

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Supporting learning & growth		
Personal, Social and Health Education (PSHE)		
Last Update November 2025	Responsible: Principal	Page: 1 of 13

This policy promotes ACE because:



PSHE at High Grange School supports ACE by developing adaptable thinkers, communication, and emotional wellbeing. Pupils learn problem-solving, expressing ideas, managing emotions, and staying safe. The curriculum builds independence, resilience, and life skills, preparing pupils for adulthood while meeting statutory requirements and reflecting safeguarding needs within a supportive, autism-specialist environment.

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1. To Meet Statutory and Safeguarding Requirements

- We ensure full compliance with national expectations, including:
- Relationships Education (primary), RSE (secondary), and Health Education (state-funded schools).
- PSHE as compulsory in independent schools.
- Updated **RSHE statutory guidance (DfE, July 2025)** and **KCSIE 2025**, including digital safety, filtering/monitoring reviews, and emerging online risks.
- Our PSHE and RSE policies work together to uphold legislation while reflecting the ethos and values of High Grange School. Parents are consulted regularly and may withdraw pupils from non-statutory sex education.

2. To Provide Knowledge and Skills for Healthy, Safe and Fulfilling Lives

- PSHE aims to give pupils accurate information and opportunities to build understanding, challenge values, and develop essential life skills. Through our curriculum, pupils learn to:
- Understand themselves, manage emotions, and maintain physical and mental health.
- Recognise and respond to risks offline and online.
- Build healthy relationships founded on respect, equality, consent, and boundaries.
- Understand wider life skills such as finances, citizenship, community, careers, and the law.

3. To Develop Personal, Social and Emotional Competence

- We want pupils to become confident, resilient, and responsible young people who can:
- Communicate clearly and respectfully.
- Apply problem-solving skills to real-life situations.
- Show empathy, kindness, and tolerance.
- Challenge harmful attitudes (e.g., prejudice, misogyny, extremism, exploitation).
- Cope with change, manage setbacks, and develop self-esteem and independence.
- Make informed, responsible choices and understand consequences.
- This development is supported through safe classroom environments, enrichment activities, strong safeguarding practice, and staff training.

4. To Prepare Pupils for Adulthood, Work, and Life in Modern Britain

- Our PSHE and RSE curriculum helps pupils become:
- Independent and responsible citizens who understand rights, responsibilities, democracy, and protected characteristics.
- Respectful members of a diverse society who value differences in culture, religion, ethnicity, gender, and beliefs.
- Young people who understand acceptable behaviour, healthy lifestyles, online safety, and how to seek help.

- Learners who can plan for future careers, manage money, understand risk and reward, and respond positively to new opportunities.

Legal Framework and links to policy

This policy is written with reference to statutory requirements and national guidance, including:

- Relationships, Sex and Health Education (RSHE) Statutory Guidance, Department for Education, July 2025 (effective September 2026, with early implementation from September 2025).
- Keeping Children Safe in Education (KCSIE), Department for Education, 2025. Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019."
- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'

This policy operates in conjunction with the following school policies:

- [Primary schools only] Primary Relationships and Health Education Policy
- [Secondary schools only] Secondary Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy

Policy Update – RSHE (DfE 2025) and KCSIE 2025

From September 2025, High Grange School's PSHE and RSE curriculum incorporates the updated DfE RSHE guidance (July 2025). This includes new and strengthened content on:

- AI literacy and awareness of deepfake technologies
- The impact of misogyny, incel culture, and pornography on attitudes and relationships
- Personal and travel safety (fire, road, water, and railway) across all phases
- Knife crime and conflict resolution at secondary level

Teaching is delivered through age-appropriate, interactive methods, with staff empowered to adapt content to meet the needs of pupils.

In addition, our safeguarding responsibilities are aligned with KCSIE 2025, which strengthens expectations around:

High Grange School recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

Approach to Learning

Inclusive Provision

High Grange School is committed to promoting equality, inclusivity, and personalised learning for all pupils, regardless of gender, culture, ability, or background. Our approach to Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE), is fully inclusive and aligned with the individual needs of pupils with SEND. Teaching strategies are adapted according to age, stage of development, cognitive ability, communication needs, and cultural context, ensuring that every pupil can access and meaningfully engage with the curriculum.

Curriculum Structure

PSHE is delivered across Key Stages 1–5 and structured around three core themes:

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**, including careers and economic wellbeing.

In Key Stages 1 and 2, weekly PSHE sessions are delivered by class teachers and reinforced through Computing, assemblies, enrichment activities, and community experiences. Pupils are supported to understand themselves as individuals and as members of wider communities.

In Key Stage 3, lessons continue weekly and are planned collaboratively between class teachers and the PSHE specialist to ensure responsiveness to individual and group needs.

In Key Stages 4 and 5, lessons are delivered by pastoral specialists, focusing on statutory RSE, safeguarding themes, careers, and preparation for adulthood. Post-16 provision is flexible and personalised to support transition into adult life.

Teaching and Learning

Lessons incorporate varied approaches including structured discussion, collaborative activities, scenario-based learning, and opportunities for reflection. Pupils are encouraged to express their views confidently within a safe, supportive environment. Learning is revisited regularly through a spiral curriculum model, enabling pupils to deepen understanding and retain key knowledge and skills over time.

Curriculum Design and Safeguarding

Schemes of work follow the PSHE Association Programme of Study and embed British Values, SMSC, Citizenship, and the school's ACE ethos. PSHE makes a direct contribution to safeguarding by equipping pupils with the language, confidence, and strategies to keep themselves safe. Content reflects statutory updates (RSHE Guidance 2025 and KCSIE 2025), including online safety, AI literacy, consent, healthy relationships, and recognising potential risks.

Safe Learning Environment and Parental Engagement

Ground rules, anonymous questioning, and distancing techniques ensure emotional safety during sensitive discussions. Staff remain alert to individual needs and follow safeguarding and confidentiality procedures consistently. Parents are informed and consulted regarding RSE, with access to curriculum information and the option to withdraw from non-statutory content.

Cultural Capital

At High Grange School, we recognise cultural capital as the knowledge, skills, behaviours, and experiences that help pupils thrive and access future opportunities, especially those with SEND who may have limited experiences outside school. We build cultural capital through knowledge, skill development, and positive attitudes such as curiosity and resilience. It is embedded across PSHE and the wider curriculum through enrichment activities, community engagement, careers learning, and real-life experiences. Cultural capital also supports the promotion of Fundamental British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance. Through spiritual, moral, and cultural development, pupils explore beliefs, understand right and wrong, and appreciate diversity. Our aim is for every pupil to become a confident, informed, and active member of society.

Cross-Curricular Links

Approaches to Reading and Literacy

At High Grange School, we recognise that secure literacy skills form the foundation of functional independence and future success. Reading competence enables pupils to navigate a wide range of real-life situations confidently and provides access to learning across the curriculum. We believe that reading should be not only purposeful but also enjoyable. Promoting reading for pleasure is central to our ethos, as consistent exposure to high-quality texts supports cognitive development, enhances vocabulary, and improves overall educational outcomes.

All pupils are entitled to a literacy-rich learning environment. Staff act as *reading role models* and actively promote a culture of reading through visible engagement with books and personal recommendations.

Key approaches include, but are not limited to:

- Dedicated reading spaces in every classroom with age-appropriate and subject-relevant materials
- Reading aloud by staff
- Shared and modelled reading
- Staff-led recommendations and highlighted texts displayed within reading areas

Approach to Fluency in the Classroom

- Fluency is a key component of literacy development, enabling pupils to read, speak, and communicate with increasing confidence and independence. At High Grange School, we view fluency as the bridge between decoding and comprehension, helping pupils move from simply reading words to understanding and applying them in meaningful contexts. Developing fluency supports pupils' ability to engage with learning across the curriculum and contributes to improved self-esteem and participation.

Approaches to Spelling, Punctuation and Grammar (SPaG)

High Grange School adopts consistent SPaG strategies across all subject areas to support the diverse literacy needs of our pupils. Each curriculum area promotes accurate spelling, punctuation and grammar through explicit modelling, correction, and reinforcement of key vocabulary.

Strategies include:

- Subject-specific vocabulary displayed on working word walls
- Introduction of key terminology at the beginning of lessons
- Highlighting and revisiting new or unfamiliar words during reading activities
- Planned teaching of new vocabulary and concepts
- Marking in line with the whole-school literacy policy

Teachers across all subjects share responsibility for promoting high standards of literacy and numeracy. Pupils' individual literacy and numeracy needs inform lesson planning and differentiation. PSHE lessons in Key Stages 3–5 incorporate structured reading tasks to support comprehension and vocabulary development.

Use of ICT

Chromebooks and digital platforms are used to enhance learning, develop ICT competency, and support research and independent study. Interactive teaching boards are used to model, demonstrate and facilitate classroom collaboration.

Application of PSHE Skills Across the Curriculum

PSHE provides regular opportunities for pupils to practise transferable life skills, including:

- Taking responsibility for actions and behaviour
- Setting personal learning targets
- Recognising and respecting individual differences
- Participating in pupil voice processes such as the democratically elected School Council

Broader opportunities for personal, cultural and social development include:

- Teamwork and community participation
- Educational visits and class trips that extend learning beyond the immediate environment
- Celebration of personal and academic achievement through whole-school events and assemblies
- Collaborative activities such as concerts, sports events and charity initiatives

Cross-curricular collaboration ensures coherence and reinforces learning. Curriculum areas such as PE, Science, and Preparation for Adulthood share common PSHE outcomes, particularly around health, independence, and emotional wellbeing. PSHE also aligns closely with pastoral care and the MDT therapy team to ensure that pupils feel supported, listened to, and safe.

Community Links

We seek to promote a healthy lifestyle and self-confidence for our community through:

- The provision of a range of lunch time and after school clubs which help foster a healthy lifestyle and encourage pupils to explore individual talents.
- Providing opportunities in school for pupils to learn a musical instrument.
- Healthy eating promotions during the year and posters encouraging a healthy diet in the school canteen.

We seek the involvement of the whole school community through:

PSHE seeks community links by connecting pupils with the people, services, and organisations that shape the world around them. This includes working with local charities, emergency services, health professionals, businesses, and community groups to enrich learning and make it relevant to real life. Through visits, workshops, volunteering, community projects, and guest speakers, pupils gain practical understanding of citizenship, local democracy, safety, careers, and social responsibility. These partnerships help pupils see themselves as active members of their community and develop the confidence, skills, and values needed to participate positively in society.

Assessment, Monitoring and Recording

The PSHE and monitoring of curriculum uses the intent of assessment of skills, knowledge and understanding, from key stage one to five. High Grange believes that the levelling learning serves no real purpose to the pupils and the subject. For pupils to be able to know more, more and remember more they need to be able to access and progress through the content of the curriculum and their level of understanding. The PSHE curriculum allows for 'spiral' curriculum.

A clear AFL of topic areas in 'I can' assessment, both pupil and teacher marked at key stage 3 to 5, with confidence checker pre and post lesson.

Key stage 1 and 2 is teacher lead assessment of learning with confidence checked in key stage 2 post learning in a lesson.

The PSHE curriculum is as a curriculum that returns to the same topics over time. The learning builds from key stage one to five. When students re-engage with a topic repeatedly, they both consolidate prior knowledge in their memory and build on it over time.

1. Sequential: Pupils should return to the same topic several times throughout their school career.
2. Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity.
3. Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

The overall assessment of skills documents allow teacher to track the learning at level that then allows planning and delivery of skills and topic area to be at a level and point that is relevant to learner, building the learning over time. This compliments the spiral curriculum, long term plans and outcomes to build knowledge.

Pupils are formally and informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g., photographs as well as written work and through books. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this.

Alongside this form of assessment High Grange will also-

- The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils

have previously acquired, including from other subjects, with regular feedback on their progress.

- Baseline assessment - Most teachers will undertake some form of baseline (or needs) assessment, prior to teaching a topic or unit of work or lesson, to determine where to start and to guide them in how the work should be developed. This will inform their own planning and ensure that their lessons are suitable and relevant to each group's needs and abilities. This will help teachers to:
 - a) Identify what is already known
 - b) clarify learning needs
 - c) identify any special educational needs
 - d) determine where to start
 - e) decide how the work should be developed, including selecting appropriate language and resources.
- Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- In key stage 3, 4 and 5 pupils will complete a post learning sheet where they will identify where they feel they fit with the 'I can' statements either recognising they are confident, not confident or in between in the area of knowledge- this pre assessment of needs informs planning that will be delivered to class group depending on learning needs. Teacher also indicates on this sheet the level of confidence they feel the pupil has met in the unit of work.
- At key stage 3 4 and 5 level all pupils complete an AFL sheet at the start of each lesson that allows them to access own knowledge and confidence before and after each lesson, incorporating learning for school ethos ACE target also.

Assessment for learning:

- involves sharing learning goals with learners – what do we want to achieve?
- aims to help learners know and recognise what they are aiming for
- actively involves learners in their own assessment
- uses effective questioning techniques
- provides feedback, which leads to learners recognising their next steps and how to take them
- promotes confidence so that everyone can improve
- involves both teacher and learner reviewing and reflecting on collected information.
- In key stage 1 and 2 teachers gain verbal feedback of confidence before and after learning.
- Pupils' knowledge and understanding is assessed through various methods in a lesson, mind maps, graffiti and careful questions wall indicate knowledge and the way this is presented represents the skills involved. Assessment of knowledge and skills such as end of unit quiz, written tasks, discussion groups are to monitor progress and understanding. Next steps and lessons are adapted in response to this allowing for intervention that aids learning needs.

Resources

All classrooms are fully equipped with a supply of essential stationery and basic equipment. Most classrooms have all been fitted with interactive whiteboards and/or projectors. Staff are encouraged to plan the lessons more interactively where appropriate.

The school has a range of books dealing with aspects of PSHE including bereavement, healthy food and making the correct choices. We also have regular, school council meetings where decisions are fed back.

PSHE is resources using information from the PSHE association, which is recommended by the DofE, which High Grange School have a membership.

Lesson planning material is taken from a mixture of resources –

- EC resources
- PSHE Association resources
- Medway resources
- NSPCC resources
- Teacher planning in accordance with the pupil's individual needs
- All images and video shown to students will represent diversity so all pupils at High Grange School can relate. Diversity matters in PSHE as High Grange School does not want feed into stereotypes, creating 'it can't be me' situation or thinking.
- Images and videos must be sensitive and viewed beforehand. Images and videos should not trigger pupils creating unhealthy thoughts or feelings.
- Lessons should have sufficient signposting of support both locally and nationally for pupils.

Health and Safety

It is the responsibility of all staff and pupils where appropriate to be aware of the Health and Safety issues in relation to teaching and supporting in PSHE lessons. All equipment is inspected regularly by teaching staff and repaired when necessary. All urgent Health and Safety issues should be brought to the attention of the Health and Safety Officer.

Safeguarding

Safeguarding at High Grange School is a whole-school priority and underpins every aspect of our practice. We recognise that safeguarding is more than a set of proceduresit is a culture of vigilance, professional curiosity, and proactive support. PSHE plays an essential role in this culture by providing a preventative and protective curriculum that equips pupils

with the knowledge, behaviours, language, and confidence they need to keep themselves and others safe.

Our PSHE and Relationships, Sex and Health Education (RSHE) curriculum enables pupils to explore risks in a safe, supportive, and structured environment. This helps them develop the ability to identify unsafe situations, manage peer or social pressures, and make informed choices. For many pupils, particularly those with SEND, explicit teaching of safeguarding themes is crucial, as they may be more vulnerable to grooming, exploitation, coercion, or misunderstanding online and offline risks.

Safeguarding concepts are embedded throughout PSHE across all key stages. Pupils learn about:

- **Safe and respectful relationships** including trust, consent, healthy boundaries, and recognising unhealthy behaviour.
- **Emotional regulation and mental health**, including self-awareness, resilience, coping strategies, and where to seek help.
- **Online safety**, covering cyberbullying, online identity, misinformation, digital footprints, and emerging risks associated with artificial intelligence (e.g., deepfake media, AI-generated misinformation, pornography, misogyny, incel content, conspiracy theories).
- **Community safety**, including knife crime, exploitation, criminal peer influence, and conflict resolution.
- **Recognising risk**, including strategies to remove themselves from danger, report concerns, and seek trusted adult support.

In line with Keeping Children Safe in Education (KCSIE 2025), PSHE is a fundamental element of the school's safeguarding strategy. To ensure safeguarding is embedded consistently:

- **The Designated Safeguarding Lead (DSL), PSHE Lead, and pastoral team meet regularly** to review emerging themes and concerns from safeguarding records, ensuring that curriculum content responds to real issues affecting pupils.
- **Curriculum planning is informed by safeguarding data**, pupil voice, and staff observations, enabling the curriculum to adapt to need rather than remain static.
- **Staff receive annual safeguarding and RSHE training**, including updates on statutory guidance, online safety, and contextual safeguarding.
- **Visitors and specialist agencies**, such as local policing teams and external safeguarding organisations, are invited where appropriate to support pupil learning.

Safeguarding also extends to the learning environment. All PSHE lessons follow the school's safe-practice expectations:

- Ground rules are co-constructed with pupils and reinforced regularly.
- Pupils may ask questions anonymously to avoid embarrassment or fear of judgement.

- Staff use distancing techniques (case studies, role play, fictional scenarios) so pupils can explore sensitive issues safely without personal disclosure.

When a safeguarding concern arises from PSHE discussions, staff follow school safeguarding protocols immediately. Pupils are informed of confidentiality procedures so they understand the limits of information sharing and know that disclosure will lead to support.

We recognise that safeguarding is most effective when delivered in partnership. We work collaboratively with families, external agencies, and specialist professionals to ensure early intervention and ongoing support for both pupils and their families.

At High Grange School, safeguarding is not reactive it is proactive, preventative, and woven into the lived experience of every child through the PSHE curriculum. By equipping pupils with the tools to recognise risks, seek help, and make safe choices, we are empowering them to lead safe, healthy, and independent lives, both now and into adulthood.

Equality and Diversity / Equal Opportunities

High Grange School's PSHE and RSE provision is delivered in line with the Equality Act 2010 and the Public Sector Equality Duty (PSED). We have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by law.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Our Commitment

High Grange School recognises and respects the diversity of our pupil community. We acknowledge pupils' different abilities, maturity levels, and personal circumstances, including their:

- Sexual orientation and gender identity (which may be emerging, depending on age and maturity).
- Faith, belief, or culture.
- Family circumstances and lived experiences.

We are committed to respecting how pupils choose to identify themselves, and we recognise that identities and perspectives may change as pupils grow and mature. This ensures that our Relationships Education and RSE provision is sensitive, inclusive, and adaptable to meet the needs of all learners.

Curriculum and Resources

- Resources across Key Stages 1–5 are reflective of a wide range of relationships, cultures, and communities.

- Lessons and materials promote equal opportunities and celebrate diversity, ensuring pupils learn about respect for themselves and for others.
- All lesson plans, activities, and worksheets are differentiated and adapted so that every pupil can participate fully.
- The curriculum is designed to help pupils build positive identities, foster empathy, and challenge stereotypes or prejudice.

Roles and responsibilities

The governance is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members