

QUALITY MANAGEMENT SYSTEM			
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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

Why We Teach PSHE at High Grange School and incorporate ACE ethos into the subject making it unique to High Grange School and enhancing the ACE ethos.

At High Grange School we have high expectations of our pupils and are committed to ensuring that every child achieves academically, socially, and personally. Our ethos of ACE – Adaptable thinkers, Communication, and Emotional wellbeing leading to independence underpins everything we do, and PSHE plays a central role in making this vision a reality.

The Impact of PSHE on Pupils with the ACE ethos.

Adaptable Thinkers

PSHE provides a safe space for pupils to explore real-life situations and scenarios. Within the classroom, pupils' thinking is scaffolded by staff and peers, enabling them to reflect, problem-solve, and adapt their responses as situations change.

This develops flexible thinking, resilience, and the ability to apply learning to real-world contexts, preparing them for adult life.

Adaptive thinking is the ability to adjust ideas, strategies, and behaviours when situations change. In PSHE, this skill is developed through exploring real-life scenarios, problem-solving activities, and discussions that encourage pupils to reflect and adapt their responses.

- PSHE promotes adaptive thinking because it:
 - Prepares pupils for real life – Life is unpredictable, and situations rarely stay the same. Through PSHE, pupils practise applying knowledge to evolving circumstances, whether in friendships, online interactions, or community challenges.
 - Strengthens problem-solving skills – Pupils learn to weigh up different options, consider consequences, and adjust strategies when their first approach doesn't work.
 - Encourages resilience and flexibility – By rehearsing “what if” scenarios, pupils develop confidence to cope with setbacks, adapt to change, and remain positive in the face of uncertainty.
 - Supports independence – Adaptive thinkers are better able to make safe, informed choices without over-reliance on others, which links directly to preparing pupils for adulthood.
 - Builds critical awareness – In areas such as online safety, misinformation, peer pressure, and relationships, adaptive thinking helps pupils to question, evaluate, and respond appropriately as new risks or influences emerge.

Communication

Through PSHE, pupils practise expressing their own ideas, opinions, and observations while listening respectfully to the views of others. Class discussions and collaborative tasks strengthen pupils' communication skills, encourage curiosity, and nurture an understanding of diversity. These experiences prepare pupils to communicate effectively in both personal and professional relationships.

- Communication is at the heart of PSHE because it enables pupils to share, reflect, and learn from one another in a safe and supportive environment.
- Expressing ideas and opinions – PSHE encourages pupils to talk openly about topics that affect their lives, from friendships to online safety. This builds confidence in expressing views clearly and respectfully.
- Listening and empathy – By hearing the perspectives of others, pupils develop empathy, tolerance, and respect. This helps them understand diversity and different life experiences.
- Problem solving and adaptability – Discussion-based learning supports pupils to reason through real-life scenarios, practise negotiation, and adapt their responses as situations evolve.
- Building life skills – Strong communication is vital for future relationships, employability, and responsible citizenship. Through PSHE, pupils learn how to engage in constructive dialogue, resolve conflict, and communicate safely both face-to-face and online.

- Supporting emotional wellbeing – Talking through challenging topics such as mental health, peer pressure, or online harms helps pupils to articulate feelings, seek support, and strengthen resilience.
- In short, communication in PSHE lessons is not just about classroom dialogue—it equips pupils with the essential skills to connect with others, manage relationships, and navigate the complexities of modern life.

Emotional Wellbeing

A strong focus on health, wellbeing, and relationships helps pupils to build the skills and emotional awareness they need to thrive. By learning about self-care, respect, empathy, and safe choices, pupils are equipped to manage challenges and transitions in life. PSHE provides a foundation for emotional resilience that supports wider learning and personal growth.

- Emotional wellbeing is a cornerstone of effective learning and personal development — and that's why it is a central focus of our PSHE curriculum at High Grange School.
- Through PSHE, pupils are supported to:
- Understand their own feelings and emotions – Pupils explore how emotions affect their behaviour, decision-making and relationships. They learn how to recognise, name, and manage a wide range of feelings in healthy ways.
- Build resilience – PSHE lessons help pupils to reflect on challenges, setbacks and changes in their lives, and to develop strategies for coping and recovering. This builds the emotional strength needed to thrive in an ever-changing world.
- Develop empathy and compassion – By considering the feelings of others and learning about diversity, difference, and inclusion, pupils are encouraged to respond with kindness and understanding in their interactions.
- Talk about mental health – Pupils learn that it's normal to experience difficult emotions and that asking for help is a sign of strength. PSHE helps break down stigma around mental health, and signposts pupils to appropriate support.
- Make healthy choices – Lessons address topics such as self-care, healthy lifestyles, peer influence, online pressure and substance awareness, helping pupils to protect their own wellbeing.
- Emotional wellbeing is not an “add-on” — it is essential to how children grow, learn, and build relationships. A child who feels safe, valued and understood is more likely to succeed both in and beyond the classroom.

Spiritual, Moral, Social and Cultural Development

Our PSHE curriculum nurtures pupils' SMSC development, enriching their understanding of themselves and the wider world. It supports them to engage with moral and social issues, develop respect for others, and uphold the fundamental British values of democracy, rule of law, individual liberty, and mutual respect.

Preparing Pupils for Life Beyond School- Independence

Our PSHE curriculum is designed to prepare pupils for the modern world, drawing on statutory guidance and the latest safeguarding expectations. It helps pupils to:

- Understand and manage digital risks: including misinformation, disinformation, online exploitation, harmful content, and the safe use of AI and deepfake technologies.
- Recognise and challenge harmful behaviours: including misogyny, sexism, incel culture, extremism, and the negative impact of pornography on attitudes and relationships.
- Stay safe in the wider community: through learning about road, water, railway and fire safety at primary level, and knife crime, personal safety and conflict resolution at secondary level.
- Develop financial awareness and citizenship skills: equipping them to become confident, responsible, and independent members of society.
- 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

By engaging with these topics in a supportive environment, pupils gain the knowledge, skills, and resilience they need to navigate complex social, cultural, and technological issues.

Relationships, Sex and Health Education (RSHE)

High Grange School recognises that Relationships and Sex Education (RSE) makes a vital contribution to pupils' health, wellbeing, and preparation for adult life. Effective RSE enables pupils to make responsible and well-informed decisions about their lives.

Our RSE programme:

- Provides accurate information about the body, reproduction, sexual health, consent, and relationships.
- Equips pupils with the skills to build positive, respectful, safe, and non-exploitative relationships both on and offline.
- Addresses modern challenges such as online safety, digital influences, pornography, misogyny, and exploitation.
- Promotes the development of respect, empathy, and resilience in navigating personal and social relationships.

This is fully integrated into our PSHE curriculum, ensuring a consistent, age-appropriate, and supportive approach.

Statutory Requirements

Our provision reflects statutory expectations and national safeguarding guidance:

- Relationships Education is compulsory for all primary-aged pupils.
- Relationships and Sex Education (RSE) is compulsory for all secondary-aged pupils.
- Health Education is compulsory in all schools except independent schools.
- PSHE remains a compulsory subject in independent schools.
- Our curriculum reflects the updated RSHE statutory guidance, which will continue to enhance and adapt this academic year in our long term sequential planning of PSHE/ RSE (DfE, July 2025) and the strengthened expectations in Keeping Children Safe in Education 2025, including the annual review of online filtering and monitoring, and the requirement to teach pupils about emerging digital risks.

Our PSHE and RSE policies work together to ensure compliance with legislation while also reflecting the unique ethos and values of High Grange School.

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

Aim of PSHE and RSE

At High Grange School, the aim of PSHE and RSE is to equip pupils with the knowledge, skills, and values they need to thrive in all aspects of life. We want our pupils to be confident, adaptable, and resilient young people who can form positive relationships, make safe and informed choices, and contribute responsibly to society.

Through a broad and balanced PSHE and RSE curriculum, we want to see our pupils:
Learning

- Understanding themselves, their emotions, and their impact on others.
- Knowing how to keep physically and mentally healthy.
- Recognising risks, both offline and online, and how to stay safe.
- Exploring relationships, respect, equality, and diversity.
- Developing knowledge of consent, healthy boundaries, and safe choices.
- Gaining awareness of wider issues such as finances, citizenship, community, and the law.

Doing

- Communicating their ideas and feelings clearly and respectfully.
- Applying problem-solving and adaptable thinking to real-life situations.
- Making informed, responsible decisions in relationships and daily life.
- Demonstrating empathy, kindness, and respect for others.

- Challenging harmful attitudes such as prejudice, misogyny, extremism, and exploitation.
- Using strategies for resilience, coping with change, and managing setbacks.

Becoming

- Independent, confident, and emotionally secure young people.
- Responsible citizens who understand their rights and responsibilities.
- Learners who are prepared for the challenges of adulthood, the workplace, and modern society.

Link to Our Ethos

PSHE and RSE at High Grange are built on the ethos of ACE – Adaptable Thinkers, Communication, Emotional Wellbeing leading to Independence.

- Pupils learn to adapt their thinking to different contexts and challenges.
- They practise communicating effectively in ways that respect themselves and others.
- They build emotional wellbeing so they can manage their own lives positively and with independence.

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. High Grange School's Relationships, Sex and Health Education (RSHE) curriculum has been reviewed and updated to reflect the Department for Education's statutory guidance (July 2025).

- These updates become statutory from 1 September 2026, however High Grange School is starting to adopt the revised guidance from September 2025. High Grange School has chosen to begin early implementation to ensure pupils benefit from the strengthened curriculum at the earliest opportunity.
- The updated guidance requires schools to consult with parents, parents are informed each half term what their child will be learning and High Grange has their RSE policy online, and to ensure provision is consistent with Ofsted's expectations for pupils' spiritual, moral, social and cultural (SMSC) development.
- Our revised curriculum also aligns with wider safeguarding responsibilities outlined in Keeping Children Safe in Education (KCSIE) 2025, ensuring pupils are taught about current and emerging risks including online safety, digital harms, misogyny, extremism, and community safety.

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.

High Grange School's PSHE programme is guided by the 10 evidence-based principles of best practice developed by the PSHE Association. These principles ensure our teaching is effective, meaningful, and responsive to pupils' needs:

1. Start with the pupils – We build on what pupils already know, understand, and can do. Each year, student voice is gathered through questionnaires and discussions to shape areas of focus, ensuring that especially older pupils influence the learning they most need.
2. Spiral curriculum – Our programme revisits key topics with increasing depth and challenge, supporting personal development at every stage.
3. Positive approach – Lessons focus on empowering pupils to make safe, healthy, and fulfilling choices, rather than using fear, shock, or guilt.
4. Interactive learning – We use a wide variety of teaching methods with teachers acting as facilitators, ensuring lessons are engaging, practical, and participatory.
5. Relevant and realistic information – Content is age-appropriate, up-to-date, and reinforces positive social norms.
6. Reflection and application – Pupils are encouraged to reflect on their progress and apply their learning across subjects, at home, and in the wider community.
7. Whole-school approach – PSHE is one part of our wider work to help pupils develop knowledge, skills, attitudes, and values. It links closely with pastoral care, school ethos, and family and community partnerships.
8. Supportive relationships – PSHE is embedded in our commitment to positive relationships across school, ensuring vulnerable pupils are identified, valued, and supported.
9. Opportunities for responsibility – Pupils are given real chances to make decisions, practise adult choices, and demonstrate responsibility in safe and structured contexts.
10. Safe and supportive environment – Lessons are delivered in a climate of trust where pupils feel confident to ask questions, challenge information, express views, and practise skills for life beyond school.

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 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.

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

Inclusive Provision

High Grange School promotes the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance. Teaching is inclusive and considers pupils' age, readiness, ability, and cultural background. We ensure that every child can fully access and benefit from PSHE education.

Core Curriculum Themes

PSHE is delivered across Key Stages 1–5 under three overarching themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World (including careers and economic wellbeing)

Delivery by Key Stage

Key Stage 1 & 2

- Weekly 45-minute lessons delivered by class teachers.
- Content reinforced through Computing (online safety), assemblies, circle time, enrichment activities, clubs, and school visits.
- Pupils are encouraged to see themselves as individuals and community members through real-life experiences and extra-curricular opportunities.

Key Stage 3

- Weekly 45-minute lessons delivered by class teachers, planned in collaboration with the PSHE specialist.
- Lessons are responsive to class needs and adapted accordingly.

Key Stage 4 & 5

- Weekly lessons delivered by the Head of Pastoral Care, the School Counsellor, and the PSHE/RSE subject lead.

- Provision is grouped into core sessions and focuses on statutory RSE, safeguarding themes, careers, and preparation for adulthood.
- Year 14 provision is flexible and individualised to support transition into adult life.

Teaching and Learning Approaches

- Lessons use a variety of styles, including group discussions, collaborative tasks, and individual reflection.
- Pupils are encouraged to ask questions, listen to others, and express their views in a safe and supportive environment.
- Opportunities to revisit and extend learning are provided through form time, enrichment days, and pastoral support (e.g., one-to-one sessions with the pastoral team).

Curriculum Design

- Teaching follows a spiral programme, where recurring themes are revisited each year at increasing levels of depth and challenge.
- This approach ensures progression: pupils “know more, remember more, and do more.”
- Example: *Healthy lifestyles* may focus on balanced eating in Year 4, while at Year 9 pupils explore body image and eating disorders.
- Schemes of work are based on the PSHE Association Programme of Study and Thematic Model builders, alongside EC Resources.
- The curriculum incorporates RSE, British Values, SMSC, Citizenship, and the school’s ethos (ACE).

Safeguarding and PSHE

- PSHE directly supports safeguarding by equipping pupils with the skills, knowledge, and language to keep themselves and others safe.
- Pupils are taught about recognising risks, consent, safe relationships, online safety, and how to seek help.
- The programme incorporates updates from RSHE Guidance 2025 and KCSIE 2025, including:
 - AI literacy and deepfake awareness
 - Misogyny, pornography, and incel culture
 - Knife crime and conflict resolution
 - Online misinformation and conspiracy theories

Creating a Safe Learning Environment

High Grange School ensures PSHE lessons are taught in a safe, supportive climate by:

- Establishing ground rules with pupils.
- Providing opportunities for anonymous questions (e.g., “Ask it Basket”).
- Using distancing techniques (stories, role-play, scenarios).
- Offering opportunities for discussion in pairs, groups, and whole-class settings.
- Providing balanced, factual information while challenging discrimination or bullying.
- Being sensitive to the individual experiences of pupils.
- Signposting pupils to support in and out of school.
- Following safeguarding and confidentiality procedures consistently.

Promoting Equality and Diversity

- PSHE is used as a vehicle to actively promote equality and challenge stereotypes.
- Pupils are expected to respect others' views and allow all voices to be heard.
- The programme explicitly supports the fundamental British values of:
 - Democracy
 - Rule of Law
 - Individual Liberty
 - Mutual Respect
 - Tolerance of different faiths and beliefs

Parental Engagement

- Parents are consulted about PSHE/RSE provision and given access to schemes of work and intended outcomes.
- Parents have the legal right to withdraw their child from non-statutory RSE (not part of National Curriculum science).
- Consultation has included written communication and one-to-one meetings with the PSHE lead and form tutors.
- Policies and curriculum information are available via the school website and on request.

PSHE/RSE – Intent, Implementation, Impact

Intent

At High Grange School, the intent of PSHE and RSE is to ensure that every pupil develops the knowledge, skills, and values they need to thrive as confident, resilient, and responsible young people. Our curriculum is built on our ACE ethos:

- Adaptable Thinkers – able to problem-solve, make informed decisions, and respond to change.
- Communication – able to express themselves clearly, listen respectfully, and build positive relationships.
- Emotional Wellbeing leading to Independence – able to manage emotions, show resilience, and prepare for adult life.

Through PSHE and RSE, we aim to help pupils stay safe, build healthy relationships, develop aspirations for the future, and contribute positively to society.

Implementation

- PSHE is delivered through weekly lessons across all key stages, supported by assemblies, enrichment days, circle time, and pastoral support.
- Teaching follows a spiral curriculum where themes are revisited with increasing depth, enabling pupils to “know more, remember more, and do more.”
- Lessons are interactive, inclusive, and adapted to the needs of learners, drawing on resources from the PSHE Association, EC Resources, and statutory guidance.
- Core themes include:
 1. Health and Wellbeing
 2. Relationships
 3. Living in the Wider World (including careers and economic wellbeing)

- The curriculum integrates statutory requirements from RSHE Guidance 2025 and KCSIE 2025, covering areas such as AI literacy, online safety, misinformation, misogyny, pornography, knife crime, and conflict resolution.
- Provision is delivered by class teachers in KS1–3 and by pastoral specialists and PSHE/RSE leads in KS4–5, ensuring consistency and expertise.
- Parents are consulted and engaged in the curriculum, with clear information provided via the school website and individual meetings where needed.

Impact

The impact of PSHE and RSE at High Grange School is that pupils:

- Develop as adaptable thinkers, able to apply learning to real-life situations.
- Communicate effectively, respectfully, and confidently in a range of contexts.
- Build resilience and emotional wellbeing, supporting their wider learning and personal growth.
- Understand and manage risks in their lives, both offline and online.
- Demonstrate respect, empathy, and responsibility in relationships.
- Develop aspirations, financial awareness, and independence in preparation for adulthood.
- Contribute positively to school, community, and wider society, upholding British values.

Impact is measured through:

- Pupil voice and feedback.
- Teacher assessment and observation of skills development.
- Monitoring of safeguarding concerns and pupil wellbeing.
- Evaluation of curriculum coverage and outcomes by school leaders and governors.

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 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.

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

At High Grange School, safeguarding and PSHE are intrinsically linked. PSHE provides a preventative curriculum, equipping pupils with the knowledge, skills, and strategies to keep themselves and others safe. By exploring issues early, pupils are supported to recognise risks, make informed decisions, and develop coping strategies long before intervention from external agencies may be required.

Safeguarding themes are embedded across our Relationships, Sex and Health Education (RSHE) curriculum, ensuring pupils learn about:

- Safe and respectful relationships, both online and offline.
- Consent, boundaries, and managing peer influence.
- Mental health, resilience, and where to seek support.
- Online risks including misinformation, AI-related harms, deepfakes, pornography, misogyny, incel culture, and conspiracy theories (RSHE Guidance 2025).
- Community safety including knife crime, conflict resolution, and personal safety.

In line with Keeping Children Safe in Education (KCSIE 2025), safeguarding extends to curriculum approaches such as PSHE. The curriculum is therefore a central part of our whole-school safeguarding strategy.

To ensure consistency:

- Regular meetings are held between the PSHE lead, the Designated Safeguarding Lead (DSL), and the pastoral team.
- Emerging safeguarding issues are identified and addressed promptly within the curriculum.

- Staff receive annual training on safeguarding updates, including those relating to PSHE and online safety.

12. 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.

Link to Our ACE Ethos

Equality, diversity, and inclusion are central to our ACE ethos:

- Adaptable Thinkers – pupils learn to challenge stereotypes, consider different perspectives, and adapt to new ideas.
- Communication – pupils practise respectful dialogue, valuing the voices and experiences of others.
- Emotional Wellbeing leading to Independence – pupils develop a secure sense of self, resilience, and respect for difference, supporting their journey towards confident independence.

By embedding equality, diversity, and inclusion into PSHE and RSE, High Grange School ensures that all pupils can access high-quality provision that reflects our ethos and prepares them for life in modern Britain.

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