

Kingsley Academy

Policy for PSHE

(Personal, Social, Health and Economic
education)

Approved by: Helen Darby	Date: 08/06/2025
Last reviewed on:	
Next review due by: 08/06/2026	
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Intent of PSHE Curriculum

All students at Kingsley Academy will receive a high quality PSHE education. Students are introduced to a wide range of PSHE skills.

Students will develop:

- problem solving skills,
- responsible decision making,
- creative thinking by learning through real life experiences.
- They will develop critical thinking and strong interpersonal relationships by working in groups to develop team building and independence skills.

They will have the opportunity to explore different themes of PSHE and develop their emotional and mental wellbeing.

PSHE at Kingsley Academy will help student develop confidence and resilience when dealing with sensitive issues. Students will be encouraged to use a wide range of technology to access PSHE education.

Implementation of PSHE Curriculum

Students will have the opportunity to develop their PSHE skills through a theme-based curriculum which builds on previous learning, knowledge and understanding. The themes; Relationships, Health and Wellbeing and Living in the Wider World span from KS3-KS4.

In Key Stage 3:

Student's understanding of relationships is developed through learning about:

- Respectful relationships,
- Relationship values,
- Positive relationships,
- Social influences Bullying, abuse and discrimination,
- Consent,
- Contraception and Parenthood.

Their learning in Health and Wellbeing is developed through:

- Self-concept,
- Puberty and sexual health,
- Mental health and emotional well-being,

- Healthy lifestyles,
- Drug, alcohol and tobacco,
- Managing risk,
- Personal safety

Living in the wider world is developed through learning in the themes of:

- Learning skills,
- Choice and pathways,
- Work and Careers,
- Media literacy,
- Digital resilience,
- financial choices,
- Employment rights and responsibilities.

In Key Stage 4:

Students will continue to learn about these themes.

Student's understanding of relationships is developed through learning about:

- Positive relationship values,
- Forming and Maintaining Respectful Relationships,
- Understanding relationship safety,
- Social influence, bullying, abuse and discrimination,
- Consent,
- Contraception and Parenthood/ Sexual Health.

Their learning in Health and Wellbeing is developed through:

- Self-Concept,
- Improving self-awareness,
- Managing risk,
- Personal Safety,
- Being safe,
- Health-related Decisions, Drugs, Alcohol and Tobacco,
- Social education: alcohol, drugs and smoking,
- Exploring mental health.

Living in the wider world is developed through learning in the themes of:

- Work, Career choices and pathways,
- Employment rights and responsibilities,
- Financial

- Choices,
- Work,
- Career choices and pathways

Impact of the PSHE curriculum

After the implementation of this robust PSHE curriculum, students at Kingsley Academy will have a deeper understanding of the concepts they will need to lead a successful life.

As a result of the PSHE curriculum, students will have developed skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of the three core themes: Health and wellbeing, Relationships and Living in the wider world (including economic wellbeing and aspects of careers education).

Students will be able to critically think about and evaluate sensitive situations that occur in the world we live in today. Students will progress with a range of qualifications that suit their needs that will impact on the future and equip them for work or college.

All staff will ensure that anyone handling equipment and resources for PSHE will be safe and that appropriate Health & Safety policy is followed at all times.

Food and drink are not consumed near ICT equipment. An adult always supervises students when they are accessing information via the Internet. Future does filter computer usage via Policy Central, but staff are ultimately responsible for information accessed by students. Refer also to the academy's acceptable Use of the Internet Policy and E-Safety policy.

Equal Opportunities

The Equality Act 2010 covers the way the curriculum is delivered, as academies and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Academies have a duty under the Equality Act to ensure that teaching is accessible to all student and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+). Inclusive RSE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and academy's (DfE, 2014b). Academies have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and

maternity, and gender reassignment.” In delivering the PSHE curriculum, teachers should respect individual needs regarding race, gender and special educational needs including students with physical, emotional, behavioural and learning difficulties and those with special abilities.

Everyone carries out the following responsibilities:

- Ensure PSHE progression
- Curriculum development
- Identifying resources needed to ensure access to PSHE
- Ensure all students are kept safe

Assessment

Assessment of student’s work in PSHE is on-going. Achievement is reported to parents at the end of each academic year.

Parental involvement

Parents are encouraged to support the implementation of the PSHE curriculum by supporting homework when set. Parents will be made aware of issues surrounding E-Safety when student use technology when accessing PSHE at home.

Right to withdraw

Parents are free to withdraw their student from Sex and Relationships aspects of the PSHE curriculum if they wish to do so. The only exceptions to this are the biological aspects of animal growth and reproduction that are essential elements of National Curriculum Science. The Head of Academy will always seek to discuss this decision with parents, with a view to sharing the educational objectives and content of the Sex and Relationships syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where Sex and Relationships Education is integrated in the curriculum, the academy will need to discuss the arrangements with the parents to explore how the child’s withdrawal can be best accommodated. If students are withdrawn from these aspects of PSHE, the academy has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will remain on academy premises.

Additional Policies

In addition to the PSHE policy, the following policies are also available:

- E-Safety Policy
- Acceptable Use Policy
- Internet Policy
- Health & Safety policy

This policy is informed by existing DfE guidance:

- The PSHE Association framework- Programme of Study for PSHE education (key stages 1-5)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)
- Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, academy staff and governing bodies, September 2012)
- Safeguarding (Working Together to Safeguard Student: A guide to inter-agency working to safeguard and promote the welfare of student, March 2013 Keeping Student Safe in Education, 2018)
- Equality (Equality Act 2010: Advice for academy leaders, academy staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the public sector equality duty (PSED) (s.149 of the Equality Act).
- Respectful Academy Communities: Self Review and Signposting Tool (a tool to support a whole academy approach that promotes respect and discipline)
- Behaviour and Discipline in Academy's (advice for academy's, including advice for appropriate behaviour between students)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Academy's (advice for academies)
- Preventing and Tackling Bullying (advice for academy's, including advice on cyberbullying)
- Sexual violence and sexual harassment between students in school's (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- Promoting Fundamental British Values as part of SMSC in academy's (guidance for maintained academy's on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))