

PSHE Policy

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Policy Aims and School Vision

The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent, carer or carer.*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of **Inspired** allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

Our vision and aims

Both King's InterHigh welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

Participation: We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

Holistic development: In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

Inclusivity and flexibility: We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Aims of PSHE

King's InterHigh aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each student.

Under section 78 of the Education Act 2002, the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepare students at the school for the opportunities, responsibilities and experiences of later life.

King's InterHigh takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each student.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our students need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

Overall, the PSHE curriculum at King's InterHigh supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all students.

Aims of Relationships and Sex Education

We always remain sensitive on the subject of sex education to ensure cultural sensitivities are respected.

Our school has a specific Relationship and Sex Education Policy, which can be found on the school website. While PSHE is a non-statutory subject, the school follows UK Government guidance to ensure we are offering high-quality experiences for our students. In primary, relationships education is required under the Children and Social Work Act 2017. In secondary, sex and relationships education is required under the Children and Social Work Act 2017.

Safeguarding and Responsibility

PSHE works with students' real-life experiences and it is key that both staff and students are protected in these lessons. A safe and supportive environment is created using ground rules:

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by students or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE are of a sensitive nature. The ground rules provide a safe working environment for both students and staff. All staff at the King's InterHigh receive safeguarding training. Due to nature of the topics covered in the PSHE education programmes, all teachers are made aware of the King's InterHigh's Safeguarding Policy. The boundaries around confidentiality are made explicit to learners.

Equality

The PSHE policy at King's InterHigh promotes respect and value for each individual student. The DfE Guidance 2021 states, "*Schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.*"

The schools are free to determine how and when they teach the students about LGBT+ content and all students are taught the LGBT+ content at a timely point as part of the curriculum. At King's InterHigh, we respect the right of students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of PSHE.

SEND

King's InterHigh pride themselves on its inclusive policy and how we make provision for all students' needs. This is no exception for PSHE, though adaption is a valid approach to effective and high-quality learning. High quality teaching is differentiated and personalised to meet the needs of all students.

Assessment

As with any learning, the assessment of students' PSHE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Students do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Student voice is also used to adapt and amend material for PSHE and ensures it is relevant and effective to both our learners and wider community.

Roles and Responsibilities

School Senior Leadership Team

The PSHE policy will be approved by the Executive Headteacher; however, the SLT as a collective will ensure the school is being held to account in implementing the policy effectively.

Executive Headteacher

It is the responsibility of the Executive Headteacher to ensure that PSHE is taught consistently across the school; though the day-to-day management of this may be delegated to another member of staff e.g. Heads of Key Stage. It is also their responsibility to manage any requests to withdraw students from non-statutory components of the subject.

Staff

The staff across King's InterHigh are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents / carers wish them to be withdrawn from the non-statutory components of the subject

Staff do not have the right to opt out of teaching RSE if they are assigned this subject. Staff who have concerns about teaching RSE are encouraged to discuss this with their Head of Faculty in the first instance.

Students

There is an expectation that all students across the King's InterHigh fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

Through ongoing discussion with parents around their child's needs and understanding we look to adapt the curriculum to support the individual needs and comprehension levels of our learners. This helps support the safety, anxiety levels and overall wellbeing of our students.

Visiting Speakers

King's InterHigh values working with external partners as they enhance the delivery of PSHE with specialist knowledge and different ways of engaging our students. As part of the PSHE educational package, outside visitors will be invited to deliver appropriate sessions to students within the school.

All visitors are subject to the school's Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The school also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all students and is approved by the school in advance of delivery.

As with all PSHE lessons, the school will ensure that visiting speakers are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the school's safeguarding policy.

Curriculum Design

Our curriculum is set out and planned at the beginning of the academic year, but we may need to adapt it as and when necessary. Each key stage has a different approach and teaching structure designed to match the overall timetable design and age of its students. The curriculum developed is informed by best practice and guidance set out by the UK government and other qualified and research-informed agencies, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not resort to seeking answers online.