



The High School
Leckhampton

PSHE Policy

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1. Aims

At the High School Leckhampton, we want to nurture well-informed and connected citizens who are well prepared to thrive in modern life. Personal, Social, Health and Economic Education (PSHE) sits within the wider Personal Development program, which has its own holistic curriculum. This is carefully designed to meet statutory requirements for PSHE and Relationships and Sex Education (RSE), offering a progressive, age-appropriate program that empowers students to navigate the challenges of modern life with confidence.

The PSHE elements of the curriculum ensure that our students grow into empathetic, informed and resilient individuals who:

- Understand how to keep themselves healthy, safe, and confident in navigating personal and professional challenges.
- Are equipped to form their own values, treat others with kindness and respect, and stand firm in their understanding of right and wrong.
- Develop a strong sense of community and responsibility, learning to make positive contributions both within and beyond The High School Leckhampton.

2. Statutory requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach:

- 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](#)
- We must teach health education under the same statutory guidance

3. Content and Delivery

3.1 What We Teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Please refer to our Relationships and Sex Education (RSE) policy for details about what we teach, and how we decide what to teach, in this subject. This policy can be found in the 'Policies' section of the school website.

For other aspects of PSHE, including health education, please see the curriculum information at the end of this policy, in Appendix A, which details what we teach in each year.

Decisions about what to teach are based up the Department of Education-approved PSHE Association's thematic guide.

3.2 How We Teach It

PSHE at Key Stage 3

Students at Key Stage 3 receive PSHE education through:

- Personal Development lessons, timetabled for one hour per fortnight and delivered by their tutor
- *Life Lab* two-hour workshops, replacing usual timetabled lessons, once a half term and delivered primarily by tutors
- Assemblies, held once a week, focusing on a wide range of elements of the PSHE programme
- Personal Development sessions as part of morning and afternoon registration time with tutors

PSHE at Key Stage 4

Students at Key Stage 4 receive PSHE education through:

- Personal Development lessons, timetabled for one hour per week and delivered by their tutor
- *Life Lab* two-hour workshops, replacing usual timetabled lessons, once a half term and delivered primarily by tutors
- Assemblies, held once a week, focusing on a wide range of elements of the PSHE programme
- Personal Development sessions as part of the morning and afternoon registration time with tutors

The PSHE curriculum is primarily delivered by tutors to enable tailoring of content to meet the needs of all learners. This ensures that learning experiences are appropriate and inclusive. Where necessary, tutors will consult the SENCO on best practice. All lessons are sequenced as part of a spiral curriculum that revisits topics and allows students, over time, to explore key topics in depth.

In addition, we occasionally, where appropriate invite external speakers and organisations to deliver parts of the PSHE curriculum. These visitors are carefully screened and must adhere to the school's Visiting Speaker policy.

To support learning in PSHE lessons:

- Rules are established at the start of the year and revisited at the start of each new module, to support the creation of safe spaces for learning. When participating in discussions about sensitive issues students are encouraged to speak hypothetically, rather than addressing the personal experiences of themselves or other individuals
- Objectives and outcomes are shared at the start of every lesson
- Learning experiences are most often scenario-based, drawing on students' own knowledge and understanding
- Students are provided with opportunities to reflect, consolidate and apply their learning of skills to relevant scenarios, at the most appropriate times as judged by their tutors
- Staff training forms an integral part of the delivery of PSHE content. This is carefully planned to ensure tutors have the relevant skills to handle sensitive and controversial issues and that they do not let their personal beliefs and attitudes influence their teaching of PSHE
- Staff members are encouraged to speak with the Assistant Headteacher – Community, Enrichment and Personal Development, and/or the Lead Teacher for PSHE, if they feel they need additional support in teaching any part of the curriculum
- The school has membership of The PSHE Association, giving access to government-approved PSHE resources that provide a basis for planning. These resources, along with other high-quality resources from platforms such as Unifrog, are adapted by the Lead Teacher for PSHE, to best meet the needs of our learners.

The Assistant Headteacher – Community, Enrichment and Personal Development will monitor students who are either following adapted timetables or educated off-site, and ensure they have access to high-quality PSHE materials as part of their core provision.

Assessment

Student progress will be assessed through a combination of informal and formal opportunities, incorporating formative, cumulative and summative approaches.

Formative – teachers will use a range of strategies during lessons to gauge student progress, in line with established whole-school approaches

Cumulative – all students will complete an online knowledge and understanding test at the end of each module.

Summative – all students will complete a summative, in class PSHE assessment at the end of each key stage.

Test scores will be collected centrally, and students will be expected to demonstrate secure knowledge of topics at fixed points through the PSHE curriculum.

Reporting

Tutors will make a judgement about each student's attitude to their learning. This judgement will form part of the progress reports completed at calendared points throughout the year.

4. Roles and responsibilities

4.1 The Governing Body

The High School Leckhampton's governing body will review the PSHE policy annually.

4.2 The Headteacher

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

4.3 The Assistant Headteacher and Lead Teacher for PSHE

The Assistant Headteacher – Community, Enrichment and Personal Development, is responsible for the PSHE programme at the High School Leckhampton. The Lead Teacher for PSHE is responsible to the Assistant Headteacher.

4.4 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
- Participating in and engaging with training related to the delivery of PSHE

4.5 Pupils

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

5. Monitoring Arrangements

The delivery of PSHE is monitored by the Headteacher, the Lead Teacher for PSHE, and the Assistant Headteacher – Community, Enrichment & Personal Development, as part of the school's quality assurance schedule. This includes:

- Learning walks and lesson observations
- Book scrutiny
- Post-reporting data analysis

Additionally, pupil, staff and parent voice is actively sought at planned points throughout the year.

This policy will be reviewed annually by the Assistant Headteacher – Community, Enrichment and Personal Development and submitted to the Governing Body for their review.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- Social, Moral, Spiritual & Cultural Policy
- Child Protection & Safeguarding Policy

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*

Appendix A:

Year 7 Taught Curriculum

Year 7 (18 x 1-hour lessons and 6 x 2-hour 'Life Lab' off-timetable sessions)

Autumn <i>Who am I and how do I respond to change?</i>		Spring <i>What makes a strong and successful relationship?</i>		Summer <i>How can I take care of myself and realise my potential?</i>	
Module 1 – Settling into secondary school (4)	Module 2 – Managing emotions and building resilience (2)	Module 3 – Building healthy friendships, understanding and respect (3)	Module 4 – Rights, respect and fairness in society (3)	Module 5 – Physical wellbeing (3)	Module 6 – Skills, strength and an introduction to careers (3)
<ul style="list-style-type: none"> - Forming Positive Friendships - Understanding identity - Managing conflict 	<ul style="list-style-type: none"> - Mental health - Promoting emotional wellbeing and resilience 	<ul style="list-style-type: none"> - Health and unhealthy relationships - Introducing consent - Different families - Building connections 	<ul style="list-style-type: none"> - The Equality Act 2010 - British Values - Visible differences 	<ul style="list-style-type: none"> - Puberty and relationships - Tobacco - Caffeine consumption - The sleep factor - Dental health 	<ul style="list-style-type: none"> - Careers choices at 16 - What is a career? - Workplace behaviour
<i>Life Lab Lesson (L³) – Understanding mental health and wellbeing</i>	<i>Life Lab Lesson (L³) – Building healthy friendships and relationships</i>	<i>Life Lab Lesson (L³) – Bullying (External speaker: Rob Higgs)</i>	<i>Life Lab Lesson (L³) – Digital Awareness – interpreting information online</i>	<i>Life Lab Lesson (L³) – Healthy living and physical wellbeing</i>	<i>Life Lab Lesson (L³) – Careers Discovery Workshop</i>

Year 8 Taught Curriculum

Year 8 (18 x 1-hour lessons and 6 x 2-hour 'Life Lab' off-timetable sessions)

Autumn <i>How do I make smart choices?</i>		Spring <i>What do I want for my future and how can I manage money?</i>		Summer <i>How do I build respectful and positive relationships?</i>	
Module 1 – Managing peer pressure (3)	Module 2 – Understanding risk and making decisions (3)	Module 3 – Exploring career pathways: understanding industries (2)	Module 4 – Understanding Money 101 (3)	Module 5 – Respectful Relationships (3)	Module 6 – Diverse identities (3)
- Talking about our emotions - Self-esteem & confidence - Tackling peer pressure	- Managing risk - Alcohol - Vaping - Identity Fraud	- Careers: making decisions - LMI - Career types	- Money matters - Fraud - Budgeting	- Relationship values - Introducing consent - Commitment - Legal marriage and religious marriage Digital resilience	- Equality act 2010 - Sexual orientation and gender identity - Bullying and cyberbullying - Disability discrimination
<i>Life Lab Lesson (L³) – Understanding mental health</i>	<i>Life Lab Lesson (L³) – Knife Crime + gangs</i>	<i>Life Lab Lesson (L³) – First aid (2.9)</i>	<i>Life Lab Lesson (L³) – Environmental responsibility: global responsibilities</i>	<i>Life Lab Lesson (L³) – Respecting diversity and building inclusive communities</i>	<i>Life Lab Lesson (L³) – Children’s rights in action</i>

Year 9 Taught Curriculum

Year 9 (18 x 1-hour lessons and 6 x 2-hour 'Life Lab' off-timetable sessions)

Autumn <i>What do I need to know about consent and my rights?</i>		Spring <i>How do I plan my next steps and make a difference?</i>		Summer <i>Who am I and how can I handle challenges?</i>	
Module 1 – Relationships (3)	Module 2 – Rights (3)	Module 3 – Next steps (2)	Module 4 – Managing academic pressures/Personal resilience (2)	Module 5 – Personal identity and respecting diversity (2)	Module 6 – Managing risk (4)
<ul style="list-style-type: none"> - Romantic relationships - Capacity to consent - Making disclosures of abuse - Sexting, peer pressure and consent 	<ul style="list-style-type: none"> - The Equality Act (2010) - Children’s rights - British values - Gone too far (bullying and cyberbullying) 	<ul style="list-style-type: none"> - Careers skills - Becoming an internet citizen - Money matters 	<ul style="list-style-type: none"> - Developing coping strategies - Dealing with change - Unhelpful thoughts - Online stress and FOMO 	<ul style="list-style-type: none"> - Language of diversity - Gender stereotypes - Sexual orientation and gender identity 	<ul style="list-style-type: none"> - Managing risk - Young people and gangs - Fraud and identity fraud - Fake news - Vaping
<i>Life Lab Lesson (L³) – Safe sex education</i>	<i>Life Lab Lesson (L³) – Understanding identity and respecting others</i>	<i>Life Lab Lesson (L³) – Careers</i>	<i>Life Lab Lesson (L³) – Coping with stress and academic pressures</i>	<i>Life Lab Lesson (L³) – Healthy lifestyle</i>	<i>Life Lab Lesson (L³) – Drugs</i>

Year 10 Taught Curriculum

Year 10 (36 x 1-hour lessons and 6 x 2-hour 'Life Lab' off-timetable sessions)

Module 1 <i>Next steps - Careers</i>		Module 2 <i>Core RE – The Holocaust</i>		Module 3 <i>PSHE and RSE – Mental wellbeing, diversity and inclusion, managing risk</i>	
<ul style="list-style-type: none"> - What are my employability skills? - What makes a great communicator? - Being a team player - What makes a great leader? - What career is best for me? - Choices, choices - Apprenticeships V Higher Education - Paid work V Volunteering 		<ul style="list-style-type: none"> - What are prejudice and discrimination? - What was the Holocaust? - What was life like for Jews before the war? - Anti-Semitism - Anti-Jewish laws and Kristallnacht - Ghettos - The Final Solution - God on Trial - Choices and responsibilities - Resistance - Britain and the Kindertransport - Liberation - British responses to the Holocaust - Justice? - How do we remember? - 		<ul style="list-style-type: none"> - How can I navigate challenges and build resilience during adolescence? - What does it mean to be part of a diverse and inclusive community? - How can I make safer decisions and influence others positively? - How can I think critically and stay safe in a digital world? 	
<i>Life Lab Lesson (L³) – CV writing</i>	<i>Life Lab Lesson (L³) – Mental health</i>	<i>Life Lab Lesson (L³) – Careers and Work Experience</i>	<i>Life Lab Lesson (L³) – Exam stress and personal safety</i>	<i>Life Lab Lesson (L³) – Balancing risk</i>	<i>Life Lab Lesson (L³) – Life online</i>

Year 11 Taught Curriculum

Year 11 (28 x 1-hour lessons and 5 x 2-hour 'Life Lab' off-timetable sessions)

Module 1		Module 2		Module 3	
<ul style="list-style-type: none"> Relationships and families 		<ul style="list-style-type: none"> Building for the future and next steps 		<ul style="list-style-type: none"> Independence 	
<ul style="list-style-type: none"> - Core values and self identity - Relationships abuse - Healthy and unhealthy relationships - Different families and changing family structures - Pregnancy, and parenthood - How to manage change, loss, grief and bereavement 		<ul style="list-style-type: none"> - Judgements and stereotypes - Goal setting and goal getting! - Managing stress - Readiness for the world of work - The work/life balance 		<ul style="list-style-type: none"> - Taking care of yourself – accessing health services and staying well - Managing influences and the risks of cosmetic and aesthetic body alteration - Blood, organ and stem cell donation 	
Life Lab Lesson (L³) – Communication workshops	Life Lab Lesson (L³) – Honour based violence and forced marriage	Life Lab Lesson (L³) – Life online – how to make it work for you	Life Lab Lesson (L³) – Pathways Post-16	Life Lab Lesson (L³) – Assessing and managing risk + First Aid	