an age-specific manner.

Coverage of non-statutory health topics		KS3	KS4
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Y7, Y8 & Y9	Y10
	that happiness is linked to being connected to others.	Y7 (Springboard)	Y11
	how to recognise the early signs of mental wellbeing concerns.	Y9	Y10 & Y11
	common types of mental ill health (e.g. anxiety and depression).		Y11
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Y9	Y11
	strategies which preserve and promote mental health and wellbeing		Y11
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness		Y11
Internet safety and harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image	Y7 & Y8	Y10 & Y11
	how people may curate a specific image of their life online, over-reliance on online relationships (including social media)	Y8 & Y9	Y10
	the risks relating to online gambling including the accumulation of debt,		Y10
	how advertising and information is targeted at them and how to be a discerning consumer of information online.	Y7, Y8 & Y9	Y10
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Y7, Y8 & Y9	Y10 & Y11
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Y9	Y10
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	Y9	
	about the science relating to blood, organ and stem cell donation.	Y 8	Y 11
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	KS3 Food and Nutrition lessons	Yr10

Drugs, alcohol and tobacco	the facts about legal substances and illegal drugs and their associated risks, including the link between drug-use, and the associated risks, including the link to serious mental health conditions.	Y9	Y10
	the law relating to the supply and possession of illegal substances.	Y9	Y10
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Y8	Y10
	the physical and psychological consequences of addiction, including alcohol dependency.	Y9	Y10
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	Y9	Y10
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Y9	Y11
Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Y8	Y10
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Y8	
	(late secondary) the benefits of regular self-examination and screening.	Y8	Y11
	the facts and science relating to immunisation and vaccination.	Y8	Y11
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Y9	Y10
Basic first aid	basic treatment for common injuries.	Y9 Some students in CCF and Orienteering Friday Afternoon Activities	Y10 & Y11 Some students in CCF Friday Afternoon Activities
	life-saving skills, including how to administer CPR.		
	the purpose of defibrillators and when one might be needed.		
Changing adolescent body	key facts about puberty, the changing adolescent body and menstrual wellbeing.	Y7 Science	
	the main changes which take place in males and females, and the implications for emotional and physical health.	Y7	