

QUALITY MANAGEMENT SYSTEM			
Policy/Procedure:	HGS FSC21	Page:	1 of 21
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Policies will be reviewed annually or when there are changes to practices and legislation

Policy/Procedure Name:	Subject Policies – Personal, Social and Health Education (PSHE)
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1. Ethos/ ACE in PSHE

At High Grange School we have high expectations of our pupils and strive to ensure that every child achieves academically, socially and personally through our school ethos and values. Demonstrating the values and guidance from our curriculum, High Grange School is a diverse school which has a harmonious atmosphere, full of positivity and aspirational intentions all of which lends itself to our whole school ethos of ACE, Adaptable thinkers, Communication, Emotional wellbeing leading to independence.

Through participation in PSHE pupils can incorporate the school ethos of ACE into their learning.

PSHE allows for real life situations and scenarios to be explored in the safety of the classroom where pupils thought process are scaffolded by staff and peers. Through discussion and reflection pupils will be able to offer reasoning to a problem, use

solving strategy that adapts thinking to address a problem as it changes and evolves thus promoting adaptable thinking.

PSHE allows for effective communication skills as ideas, opinion, observations, and real-life situations are shared. Pupils' thoughts are reflected out within a group and discussions. Pupils are encouraged to respect other opinions and exploration of topic areas, building communication skills, and understanding of others.

Emotional well-being is a huge focus in PSHE as pupils look at a range of topics from health and wellbeing, the wider world, and Relationships, incorporating Relationships, Sex and Health Education.

Pupils learn the skills and emotional responses needed to be adaptable grown up in a real world. Pupils will learn a multitude of skills that require them to have emotional wellbeing, transferring them to real life situations.

As part of providing a broad and balanced PSHE curriculum, we can nurture and support the spiritual, moral, social and cultural (SMSC) development in our pupils and promote the fundamental British values in young lives.

We support our pupils to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

The PSHE curriculum is designed to enhance and enrich the pupils' understanding and enjoyment of the subject by providing a rich, challenging, varied and personalised programme of study. It promotes pupils' personal social and emotional development, as well as their health and well-being. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives pupils an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

High Grange School believes that sex and relationship education (RSE) make an essential contribution to every pupil's health, wellbeing, and preparation for adult life in society.

Effective sex and relationship education are essential if young people are to make responsible and well-informed decisions about their lives. A comprehensive program of SRE provides accurate information about the body, reproduction, sex, and sexual health.

High Grange School believes that sex and relationship education (RSE) make an essential contribution to every student's health, wellbeing, and preparation for adult life in society. Effective sex and relationship education are essential if young people are to make responsible and well-informed decisions about their lives. A comprehensive program of RSE provides accurate information about the body,

reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline. It is an integral part of the PSHE program within the school.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Refer to separate RSE policy.

2. Aims

The overarching aim for PSHE education is to provide pupils with: Accurate and relevant knowledge. Opportunities to turn that knowledge into personal understanding, skills, knowledge, and the opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities.

From 2020, the following subjects will become compulsory for PSHE in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools
- health education in state funded primary and secondary schools

High Grange School's intent is to design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. High Grange School believes that the provision for PSHE reflects the needs of the individual learner and not by expected outcomes.

At High Grange School we believe that the personal, social and health development of each pupil, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE in preparing pupils for the opportunities, responsibilities, and experiences of adult life. In addition, we believe that a pupil needs to learn about the many emotional aspects of life and how to manage their own emotions underpinned by key themes such as the fundamental aspects of emotional wellbeing: friendship, inspiration, world-wise, determination, excellence and flourish.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge opportunities
- to turn that knowledge into personal understanding

- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities.
- the skills and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

Teaching PSHE will consider the ability, age, readiness, and cultural backgrounds of our young people to ensure that all can fully access the PSHE education provision. All teachers who deliver PSHE / RSE have a PSHE handbook which offers up-to-date safeguarding issues and PSHE information to reflect on and use in the classroom to enhance the teaching and learning in this area.

Parents do have a right to withdraw their children from non-statutory elements of the sex education (those parts not within the national curriculum science programmes of study). All parents are consulted on PSHE/RSE.

We promote social learning and expect our students to show a high regard for the needs of others by working in pairs/groups/class discussions. During 'enrichment days / activities / house events / drop-down days' the students work within core groups in key stages 3 and 4 and form groups in key stages 1, 2 and 3.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

PSHE education works within students' real-life experiences, it is essential to establish a safe learning environment. We aim to create a safe and supportive learning environment by delivering PSHE, sometimes with emotive and sensitive topics at the heart of the lesson.

We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support through our rigorous safeguarding procedures

During PSHE education sessions students may indicate that they are vulnerable or 'at risk.' It is important to note that staff training in safeguarding/child protection at High Grange School is paramount and up to date to ensure clarity about what is required in such circumstances.

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible, and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools, and communities. As students learn to recognise, develop, and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own

values and attitudes. They identify and articulate feelings and emotions learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively. Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination, and other cultural and social barriers to choose. It helps students to aim high.

Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions, and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take. Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Our PSHE programme is driven by the 10 key principles, developed by the PSHE Association:

1. Start where children and young people are finding out what they already know, understand, can do and are able to say. For maximum impact involve them in the planning of your PSHE education programme. Each academic year, student voice will be recognised through student questionnaire followed by discussion to establish areas of focus the following year. This allows students, especially in the upper and senior school to voice where they need more learning in areas.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant, and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from

one school subject to another, and from school to their lives in the wider community.

7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

In PSHE at High Grange School, we aim to:

- Create a comfortable classroom climate where pupils are confident and discuss their hopes, fears and sensitive issues
- Develop a set of ground rules for the PSHE classroom
- Model good practice in the way we talk to pupils
- Provide enrichment opportunities that support and develop our pupils emotional and physical well being
- Work with external providers to provide the best possible experience and expertise for our pupils
- Remain flexible with our Curriculum and respond to issues as and when they arise.
- Enable pupils to develop self-confidence and enhanced self-esteem.
- Help pupils to become responsible citizens.
- Help the pupils to become increasingly responsible for their own learning. Encourage pupils to respect one another, their feelings, and possessions.
- Encourage pupils to respect the differences and diversities in people.
- Create an ethos in which the pupil's will learn to tolerate and respect people from different races, cultures, and religions, including pupils from ethnic minorities within our school.
- Help pupils to deal with social and moral issues.
- Encourage links with the community and its main social institutions.
- Teach pupils how to enjoy a healthier and safer lifestyle.
- Encourage pupils to think about social and moral dilemmas that they may come across in everyday life, for example, aggressive behaviour, questions of fairness, of right and wrong and simple environmental issues.

- Encourage pupils to make real choices for example, between healthy options in school meals, what to watch on television, what time to go to bed, what games to play or how to spend their pocket money sensibly.
- Teach pupil's what kind of physical contact is acceptable or unacceptable.
- Inform pupil's that they have a right to resist pressure to behave in an unacceptable and risky way and that they should know how to ask for help and use basic techniques for resisting pressure to do wrong.
- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem, and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand what we mean by protected characteristics and the importance of this.

3. Legal Framework and links to policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- 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'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)

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

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.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also considers the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At High Grange School, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. High Grange School's policy on Relationships Education is separate to this PSHE Policy and is available to refer too.

4. Approach to learning

High Grange School promotes the needs of all pupils irrespective of gender, culture, ability, or aptitude by ensuring teaching will take account of ability, age, readiness and cultural backgrounds of our pupils and those complex needs to ensure that all can fully access PSHE education provision.

PSHE is delivered under overarching themes in Key Stage one to five.

The three core themes are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider-World.

Key stage 1 and 2:

PSHE is taught weekly by the class teachers in all year groups; one 45-minute planned lesson per week. There are close links with other subjects such as Computing where online safety is also taught. Many aspects of PSHE are also taught or revisited through whole-school assemblies and enrichment activities.

Aspects of PSHE are delivered via class discussions or a planned circle time to meet the needs of the class or to respond to something that has happened. Children throughout the school are encouraged to develop an understanding of themselves

as growing and changing individuals, as a member of a wider community based on first hand experiences, which include, school visits and a variety of school clubs. These activities and extra-curricular experiences encourage children to understand how their choices and behaviours may affect themselves and others.

In key stage 3, pupils have one 45-minute lesson each week, delivered by the class teacher. These lessons are planned with the PSHE specialist and adapted and need responding to by the class teacher.

In key stage 4 and 5, PSHE is taught by Head of Pastoral care and school councillor and PSHE/RSE lead and subject specialist. The sessions are taught in core groups once a week.

Lessons are taught in a range of styles that suit the learners, with collaborative tasks, individual tasks as well as whole group discussions where pupils can ask questions, listen to opinions, express their own in a safe environment.

All groups have one taught forty-five-minute lesson per week with opportunities to revisit learning in form time and one to one session with Alison Seager Spicer, pastoral care if needed or during form time.

The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SoL and identifies links to British Values, Citizenship, SMSC and school's ethos into the curriculum.

Teaching is sequential allowing for pupils to build on prior learning and enhancing them to know more, remember more and do more.

Schemes of work have been devised using information and guidance taken for the PSHE Association. Using the outcomes from the key stage 1 to 5 programme of study along with Thematic Model programme builders from Key stage 1 to 4.

Lessons are adapted to suit our learners and we promote diversity and inclusion will consider all pupils' needs by delivering a curriculum that meets the needs of the individual. PSHE is most effectively taught through a 'spiral programme.' This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases, and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues. An example of a theme might be 'Health and wellbeing,' which offers a context for develop-oping the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection,' 'decision-making' and 'managing risk.' The context might be healthy and balanced eating in Year 4, and body image and eating disorders in Year 9 through which the key concepts are expanded, and the key transferable skills rehearsed and developed. Planned enrichment days are used to develop and extend a school's planned PSHE education programme.

PSHE at High Grange School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by having an inclusive curriculum with teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

We expect our pupils to consider others' needs by listening to what they have to offer in discussions and task, allowing all to contribute to the learning. We will use PSHE education as a way to address diversity issues and to ensure equality for all by using PSHE education as a vehicle to address diversity issues and to actively promote equality for all. Our PSHE programme supports, develops and subscribes to the core British values: • democracy • the rule of law • individual liberty • mutual respect • tolerance of those with different faiths and beliefs
Intended outcomes.

Full PSHE education at High Grange School provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE at primary age, not within the national curriculum science programmes of study. Parents have been consulted at this level and have been provided with the schemes of work and outcomes.

Parental consultation has taken place via letter initially outlining the curriculum and then further one to one consultation with Alison Seager Spicer and form tutors

Parents will be informed about the policy via the High Grange School website, and on request where it, and the PSHE curriculum, will be available to read and download.

Core themes in Key stage 1 and 2

PSHE at High Grange School also encompasses a Careers sequential program allowing for goals and aspirations to be covered in the curriculum, all aspects of economic have been kept but some aspects will be taught through PFA. Teachers have ensured that all elements are in the curriculum.

Health and wellbeing

1. Physical health and mental wellbeing
2. Growing and changing.
3. Keeping safe
4. Healthy lifestyles (physical wellbeing
5. Mental Health
6. We, growing and changing
7. Drugs, alcohol and tobacco

Relationships

1. Families and friendships
2. Safe Relationships
3. Respecting ourselves and others
4. Families and close positive relationships

5. Friendships

Living in the wider world.

1. Belonging to a community
2. Media literacy and digital resilience
3. Money and work
4. Shared responsibility
5. Communities
6. Economic wellbeing- money
7. Economic wellbeing: Aspirations, work and career

Core Themes in key stage 3 to 4

Health and Wellbeing

- 1.How to manage transition.
- 2.How to maintain physical, mental and emotional health and wellbeing.
- 3.How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing and sexual health.
- 4.About parenthood and the consequences of teenage pregnancy.
- 5.How to assess and manage risks to health; and to keep themselves and others safe.
- 6.How to identify and access help, advice and support.
- 7.How to respond in an emergency, including administering first aid.
- 8.The role and influence of the media on lifestyle.

Relationships

- 1.How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
- 2.How to recognise and manage emotions within a range of relationships.
- 3.How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters.
- 4.About the concept of consent in a variety of contexts.
- 5.About managing loss including bereavement, separation and divorce.
- 6.To respect equality and be a productive member of a diverse community.
- 7.How to identify and access appropriate advice and support.

Living in the Wider World

- 1.About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- 2.How to make informed choices and be enterprising and ambitious
- 3.How to develop employability, team working and leadership skills and develop flexibility and resilience
- 4.About the economic and business environment
- 5.How personal financial choices can affect oneself and others about rights and responsibilities as consumers

Core Themes in key stage 5

In key stage 5 High Grange School offers a program that continues the three core areas- Living in the Real World, Relationships, Wellbeing. The aim of the curriculum is that it allows for progression from the key stage 4 understanding and skills progression and creates the opportunity for further in-depth learning.

Key stage 5 also allows for flexibility of learning, year 14 students may need an approach that focuses on needs moving on to the next stage of life. Year 14 PSHE is flexible and can focus on an individual's needs with the support of emotional safe staff to support the learning.

PSHE and Safeguarding at High Grange School teaches learners about safety and relationships to enable learners to recognise when they and others are at risk. The PSHE programme equips learners with the skills, strategies and language they need to take appropriate action.

Refer to purple curriculum folder for PSHE mapping and outcomes for all key stages with learning journeys also.

Creating a safe environment

PSHE education works within pupils' real-life experiences, High Grange School strives to establish a safe learning environment for all its pupils. We recognise that PSHE deals with potentially sensitive subjects. High Grange School will create a safe and supportive learning environment by ensuring that all lessons/ learning has clear boundaries that will help pupils feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence

In order to establishing a safe environment all teachers who teach PSHE across High Grange School will-

- Link PSHE and emotional health and wellbeing education into the whole-school approach to supporting pupil welfare and safety.
- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant.
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket,' for example. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.

- Provide information to children about how they can get help and support both in school and outside, as appropriate, signposting organisations and support groups.
- High Grange School works in PSHE, within the school's policies on safeguarding and confidentiality, in particular making it clear to children your school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

5. Cultural Capital

At High Grange School we believe that Cultural capital promotes social mobility and success. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give pupil's the desire to aspire and achieve social mobility whatever their starting point.

At High Grange School we believe that Cultural Capital is the accumulation of knowledge, behaviors and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural Capital is a term to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole.

These tools consist of knowledge gained, behaviours learned, and skills mastered and in PSHE curriculum High Grange School ensure that all learners have the opportunity to develop these attributes through their learning and in their school experience as a whole.

We plan to enrich a student's development in the following areas to increase their 'Cultural Capital balance'.

Cultural capital features in many of the topic areas in PSHE from key stage 1 to 5. The overarching themes in the subject in relation to cultural capital are-

- British Values:
- Democracy
- the rule of law
- Individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

SPIRITUAL- Exploring beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

MORAL- Recognising right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

CULTURAL- Appreciation of cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

PSHE enables our pupils to become healthy, independent, and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

Example: Students learn about a variety of different current issues within PSHE that are present in School and home life and have a personal impact on their day to day lives and communities. Students can develop their understanding of their world and the impact personal decisions can make on their lives as well as developing critical thinking skills.

All students are given the opportunity to succeed in PSHE, the nature of this subject means that all students are encouraged to participate in discussion and share their opinions whilst learning that everyone is entitled to their own point of view. TAs are given support within the classroom to best support students who are most vulnerable, and students are given personalised support by teachers who foster positive and open relationships in their classroom.

Example: Lessons are planned to ensure all students can access the information and learn from the content being delivered, the class teacher will encourage students to contribute depending on their individual ability and needs.

6. Cross-Curricular Links

Approaches to Reading and Literacy

At High Grange school we see that a child's literacy, leads to functional reading and the ability to succeed in various situations, which then allows enjoyment and the engagement in reading for pleasure, not simply functionality.

At High Grange School, we are committed to ensuring that all pupils are exposed to a rich curriculum that encourages extensive reading of whole books and other types of texts. We believe that active encouragement of reading for pleasure is a core part of every pupil's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each pupil's educational achievement. Staff at High Grange School are required to be 'reading role models' for pupils, encouraging them to read widely through recommendations from their own reading; staff advertise, in

teaching rooms and in offices around the school, the books that they are currently reading.

Approaches include but are not restricted to:

- *All classrooms have an identified reading space with a selection of reading materials that are subject relevant (in specialist rooms) and interest / age appropriate for form spaces.*
- *Reading aloud*
- *Shared and modelled reading*
- *Staff recommendations and highlighted books with the reading space.*

Approaches to SPaG

At High Grange School, we implement Spelling, Punctuation and Grammar strategies to support the individual needs of the pupils. All subjects will ensure the correct use of punctuation and grammar and the correct spelling of subject-specific keywords within their lessons.

Strategies include but are not restricted to:

- *working word wall of subject vocabulary on display*
- *keywords at the start of each lesson*
- *highlighted words in reading opportunities during the lesson*
- *targeted introduction of new specific vocabulary*
- *marking in line with the whole school marking policy*

The importance of literacy and numeracy within the teaching of PSHE in all Key Stages is acknowledged by teachers. All teachers accept that they have a clear responsibility to promote high standards of literacy and numeracy, which is relevant to many topics. Any literacy or numeracy issues that pupils have should inform the planning, implementation and evaluation of work that they undertake.

PSHE at key stages 3 4 and 5 incorporate a reading task element in most of the lessons.

All pupils will have the opportunity to use ICT resources to support the curriculum and as individuals build on their ICT skills. Chromebooks are available for use within PSHE and are used for guided and independent research. Interactive teaching systems are installed throughout the school.

PSHE will enable pupils to practise specific skills in structured contexts and in their daily life including:

- *Encouraging everybody to take responsibility for their actions through the agreement of class rules.*
- *Involving pupils in the setting of their targets for learning.*
- *Encouraging pupils to recognise and respect differences between people.*
- *The election of a school council in a democratic manner, which actively develops the direction of the school.*
- *Encouraging pupils to take responsibility for their behaviour.*

There are wider opportunities for personal and social development at school through different lessons. These include:

- The development of each pupil's ability to work as part of a team, become active within the school community and recognise the qualities of good behaviour.
- Consideration of the holistic needs of every pupil with regard to their race, culture, language and faith.
- Planning class visits and trips which widen pupils' experiences beyond the immediate local environment.
- Coming together as a school for collective worship to celebrate academic and personal achievements which occurs at the end of every term.
- Planning events which encourage the school to work together for, such as, concerts, sports day and the summer fair.
- The school ensures cross-curricular learning through discussion between specialist areas, for example, the PE department, Science, Cope and Preparation for adulthood share similar outcomes in area of the curriculum linked to PSHE, form teachers and other relevant areas.
- There is a high element of PSHE in pastoral care and the school will ensure that PSHE and MDT therapy team works together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

7. 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:

- Encouraging parents/ carers to support whole school events.
- Termly newsletters sent to parents/ carers
- Development of the High Grange Parents Group.
- Links to other policies –
- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Child exploitation policy
- Child sexual exploitation policy
- Mental health policy

- Relationship and sex education policy
- Citizenship policy

8. 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 ASL 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 3 to 5 from Sept 2022 will assess a unit of learning with a PSHE assessment quiz.

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. **Cyclical:** Students 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:
 - ✚ Identify what is already known
 - ✚ clarify learning needs
 - ✚ identify any special educational needs
 - ✚ determine where to start
 - ✚ 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 will 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.

Annual Education reports are also written with progress and learning recorded.

9. 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 DoF, 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.

10. 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.

11. Safeguarding

Safeguarding and PSHE are intrinsically linked. PSHE is considered to be a preventative curriculum. Providing students with coping and intervention strategies long before the need of agencies if delivered in an effective way.

Students will be taught about safeguarding through our broad and balanced curriculum in Relationships, Sex and Health Education.

Paragraph 68 of the statutory safeguarding guidance - Keeping Children Safe in Education, clearly states that safeguarding extends to curriculum approaches such as PSHE education.

Regular meetings with the pastoral teams and DSL team will be established.

12. Equality and Diversity / Equal Opportunities

High Grange School's PSHE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

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

High Grange School recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

High Grange School will always respect how pupils choose to identify themselves, understanding that – depending on their age and maturity – their sexual orientation and gender identity may be 'emerging.' This means that Relationships Education and Sex Education at High Grange School is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Recourses for Key Stage 1, 2, 3, 4 and 5 are reflective of all relationships and cultures. The curriculum displays equal opportunities and has a quality that includes relationships with self and others. All lessons, plans and worksheets are differentiated and adapted to include participation for all.

13.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

14 Appendix

1. PSHE handbook
2. Fundamental British Values and Impact