Penrose Learning Trust

# PSHE POLICY

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| Member of staff responsible: | Mr Max Corke |
| Issue Date: | September 2026 |
| Review date: | September 2027 |
| Signed: | Chair of Academy Committee<br>Penrose Learning Trust |

## 1. Aims

At Hadleigh High School, our PSHE (Personal, Social, Health and Economic) curriculum is designed to inspire and equip students to navigate their personal, social, and emotional development while embracing our core values: Aim High, Work Hard, Be Kind.

We aim to:

- Develop well-rounded individuals who can thrive academically, socially, and emotionally in the modern world.
- Foster confidence, resilience, empathy, and self-awareness.
- Equip students with the knowledge, skills, and attributes to make safe, informed decisions, manage risk, and contribute positively to society.
- Prepare students for life beyond school, including work, further education, and participation in modern Britain.

## 2. Statutory Requirements

While PSHE is non-statutory, there are statutory elements we must teach:

- Relationships and Sex Education (RSE) under the Children and Social Work Act 2017 (see RSE Policy).
- Health Education as set out in the statutory guidance (DfE 2019).

PSHE delivery also supports schools' compliance with:

- Equality Act 2010 and the Public Sector Equality Duty.
- Keeping Children Safe in Education (KCSIE) 2026, which came into force on 1 September 2026.
- Safeguarding and Child Protection legislation.

Our PSHE curriculum supports our safeguarding responsibilities by teaching pupils about:

- Online safety, including risks from generative AI, deepfakes, and harmful online content
- Mental health awareness and where to seek help
- Healthy relationships, consent, and recognising abuse
- The risks of serious violence, including weapon-carrying
- How to recognise and report concerns about themselves or others

## 3. Content and Delivery

### 3.1 Curriculum Content

PSHE includes:

- RSE topics: as detailed in the Hadleigh High School RSE Policy.
- Health education topics: mental health, physical health, nutrition, exercise, drugs, alcohol, and personal safety.
- Life skills: financial literacy, citizenship, career awareness, digital literacy, resilience, emotional wellbeing, and personal responsibility.
- Safeguarding education: including online safety (covering AI-generated content, deepfakes, and image sharing), serious violence awareness, mental health support, and understanding consent.

Curriculum Map: See Appendix A for a year-by-year breakdown of topics and learning outcomes.

### 3.2 Delivery

- PSHE is taught in fortnightly lessons across Years 7–11.
- Lessons often link to current events, assemblies, and school focus weeks to maintain relevance.
- Lessons are delivered by trained teaching staff, supported by the Head of PSHE and Careers.
- Teachers differentiate to meet student needs and ensure inclusivity.
- Scaffolding, discussion, and teacher support ensure all students can engage meaningfully.
- All teaching staff have read Part 1 of KCSIE 2026 in full and understand their safeguarding responsibilities when delivering PSHE content.

### 3.3 Creating a Safe Learning Environment

Teachers ensure that:

- Ground rules are established and adhered to by all staff and students.
- Lessons are well-prepared, age-appropriate, and stage-appropriate.
- Adequate time is provided for discussion, reflection, and questions.
- Questions can be submitted in written form to avoid embarrassment and allow careful handling.
- Scenarios and case studies are used to explore issues without requiring personal disclosure (de-personalisation).
- Staff are alert to safeguarding disclosures during PSHE lessons and follow the school's safeguarding procedures, referring concerns to the Designated Safeguarding Lead (DSL) immediately.
- Staff understand that dismissing harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can contribute to a culture of misogyny and is not acceptable.

### 3.4 Sensitive and Controversial Issues

- Teachers will not avoid sensitive topics; these are essential for student development.
- SLT will provide support to ensure lessons are delivered safely and effectively.
- Staff will be informed in advance about lessons covering sensitive issues.
- Parents/carers are notified about curriculum content and timing in advance.
- PSHE workbooks are provided to students to record key terminology, concepts, and reflections.
- When teaching about image sharing, staff use the term "making or sharing of nudes or semi-nudes" and clarify that this includes images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes). All such incidents require a safeguarding response.

### 3.5 Use of External Resources and Visitors

- Any external agencies, visitors, or materials used in PSHE lessons are:
  - Age-appropriate and aligned with statutory guidance.
  - Evidence-based and from credible sources (e.g., PSHE Association, Unifrog).
  - Reviewed to ensure compliance with Teachers' Standards, Equality Act 2010, and Human Rights Act 1998.
  - Reviewed to ensure compliance with KCSIE 2026 safeguarding requirements.
- The teacher remains responsible for the session and is present at all times.
- Parents can request to review materials before lessons.
- The school will not use agencies or materials that promote extreme political or harmful views.
- External resources addressing generative AI use are reviewed using DfE guidance to ensure they are safe, appropriate, and protect pupils from potential harms.

## 4. Roles and Responsibilities

### 4.1 Governing Board

- Approves the PSHE policy and holds the headteacher accountable for its implementation.
- Ensures the PSHE curriculum supports the school's safeguarding duties under KCSIE 2026.

### 4.2 Headteacher

- Ensures PSHE is delivered consistently across the school.
- Oversees management of staff training and curriculum coverage.
- Ensures all staff delivering PSHE have read Part 1 of KCSIE 2026 in full and receive appropriate safeguarding training.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE sensitively and inclusively.
- Modelling positive attitudes towards personal, social, and health issues.
- Monitoring student progress and responding to individual needs.
- Recognising and responding to safeguarding concerns that may arise during PSHE lessons, including disclosures about mental health, abuse, violence, or online harms.
- Being alert to warning signs that pupils may be struggling with mental health issues, including significant changes in behaviour, difficulty sleeping, and physical signs of self-harm.
- Reporting any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL immediately.

### 4.4 Students

- Engage fully in lessons.
- Treat others with respect and sensitivity during discussions.
- Follow PSHE ground rules and uphold school values: Aim High, Work Hard, Be Kind.

### 4.5 Designated Safeguarding Lead (DSL)

- Works with the Head of PSHE to ensure curriculum content aligns with current safeguarding risks and concerns.
- Provides guidance to staff on handling safeguarding disclosures during PSHE lessons.
- Ensures PSHE contributes to the school's preventative safeguarding approach.

## 5. Supporting Vulnerable Groups

Our PSHE curriculum is designed to be inclusive and responsive to the needs of all pupils, including those who may be at greater risk of harm. We ensure that:

- Young carers are supported, recognising that caring responsibilities can impact attendance, attainment, behaviour, and wellbeing.
- Pupils with medical conditions receive appropriate support, understanding that having a medical condition is not in itself an indicator of safeguarding risk.
- Pupils requiring mental health support can access information about where to seek help, and staff are trained to identify early warning signs.
- Pupils who are questioning their gender receive appropriate support in line with KCSIE 2026 guidance, with parents/carers actively involved as a matter of priority unless doing so would constitute a greater risk to the child.

## 6. Mobile Phone Policy

In line with KCSIE 2026 and DfE guidance on mobile phones in schools, Hadleigh High School operates as a mobile phone-free environment. Pupils do not have access to their mobile phones during lessons, breaktimes, or lunchtimes. This policy supports our safeguarding responsibilities and is reinforced through PSHE education about responsible digital citizenship.

## 7. Monitoring and Evaluation

The delivery of PSHE is monitored by Max Corke, Head of PSHE and Careers, and overseen by Charlotte Tunaley, Assistant Head, through:

- Learning walks and classroom observations
- Staff and student voice surveys
- QA processes and book checks
- Review of lesson planning and workbooks
- Regular review of safeguarding themes within the PSHE curriculum in consultation with the DSL

Policy Review:

- Reviewed annually by the Head of PSHE.
- Approval at each review by the Academy Committee.
- Reviewed in light of any updates to KCSIE or other relevant safeguarding guidance.

## 8. Links with Other Policies

This policy aligns with and complements the following:

- RSE Policy HHS
- Child Protection and Safeguarding Policy (in line with KCSIE 2026)
- Anti-Bullying Policy
- Online Safety Policy
- Mobile Phone Policy
- Behaviour Policy (including approach to child-on-child abuse and harmful sexual behaviour)

## Appendix A: PSHE Curriculum Map

**[NEW - KCSIE 2026]** The curriculum map below has been updated to reflect KCSIE 2026 requirements, including enhanced coverage of online safety (AI and deepfakes), mental health awareness, serious violence, and harmful sexual behaviour.

# PSHE CURRICULUM MAP — YEARS 7 TO 11 KEY OUTCOMES

Complete Sequence of Lessons & KCSIE Safeguarding Alignment



## YEAR 7 — Complete Lesson Sequence & Learning Outcomes

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| **Autumn 1** | • L1: What is mental health?<br>• L2: How can social media affect your mental health?<br>• L3: How can you recognise & prevent bullying? | Understand mental health awareness, digital emotional impact, self-care routines, and active anti-bullying strategies. | Mental Health, Anti-Bullying, Online Safety | Child-on-child abuse, reporting concerns, online emotional harm. |
| **Autumn 2** | • L4: What impact does media have on relationships?<br>• L5: What makes a healthy relationship?<br>• L6: Supporting those experiencing life changes | Evaluate media portrayals of relationships, identify healthy boundary markers, mutual respect, and empathy during life transitions. | RSE — Relationships & Media Literacy | Peer pressure, inappropriate online influences, grief support. |
| **Spring 1** | • L7: What is good communication?<br>• L8: Who Runs the Country?<br>• L9: What makes people turn to radicalisation?<br>• L10: Building an inclusive community | Master active listening, basic UK governance, identifying online radicalisation risks, and promoting inclusion. | Citizenship, Prevent, Diversity & Inclusion | Prevent duty, online grooming, radicalisation indicators. |
| **Spring 2** | • L11: What is a Career?<br>• L12: What might careers look like in the future?<br>• L13: Why be a responsible digital citizen? | Explore career pathways, future workplace automation, digital footprint management, and responsible online conduct. | Careers, Financial Literacy, Digital Citizenship | Digital security, online privacy, exploitation in employment. |
| **Summer 1** | • L14: How do we physically & mentally change?<br>• L15: What is menstruation?<br>• L16: Risks of smoking and vaping | Understand pubertal physical and emotional changes, menstrual cycles, hygiene management, and respiratory health risks. | RSE — Puberty, Health Education | Appropriate behaviour boundaries, substance harm protection. |
| **Summer 2** | • L17: Why are balanced diets important?<br>• L18: What is FGM?<br>• L19: Media literacy: staying safe online | Nutritional planning, statutory FGM laws and body autonomy, critical media evaluation, and staying safe online. | Health Education, Human Rights, Online Safety | FGM mandatory reporting, online scams, privacy settings. |

## YEAR 8 — Complete Lesson Sequence & Learning Outcomes

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| **Autumn 1** | • L1: How do we talk about our emotions?<br>• L2: What is self esteem?<br>• L3: Challenging gender stereotypes<br>• L4: Impact of misogyny & misandry on self esteem | Develop emotional expression vocabulary, build self-worth, critique restrictive gender roles, and counter toxic gender narratives. | Personal Development, Equality Act 2010 | Misogynistic online influence, child-on-child harassment. |
| **Autumn 2** | • L5: Why do people get married?<br>• L6: Spotting unhealthy & abusive relationships<br>• L7: Consent: what is it and why is it essential?<br>• L8: What is Sexuality and attraction? | Legal aspects of marriage, red flags for domestic abuse/coercion, explicit sexual consent, and understanding attraction. | RSE — Consent & Relationships | Coercive control, domestic abuse indicators, forced marriage. |
| **Spring 1** | • L9: What is the issue with 'nudes'?<br>• L10: Defining Sexuality and gender identity<br>• L11: Managing risk: personal safety | Legal risks of youth-produced sexual imagery, LGBTQ+ equality, and dynamic risk assessment in public spaces. | RSE — Digital Safety, Diversity & Inclusion | Youth-produced sexual imagery (upskirting/nudes), hate incidents. |

# PSHE CURRICULUM MAP — YEARS 7 TO 11 KEY OUTCOMES

Complete Sequence of Lessons & KCSIE Safeguarding Alignment



## YEAR 8 (Continued) — Spring 2 & Summer Terms

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| Spring 2 | • L12: What does success mean to me? (Unifrog)<br>• L13: Overcoming conflict & finding forgiveness<br>• L14: What are the effects of alcohol? | Personal success indicators, restorative conflict resolution skills, and short/long-term physiological impacts of alcohol. | Careers, Mental Health, Health Education | Substance misuse, alcohol risk reduction. |
| Summer 1 | • L15: Why is exercise important for wellbeing?<br>• L16: How is our data used for advertising?<br>• L17: How are careers and the climate linked? | Physical activity habits, algorithms and ad targeting transparency, and green careers in sustainable sectors. | Health Education, Careers, Digital Literacy | Data privacy exploitation, online manipulation. |
| Summer 2 | • L18: How do you stay safe online?<br>• L19: Media literacy: interpreting information online | Cybersecurity protocols, privacy management, and evaluating digital misinformation and biased news. | Online Safety, Critical Thinking | Online harms reporting, phishing/scam protection. |

## YEAR 9 — Complete Lesson Sequence & Learning Outcomes

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| Autumn 1 | • L1: What are effective coping strategies?<br>• L2: Anxiety vs depression<br>• L3: How do you deal with peer pressure?<br>• L4: Recognising & preventing discrimination | Stress management toolkits, mental health literacy, resisting social pressure, and challenging prejudice. | Health Education, Personal Development | Self-harm indicators, MHST pathways, hate incidents. |
| Autumn 2 | • L5: What does healthy conflict look like?<br>• L6: How choosing options affects my future<br>• L7: Taking control of career journey (Unifrog) | Constructive resolution in relationships, KS4 option selection strategies, and long-term career planning. | RSE, Careers & Guidance | Relationship conflict vs abuse, career pathway access. |
| Spring 1 | • L8: What is an entrepreneur?<br>• L9: Financial choices: budgeting, saving, debt<br>• L10: Harmful relationship behaviours<br>• L11: Practising safe sex & contraception | Enterprise skills, personal debt management, identifying abusive controls, and STI/contraceptive barrier methods. | Financial Literacy, RSE — Sexual Health | Financial exploitation, sexual coercion, STIs. |
| Spring 2 | • L12: What is child-on-child abuse?<br>• L13: Pornography impact on sexual development<br>• L14: What does consent look like online? | Identifying peer abuse forms, unrealistic expectations from pornography, and digital consent boundaries. | RSE — Sexual Health & Digital Safety | Child-on-child abuse, harmful online sexual content. |
| Summer 1 & 2 | • L15: Why do people join gangs?<br>• L16: Risks & support around illegal drugs<br>• L17: Risks & safety around alcohol<br>• L18: Health services, self-exams & vaccines<br>• L19: Spotting misinformation online | County lines gang recruitment awareness, substance misuse laws, preventative self-examinations, vaccination health, and online media literacy. | Health Education, Safeguarding, Science Links | County lines, criminal exploitation, health self-advocacy. |

## YEAR 10 — Complete Lesson Sequence & Learning Outcomes

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| Autumn 1 | • L1: Why is your body image important?<br>• L2: Recognising strengths in ourselves & others<br>• L3: Challenging prejudice & discrimination<br>• L4: How is UK society diverse & changing? | Body image positivity, self-efficacy, actively opposing systemic prejudice, and understanding UK demographic change. | Mental Wellbeing, Equality Act 2010, Civics | Eating disorder indicators, hate crime reporting. |

# PSHE CURRICULUM MAP — YEARS 7 TO 11 KEY OUTCOMES

Complete Sequence of Lessons & KCSIE Safeguarding Alignment

Years 10 – 11 Overview

## YEAR 10 (Continued) — Autumn 2, Spring & Summer Terms

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| Autumn 2 | • L5: What is work experience?<br>• L6: What impact can relationships have on you?<br>• L7: What is emotional abuse?<br>• L8: Building a more tolerant community | Workplace environment readiness, psychological impacts of relationships, identifying non-physical abuse signs, and local tolerance initiatives. | Careers, RSE — Relationships, Community | Workplace safeguarding, coercive emotional control. |
| Spring 1 | • L9: Sexuality & attraction: coming out<br>• L10: What choices do you have if pregnant?<br>• L11: Reporting Stalking and sexual violence | Coming out support networks, objective non-judgmental pregnancy options, legal definitions and reporting pathways for stalking. | RSE — Sexual Health, Legal Rights | Sexual violence reporting, stalking safeguarding protocols. |
| Spring 2 | • L12: Signs of coercion and grooming<br>• L13: Managing risks in dangerous situations<br>• L14: Leaving aggressive social situations | Recognising grooming tactics across contexts, risk assessment techniques, and safe de-escalation/exit strategies in volatile settings. | Safeguarding, Personal Safety | Criminal/sexual grooming, county lines exit strategies. |
| Summer 1 & 2 | • L15: What is a healthy lifestyle?<br>• L16: Why do people modify their bodies?<br>• L17: Alcohol: risks, consequences & safety<br>• L18: Protection from fraudsters & scams<br>• L19: Budgeting, saving & work placement safety | Comprehensive lifestyle management, risks of cosmetic/body modifications, harm reduction around alcohol, financial fraud defenses, and online work safety. | Health Education, Finance, Online Safety | Unsafe medical/cosmetic procedures, financial scams. |

## YEAR 11 — Complete Lesson Sequence & Learning Outcomes

| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| Autumn 1 | • L1: What did I learn from work experience?<br>• L2: How can I write a CV?<br>• L3: Preparing for mock interviews<br>• L4: Managing finances in the world of work | Translating work experience into professional skills, CV writing, interview techniques, and tax/pension payroll understanding. | Careers, Financial Literacy | Employment exploitation, rights in the workplace. |
| Autumn 2 | • L5: Acknowledging skills and assets<br>• L6: Rights & responsibilities in marriage<br>• L7: Navigating conflict in relationships<br>• L8: Consent offline and online | Self-asset mapping, legal marital rights, adult relationship conflict management, and explicit legal consent in all domains. | RSE — Relationships & Consent | Forced marriage protection, domestic violence prevention. |



| TERM | LESSON SEQUENCE & TITLES | KEY LEARNING OUTCOMES | RSE / HEALTH / CAREERS | KCSIE 2026 SAFEGUARDING |
|---|---|---|---|---|
| Spring 1 | • L9: How do you prevent and treat STIs?<br>• L10: Menstrual health conditions & self-advocacy<br>• L11: Fertility, parenthood & pregnancy loss | STI screening & treatment access, self-advocating for menstrual conditions (e.g. endometriosis), and understanding fertility and pregnancy loss. | RSE — Sexual Health, Health Services | Reproductive health rights, medical support pathways. |
| Spring 2 & Summer | • L12: Respectful relationships: trust & intimacy<br>• L13: Recognising harassment and abuse<br>• L14: Illegal drugs: risks & consequences<br>• L15: Managing health: services and support | Building deep trust and intimacy, legal definitions of harassment, substance law consequences, and transitioning to adult NHS health services. | RSE, Health Education, Adult Transition | Sexual harassment, abuse escalation, substance crisis support. |