



Progression 2 Work PHSE Policy 25-26

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## Contents

1. Aims.....	Page 3
2. Statutory requirements.....	Page 3
3. Content and delivery.....	Page 3
4. Safeguarding, reports of abuse and confidentiality.....	Page 4
5. Roles and responsibilities.....	Page 5
6. Monitoring arrangements.....	Page 6
7. Links with other policies.....	Page 6
8. Collective worship.....	Page 6

## Aims

### Context and Rationale:

This policy covers our school's approach to Personal, Social, Health and Economic Education. The policy was produced by the School PSHE (Personal, Social, Health and Economic education) Guidance provided by the PSHE Association has been used to update the policy.

The PSHE policy can be viewed by parents and carers on the School website.

PSHE helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. RSE is an important part of PSHE education and is statutory.

### Statutory Requirements

#### Our responsibility:

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. This policy alongside policies for RHSE will be consulted on, reviewed and published within an overarching PHSE and RHSE policy in readiness for statutory changes to be introduced from September 2026.

We must teach health education under the same statutory guidance

### Content and Delivery

PSHE is taught as a spiral programme which is the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases, and learning is progressively deepened.

The PSHE curriculum is taught in discrete lesson, tutor periods and within drop down days and visits from specific outside visitors for Key stage 3 and 4. PHSE is at the heart of the culture and values of the school enabling students to become ACTIVE citizens

Students are taught in the main by their form tutors or designated PSHE Tutors on these days, however this is supplemented with teachers and outside agencies who have areas of expertise. There are visits from external agencies and speakers such as the Nottinghamshire Police, Notts CAMHS and Mental Health team, Unity AP taskforce team, Switch Up mentors and other organisations and charities.

Students' personal, social and emotional development is also encouraged by our supportive school ethos, where all are valued, and positive relationships are seen as important. A safe and secure school environment is created which is conducive to learning. Since becoming a statutory part of the curriculum in September 2020, we have used PSHE Association resources. Please see Appendix A which gives an outline of the lessons for each key stage.

### **Safeguarding, reports of abuse and confidentiality**

1. All staff are aware of what constitutes child-on-child abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Youth produced sexual imagery
- Initiation/hazing type violence, intimidation and rituals.

2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

3. All staff are aware of the associated risks surrounding students' involvement in serious crime and understand measures in place to manage these.
4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
7. Every PSHE and RSE lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers know how to address this within the lesson, and report to the DSL as a safeguarding concern.

### **Tailoring PSHE**

1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects.

The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
3. Adaptations are made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.
4. All students with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

## **Roles and responsibilities**

### **The Directors**

The Directors will approve the PSHE policy, and hold the Headteacher to account for implementation of the policy.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **Staff**

Staff are responsible for:

Delivering PSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

### **Students**

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

### **Monitoring Arrangements**

The delivery of PSHE is monitored by the Senior Leadership Team through: Learning Walks and student feedback

This policy will be reviewed by the Directors, annually. At every review, the policy will be approved by the Directors and the Headteacher.

### **Links with other Policies**

This policy links to the following policies and procedures:

- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Home School Agreement
- Attendance Policy
- RSE Policy

### **Collective Worship**

The school day begins with a reflection conducted by Pastoral Leaders / Mentors and this establishes the themes or virtues for the day and the week. This form of reflection ensures that all major religions are incorporated, and students are encouraged to have open dialogue during mentor time.

Further religious education is delivered by religious organisations and industry experts (during drop down sessions and days. The cultural capital of the school is also invested in by holding Cultural Days in which other religions and their cultural aspects are explored during designated days.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7/8	Drugs, alcohol & vaping (Substances, pressures, gateway risks)	Community and careers (Equality of opportunity, life choices, aspirations)	Discrimination and identity (Racism, sexism, homophobia, introduction to gender law)	Emotional wellbeing (Managing emotions, healthy coping, early mental health support)	Relationships and consent (Boundaries, consent, positive role models)	Online harms and media (Misogyny, incel culture, grooming, deepfakes, sextortion)
Year 9	Peer influence and exploitation (Gangs, peer pressure, criminal exploitation)	Goal setting and GCSE choices (Careers, learning styles, decision-making)	Family and respectful relationships (Conflict resolution, cultural expectations, parenting)	Physical & mental health (Lifestyle balance, self-care, suicide prevention intro)	Sexual health & consent (STIs, contraception, pornography, legal facts)	Work & online presence (Digital identity, privacy, employability)
Year 10	Mental health and safeguarding (Stigma, support strategies, safeguarding risks)	Financial wellbeing (Debt, budgeting, gambling, financial scams)	Healthy and unhealthy relationships (Abuse, coercion, control, red flags)	Influence and role models (Online influencers, harmful ideologies, radicalisation)	Extremism and resilience (Extremism, resilience to hate, law)	Work experience preparation (Readiness, applications, conduct)
Year 11	Preparing for adulthood (Self-efficacy, stress, managing change)	Next steps (Applications, interviews, life after school)	Advanced communication & relationships (Assertiveness, emotional literacy, conflict)	Independence and safety (Decision-making, legal rights, safety in relationships)	Families and responsibilities (Parental roles, marriage, law, raising children)	Review and reflection (Student-led discussion, RSHE review, exit survey)

Appendix 1