



# **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) POLICY**

Last reviewed on: February 2025  
Next review due by: February 2026

## 1. Aims

This Policy is governed by the following:

- Personal, Social, Health and Economic Education (PSHE) (Updated September 2021).  
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated September 2021)  
[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)
- Teaching on-line safety in schools (Updated January 2023)  
[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)
- Keeping Children Safe in Education (Sept 2024)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

KPS aims to prepare students for their working life: mentally, physically, emotionally and academically. The purpose of the PSHE programme is to provide structure in every-day learning, whereby students can celebrate each other in an open culture, without bias, malice or prejudice. In line with the school's aims, the PSHE particularly focuses on:

- Valuing the individual;
- Providing a modern curriculum which promotes intellectual curiosity and creativity, and which fosters a love of independent learning;
- Providing pastoral care which, by being attuned to the challenges of modern society, enables students to fulfil their potential;
- Promoting a positive approach to healthy living;
- Offering a stimulating range of co-curricular activities which provide opportunities for personal growth, teamwork and

leadership;

- Operating with the highest regard for Safeguarding;
- Promoting responsible attitudes – including those linked to sustainable living – towards the wider community both at home and overseas;
- Nurturing links with our partners locally, nationally and internationally;
- Equipping students with the tools to deal with the challenges of the modern workplace and the global economics;

At KPS we use JiGSAW in the Senior School to develop our PHSE programme and Cre8tive in the Sixth Form.

A whole school approach is essential in terms of enriching the total experience of wellbeing in school. For students, this includes:

- Creating a sense of belonging for all, while also developing a self-understanding of themselves so they can emerge as confident, well-rounded and positive individuals;
- Contributing to their personal development, through building their confidence, resilience and self-esteem so they can live healthy, safe, responsible and balanced lives;
- Exploring, recognising and celebrating their own and others' values, attitudes, beliefs, rights and responsibilities;
- Modelling positive behaviour to students and enabling them to feel safe;
- Creating an environment of respect and tolerance, regardless of their cultural backgrounds and religion;

Developing the ability to work with others and develop and maintain good relationships.

Embedded within the whole school ethos are opportunities to promote students' spiritual, moral, social and cultural (SMSC) development. This is demonstrated both formally, within lessons and extra-curricular activities, and informally, in staff and student relationships and the day-to-day running of the school. The KPS PSHE curriculum provides an ideal starting point for supporting such SMSC development, enhancing the health and wellbeing of students.

## **School environment, relationships and ethos of the school**

Diversity at Kensington Park School (KPS) is celebrated, with over 35 languages spoken among students and staff. Students have joined KPS from local state primary schools, local and national preparatory schools, and international schools. Their experiences and cultural backgrounds are equally contrasting.

Our students' personal, social and emotional development is encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

We treat our students as young adults, guiding and reinforcing positive behaviour and meaningful relationships through our own behaviour as staff.

In line with our School values, our students, treat each other with respect, understanding and compassion at all times. Key areas that are promoted to students at Kensington Park School are:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online);
- **Relationships** (including different types and in different settings, including online) Health & Wellbeing (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices);
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including

bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes);

- **Respect** (how to respect yourself and others; how does respect reflect on a person's character; the importance of being respectful towards diversity and accept/embrace other people's opinions).

## 2. Statutory requirements

Since September 2020, Relationships and Sex Education (RSE) and Health Education are mandatory in secondary schools

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

We must teach health education under the same statutory guidance.

Our PSHE education programme supports our school to meet our statutory duties 'to promote the well-being of pupils at the school' and to ensure that we have a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment;
- Advance equality of opportunity;
- Foster good relations.

We will also comply with the Human Rights Act 1998. We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of students, is informed by their needs and reflects the diversity of our school and wider community.

PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues. Our PSHE programme also supports us in our safeguarding duties and develops the skills students need to keep themselves safe, including online.

### **3. Content and delivery**

#### **3.1 What we teach**

To facilitate students learning in PSHE:

- The purpose of each lesson is made clear with students in the Senior School being taught in their tutor groups and during their timetabled PSHE lessons.
- Appropriate learning experiences are planned and meet the needs of all the students in the class/group
- Learning experiences draw on students' own experiences or existing knowledge, and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for students to reflect, consolidate, discuss and apply their learning.
- Students are encouraged to take responsibility for their own learning and to record their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff are provided with INSET training across the year as and when new skills or knowledge are required. This can be in the shape of visiting speakers and trainers, or safeguarding training.
- There is on-going evaluation and monitoring of the programme for PSHE through the PSHE Coordinators (one in Senior School and another in Sixth Form), in Heads of Year meetings, with tutors and PSHE teachers.

The PSHE programme is proactive, not reactive, in giving students a framework for developing as young adults. The school leads the programme using JIGSAW (at the Senior School) and Cre8tive (at the Sixth Form) but outside visiting speakers have an important role, for example leading groups about eating disorders, RSE, consent and careers advice.

The PSHE programme promotes the ethos of British values. British values are a set of four values introduced to help keep children safe and promote their welfare. The promotion of British values is firmly embedded in the work that we do and is actively promoted.

- Rule of law
- Individual liberty
- Mutual respect and tolerance of different faith and beliefs
- Democracy

When required areas are handled with great sensitivity and students who do not wish to participate may leave the room. KPS celebrates students' successes in PSHE through the presentation of work in assemblies, meetings with the school council or Head's Commendations. In the Sixth Form students share their ideas through the School Council so we can develop areas of interest to the students, such as awareness days. When needed, the content can draw on areas of concern e.g. stress and anxiety around exams. This would then be explored further in assembly by our Wellbeing Team. Each lesson starts with a recap of the previous lesson and the topics are of interest to the students now and will help with their journey into the wider world.

In the Senior School, students will complete a quiz on the last day of every half term with questions linked to the topic they were working on for the term, in order to track their understanding and progress. In the Sixth Form, students will work individually and in pairs or small groups, answering questions and giving their opinion. They are tested by writing down their answers to questions linked to the PSHE topic and they fill out baseline and confidence checkers, which helps them consolidate their learning. Throughout the PSHE sessions students are encouraged to be respectful and non-judgemental.

The PSHE programme and resources at KPS will follow the Spiritual, Moral, Social and Cultural (SMSC) development, which is the over-arching umbrella that encompasses personal development across the whole curriculum. More specifically, the Spiritual development will focus on:

- the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- the knowledge of, and respect for, different people's faiths, feelings and values;
- the use of imagination and creativity in their learning and willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

### **3.2 How we teach it**

Opportunities exist throughout the curriculum for promoting students' personal, social and emotional development. Staff have identified an entitlement for students throughout their school career and opportunities for enrichment within the curriculum.



In the Senior School staff teach PSHE weekly in tutor time as a year group and as a dedicated subject weekly for all year groups.

Sixth Form Staff cover PSHE topics every week in a single lesson.

Assemblies cover PSHE topics and external contributions from professionals are also included.

Themed National days are also recognized. The PSHE policy is regularly reviewed and adapted to the current needs of the students. In the Sixth Form the School Council works with the students on things such as how to celebrate our diversity and multiculturalism.

All pupils will be included regardless of their ability or special educational needs and/or disability. The school SENDCo will work with tutors and senior leaders to ensure that all pupils are able to access the curriculum. This additional support provision will be monitored regularly.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them by communicating their concerns with the PSHE Coordinators and the Head of Senior School and Head of Sixth Form. In the Sixth Form most lessons are run by the Head of Year 13, who is also a Designated Safeguarding Officer. The lessons are a mix of tailor-made awareness lessons and lessons that have been developed from 'Cre8tive', a PSHE platform. The lessons are updated regularly and reformatted to meet the needs of our Sixth Form students.

Pupil progress will be communicated to parents via reports or as part of parent evenings.

The scheme of work at the Senior School

Areas that are covered by this policy include but are not limited to the following areas. Their content is differentiated between key stages and can be found in the relevant schemes of work.

### **Term Puzzle (Unit) Content**

**Autumn 1:** Being Me in My World includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

**Autumn 2:** Celebrating Difference includes anti-bullying (cyber and

homophobic bullying included) and understanding difference, Equality Act

**Spring 1:** Dreams and Goals includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

**Spring 2:** Healthy Me includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

**Summer 1:** Relationships includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss

**Summer 2:** Changing Me includes Relationships and Sex Education in the context of coping positively with change

The key topics include:

### **Being Me in My World**

- Discovering who we are and how our identity shapes the way we see and engage with the world.
- Making thoughtful decisions by understanding the consequences of our actions and choices.
- Building confidence to handle conflict, resist peer pressure, and navigate tricky social situations.
- Staying safe and smart in a digital world by learning how to use technology responsibly.
- Embracing the values of human rights, social freedom, and meaningful relationships.

### **Celebrating Difference**

- Celebrating diversity by challenging prejudice, stereotypes, and discrimination head-on.
- Fostering a sense of belonging and empathy to create inclusive and supportive communities.
- Tackling big issues like racism, inequality, and bias to create a fairer society.
- Cultivating respect for everyone's unique qualities in both social and professional spaces.
- Embracing equality, hidden disabilities, and the beauty of multiculturalism in our world.

## **Dreams and Goals**

- Dreaming big and setting goals that inspire us to reach our full potential.
- Building resilience and perseverance to overcome obstacles and turn aspirations into reality.
- Preparing for the future with meaningful career planning and life skills.
- Striking a balance between personal success and contributing positively to the lives of others, and a growth mindset can lead to long-term fulfilment.

## **Healthy Me**

- Nurturing a healthy body and mind through physical activity, balanced nutrition, and mindfulness.
- Gaining tools to manage stress, anxiety, and other challenges with confidence and strength.
- Understanding the risks of unhealthy behaviours and making informed, positive choices.
- Empowering ourselves with knowledge about mental health, safety, and self-care.
- Exploring topics like sexual health, disease prevention, and the power of self-worth.

## **Relationships**

- Building healthy, respectful relationships that are rooted in trust and kindness.
- Developing the skills to communicate effectively, resolve conflicts, and strengthen bonds.
- Understanding consent and boundaries as the foundation of all relationships.
- Recognizing and addressing harmful behaviours like coercion or abuse with courage and clarity.
- Creating positive connections both online and offline, fostering a culture of respect and integrity.

## **Changing Me**

- Embracing the changes we experience, from physical growth to emotional development, with confidence.
- Celebrating our uniqueness and building a positive self-image as we explore our identity.
- Examining how media, stereotypes, and societal expectations influence the way we see ourselves.
- Breaking the stigma around mental health and developing resilience to overcome life's challenges.
- Navigating transitions with grace and staying true to who we are while growing into who we want to be.

### **Work and career**

- Evaluation of the next step beyond school
- Appreciation of the range of opportunities available for school and career progression
- Challenging stereotypes
- Different work roles and career pathway including their own early aspirations.
- Employment sectors and types
- To research, secure and take full advantage of any opportunities for work experience that are available.
- How to produce a concise and compelling CV, personal statement and help with completing UCAS

Year / Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misconceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self expression, influences, body image

© Jigsaw Education Group



Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport
Year 11 (15-16)	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health	Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship	

Year 7 PSHE Programme

SOW for  Timetable d Weekly PSHE Lessons	Autumn Half Term 1 [approximatel y 6 lessons]	Autumn Half Term 2 [approximately 5 lessons]	Spring Half Term 1 approximately 6 lessons]	Spring Half Term 2 [approximately 5 lessons]	Summer Half Term 1 [approximately 4 lessons]	Summer Half Term 2 [approximately 5 lessons]
	Being me in the World  Online identity, influences, emotions   Assessment	Dreams and Goals  Targets, employment, Safe choices   Create own CV	Celebrating Difference  Discrimination and prejudice, challenging behaviours, Assessment	Healthy Me  Mental health, nutrition, medicine, substances   Assessment	Relationships Healthy relationships, consent, abuse, navigating the online space Assessment	Changing Me Puberty, media and self- image   Assessment

Year 8 PSHE Programme

SOW for  Timetabled Weekly PSHE Lessons	Autumn Half Term 1 [approximately 6 lessons]	Autumn Half Term 2 [approximately 5 lessons]	Spring Half Term 1 [approximatey 6 lessons]	Spring Half Term 2 [approximately 5 lessons]	Summer Half Term 1 [approximately 4 lessons]	Summer Half Term 2 [approximately 5 lessons]
	Being me in the World  Online identity, influences, stereotypes marriage   Assessment	Dreams and Goals  Careers, education, money and gambling   Create own CV	Celebrating Difference  Social justice and injustices, behaviour and wellbeing, diversity, hate crime, bullying  Assessment	Healthy Me  Mental and physical health, risks, substances, peer pressure   Assessment	Relationships Healthy relationships, child-on-child abuse, online privacy, coercion and power in relationships Assessment	Changing Me intimate relationships, legality, pornography, alcohol  Assessment

## Year 9 PSHE Programme

SOW for  Timetabled Weekly PSHE Lessons	Autumn Half Term 1 [approximately 6 lessons]	Autumn Half Term 2 [approximately 5 lessons]	Spring Half Term 1 [approximately 6 lessons]	Spring Half Term 2 [approximately 5 lessons]	Summer Half Term 1 [approximately 4 lessons]	Summer Half Term 2 [approximately 5 lessons]
	<b>Being me in the World</b> Consent, sexual exploitation, radicalisation, coercion, grooming  Assessment	<b>Dreams and Goals</b> SMART , planning, careers, non-financial goals, media, depression, self-esteem  Create own CV	<b>Celebrating Difference</b> Protected characteristics , sexism, racism, harassment and discrimination, stereotyping  Assessment	<b>Healthy Me</b> Drugs and alcohol, addiction, vaping, first aid, mental health first aid  Assessment	<b>Relationships</b> Healthy relationships, power and control, pornography, sexual health, sexual consent  Assessment	<b>Changing Me</b> Mental health stigma, sleep, relaxation, reflection and body image  Assessment

## Year 10 PSHE Programme

SOW for  Timetabled Weekly PSHE Lessons	Autumn Half Term 1 [approximately 6 lessons]	Autumn Half Term 2 [approximately 5 lessons]	Spring Half Term 1 [approximately 6 lessons]	Spring Half Term 2 [approximately 5 lessons]	Summer Half Term 1 [approximately 4 lessons]	Summer Half Term 2 [approximately 5 lessons]
	<b>Being me in the World</b> Human rights, safety, grief, online risks, sharing/enhancing of images Assessment	<b>Dreams and Goals</b> Physical and mental health, organ and blood donation, employability and careers  Create own CV	<b>Celebrating Difference</b> Equality, rights and responsibilities, coercive control, multi-cultural societies  Assessment	<b>Healthy Me</b> Mental and sexual health, drugs, chronic disease  Assessment	<b>Relationships</b> Healthy relationships, choice, abuse, intimacy  Assessment	<b>Changing Me</b> Impacts of societal change on young people, reflection, decision making, sexual identity, romantic relationships and stereotypes, alcohol  Assessment

Year 11 PSHE Programme

SOW for Timetabled Weekly PSHE Lessons	<u>Autumn Half Term 1</u> 1 [approximately 6 lessons]	<u>Autumn Half Term 2</u> 2 [approximately 5 lessons]	<u>Spring Half Term 1</u> [approximatey 4 lessons]	<u>Spring Half Term 2</u> [approximately 5 lessons]
	<div>Being me in the World</div> <div>Becoming an adult, law, consent, coercive control, forced marriages, internet law and pornography, abuse first aid</div> <div>Assessment</div>	<div>Dreams and Goals</div> <div>Careers, budgeting, employability, education and training options, anxiety and relaxation, resilience</div> <div>Create own CV</div>	<div>Healthy Me</div> <div>Self-worth, staying safe relationships and consent, Hormonal health and contraception and sexual health, pregnancy</div> <div>Assessment</div>	<div>Relationships</div> <div>Intimacy and romantic relationships, gender diversity and sexuality, FGM, breast ironing, challenging social norms</div> <div>Assessment</div>



## Year 12 and 13 PSHE Programme

SOW for Timetable d Weekly PSHE Lessons	Autumn Half Term 1 [approximately 6 sessions]	Autumn Half Term 2 [approximately 6 sessions]	Spring Half Term 1 [approximately 5 sessions]	Spring Half Term 2 [approximately 5 sessions]	Summer Half Term 1 [approximatel y 5 sessions]	Summer Half Term 2 [approximatel y 4 sessions]
	<b>YR 12 &amp; YR 13</b> Childhood Cancer Awareness + Missing people  Health & wellbeing Living in the wider world	<b>YR 12 &amp; YR 13</b> Career Paths and Movember  Living in the wider world Health & wellbeing	<b>YR 12 &amp; YR 13</b> Veganism, environmental awareness and lifestyle choices  Living in the wider world	<b>YR 12</b> The Importance of First Aid (Part 2) Including meningitis awareness  Health & wellbeing  British Values  <b>YR 13</b> mocks	<b>YR 12</b> Balancing Work and Life & Health and Wellbeing  Health & wellbeing  Safeguarding  <b>YR 13</b> Manging Life's Phases Health & wellbeing Living in the wider world	<b>YR 12</b> <b>EOY EXAMS</b>
	<b>YR 12 &amp; YR 13</b> World Suicide Prevention Day  Safeguarding	<b>YR 12 &amp; YR 13</b> Bullying Awareness  Safeguarding	<b>YR 12 &amp; YR 13</b> Trolling and Cyberbullying  Safeguarding	<b>YR 12</b> Job interviews, common questions asked, dealing with the stress of interviews  Living in the wider world  Economics  <b>YR 13</b> mocks	<b>YR 12</b> Anxiety and Depression and Eating Disorders Health & wellbeing Safeguarding  <b>YR 13</b> Budgeting at University Living in the wider world Economics	<b>YR 12</b> Being Ambitious with Life Goals  Living in the wider world

	<div>YR 12 &amp; YR 13</div> <div>Healthy Relationships and Sexual Health</div> <div>RSE</div>	<div>YR 12 &amp; YR 13</div> <div>Action Against Domestic Violence</div> <div>Safeguarding</div>	<div>YR 12</div> <div>Alcohol and Being Assertive</div> <div>Health &amp; wellbeing</div> <div>YR 13</div> <div>Sixth Formers and Employment Rules</div> <div>Living in the wider world</div> <div>Economics</div>	<div>YR 12</div> <div>Consent, Sexual norms and Expectations.</div> <div>RSE</div> <div>Safeguarding</div> <div>YR 13</div> <div>The Importance of Sexual Health</div> <div>RSE</div> <div>Health &amp; wellbeing</div>	<div>YR 12</div> <div>A Healthy Diet on a Budget</div> <div>Health &amp; wellbeing</div> <div>Living in the wider world</div> <div>Economics</div> <div>YR 13</div> <div>Study Leave</div>	<div>YR 12</div> <div>Preparing for the Work Place</div> <div>Living in the wider world</div> <div>Economics</div>
	<div>YR 12 &amp; YR 13</div> <div>Organ Donation</div> <div>Health &amp; wellbeing</div>	<div>YR 12 &amp; YR 13</div> <div>Futuristic Careers</div> <div>Health &amp; wellbeing</div> <div>Economics</div>	<div>YR 12</div> <div>Drugs, Alcohol and Work</div> <div>Health &amp; wellbeing</div> <div>Living in the wider world</div> <div>YR 13</div> <div>What is Professional Conduct and Gross Misconduct</div> <div>Living in the wider world</div> <div>Economics</div>	<div>YR 12</div> <div>Consent around the world</div> <div>RSE</div> <div>YR 13</div> <div>Sexual Heath misconceptions</div> <div>RSE</div> <div>Health &amp; wellbeing</div>	<div>YR 12</div> <div>Health &amp; wellbeing</div>	<div>YR 12</div> <div>Knowing my Strengths and Skills</div> <div>Living in the wider world</div>

	<div>YR 12 &amp; YR 13</div> <div>Black History Month</div> <div>Living in the wider world</div> <div>British Values</div>	<div>YR 12 &amp; YR 13</div> <div>Dangers of E.Cigs and Vaping</div> <div>Health &amp; wellbeing</div>	<div>YR 12</div> <div>Decisions, Drink Driving and Spiking</div> <div>Health &amp; wellbeing</div> <div>Safeguarding</div> <div>YR 13</div> <div>Confidentiality in the Workplace</div> <div>Living in the wider world</div>	<div>YR 12</div> <div>Police investigating Sexual Assault</div> <div>RSE</div> <div>Health &amp; wellbeing</div> <div>Safeguarding</div> <div>YR 13</div> <div>Revisiting STI's</div> <div>RSE</div> <div>Health &amp; wellbeing</div>	<div>YR 12</div> <div>EOY EXAMS</div>	
	<div>YR 12 &amp; YR 13</div> <div>Identity, Tolerance and Respect</div> <div>British Values</div>		<div>YR 12</div> <div>The Importance of First Aid (Part 1) Including CPR and using a defibrillator</div> <div>Health &amp; wellbeing</div> <div>British Values</div> <div>YR 13</div> <div>The 'Gig Economy' and other Work Contracts</div> <div>Living in the wider world</div> <div>Economics</div>			
	<div>YR 12 &amp; YR 13</div> <div>Green Issues and Breast Cancer Awareness</div> <div>Health &amp; Wellbeing</div>					

Throughout the PSHE lessons at the Sixth Form, care is taken to interweave SMSC development, as well as British Values. In Black History Month we challenge racism and value cultural diversity. Through the various lessons moral integrity is explored, behaviour is questioned and good decision- making is encouraged. Students look at the consequences of their decisions and are made aware of other peoples' needs. Students work together effectively and personal growth is made, helping them form healthy relationships, and become prepared for the wider world.

Through the lessons the students share their beliefs and insights in a safe, non-judgemental place. British Values are also addressed throughout the lessons, as we encourage mutual respect and tolerance towards each other and society as a whole. Students learn the importance of democracy, the rule of law and individual liberty from worker's rights, to the laws on consent and environmental issues. Students come away with a deeper understanding and an awareness on a multitude of topics, that will prepare them as they eventually leave the Sixth Form and start their next chapter.

## **4. Roles and responsibilities**

### **4.1 The KPS Advisory Board**

The Kensington Park School Advisory Board will approve the PSHE policy, and hold the PHSE Coordinators (Sixth Form/Senior School) and Head of Senior School/Head of Sixth Form School to account for its implementation.

### **4.2 The Headmaster**

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

### **4.3 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

#### **4.4 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 PSHE Coordinators and Head of Senior School and Head of Sixth Form, through monitoring arrangements, such as planning, learning walks and providing lesson resources.

Opportunities for the monitoring of personal and social development are provided in a variety of ways:

- Individual work, positive self-assessment and termly assessments;
- Peer on peer review and collaborative group work activities;
- Discussions and questions, including at School Council meetings and student voice;
- Verbal and written feedback;
- Questionnaires, quizzes and surveys, for example on Microsoft forms and Firefly;
- Problem-solving, “before and after” activities and role-play;
- Presentations in class and assemblies.

These measures may subsequently help to identify the need for additional support, perhaps to individuals or to the whole group, or to assist with future planning and shaping whole school policies.

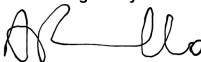
This policy is disseminated widely via the Policy section in Firefly and is available upon request via the school office. This Policy will be reviewed by the DSL, PSHE Coordinators and Head of Senior School and Head of Sixth Form, at least annually or in reflection of changes to guidance, staffing or significant incidents. At every review, the policy will be approved by the Kensington Park Advisory Board.

## 6. Links with other policies

This policy links to the following policies and procedures:

- Relationships & Sex Education Policy
- Achievement, Behaviour, Rewards & Sanctions policy
- Anti-bullying policy
- Child protection & Safeguarding policy
- School Procedures policy
- Illegal substances, drugs & alcohol policy
- Search and Confiscate Policy
- Emotional Wellbeing and Mental Health Policy
- Social, Moral, Spiritual, Cultural (SMSC) & Fundamental British Values (FBV) Policy
- Online safety and Acceptable Use Policies

Headmaster

DocuSigned by:  
  
8F23C105D6894AC...

14 March 2025

KPS Advisory  
Board Member

Signed by:  
  
7F3EBEB9A7C6488...

14 March 2025