

# The Divergent School Harborough

## PSHE Policy

**Written** by Amy Creatura, Chief Education Officer & Daniel Wellings, Director

**External Scrutiny** TBC

**Implementation**

**Reviewed** by Charlie Smith, Headteacher 11/11/25

**All policies are underpinned by the critical thread of SAFEGUARDING**  
**All policies stem from The Divergent School Group's VALUES and MISSION**

### THE DIVERGENT SCHOOL GROUP MISSION

Our mission is to provide a model of education which is just the right fit for children in the missing middle.

We inspire personal development and curriculum progress so that pupils can be safe, feel safe, be well, learn and thrive.

### THE DIVERGENT SCHOOL GROUP VALUES

All children deserve an education which is just the right fit for them

For children to thrive both their talents and needs must be catered to

The curriculum is most effective when its delivery is individualised

In order to learn we must first be safe and feel safe

To make school accessible, quality emotional, sensory & communication support are needed

Effective practice is based on innovation and contemporary evidence

Crucial understanding comes from the bio-psycho-social and psycho-neurological models

Everyone benefits when mainstream and special school communities are integrated



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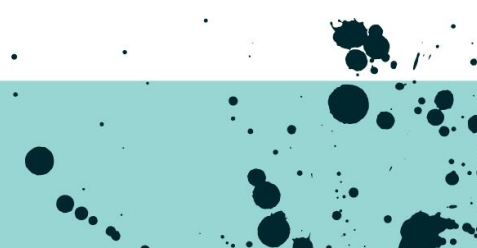
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# FOREWORD

## Review

We have designed this policy with a **commitment to ongoing improvement and collaboration** at its core. It is our belief that by continuously refining our approach, we can ensure that our school provides the best possible experience for our students.

To achieve this, we follow a structured process:

1. Regular review and refinement under the guidance of the Headteacher.
2. Immediate full review in case of urgent matters.
3. Annual formal review by the Advisory Board, in consultation with pupils, parents, teaching staff, and the Headteacher.

Ensuring all staff are well-informed through effective communication, which includes the following steps:

- a. Holding meetings to discuss changes.
- b. Providing training on any changes.
- c. Sharing written copies of changes electronically.
- d. Assessing staff's understanding informally, with the Headteacher ensuring clarity.
- e. Ongoing monitoring by the Headteacher to ensure changes are implemented, and adjustments are made promptly if necessary.

We recognize that clear and timely communication is essential in maintaining a successful educational environment. Through this policy, we aim to foster a culture of continuous improvement and transparent communication among all stakeholders.

## Contact

If you have any questions, concerns or ideas related to the PSHE Policy please contact the Chief Education Officer to discuss on:

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# PURPOSE OF POLICY

## School Mission

The Divergent School Harborough is dedicated to ensuring that pupils **are safe** and **feel safe** at school.

We then help pupils to develop skills for **sensory regulation, emotional regulation, and communication**.

This work is critical in making school accessible so that pupils are able to **develop personally** and **progress through the curriculum**. As a result of this they can be **well, learn** and **thrive**.

## Policy Mission

The Divergent School Harborough is committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.



# UNDERPINNING

**Contemporary evidence and research** underpinning this policy:

- SEN/D Review 2023
- Smart but Scattered Teens
- The Compassionate Mind
- The Six Principles of Nurture

**Theoretical models** of understanding underpinning this policy:

- The Bio-Psycho-Social model of understanding
- The Neuro-Psychological model of understanding
- Bowlby's Attachment Theory
- Mallow's Hierarchy of Needs

**Government guidance and legislation** underpins this policy:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

**The Divergent School Harborough taxonomy** of policy and procedure both inform and are informed by this policy:

- Safeguarding Children Policy
- Beyond Behaviour Policy
- SRHE Policy
- Safeguarding Children Policy
- Complaints Procedure
- Curriculum Policy

# Curriculum

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Inning

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- The pupils SEN/D and personal contexts
- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.

The school will deliver RSHE as part of its timetabled PSHE programme, with due regard to the school's Secondary Relationships, Sex and Health Education (RSHE) Policy.

Schemes of Learning from the PSHE Association will be followed, but delivery methods will be adapted and individualised to meet the needs and cater to the talents of pupils.

This programme of study sets out learning opportunities for key stages 1 to 5, sequenced through three core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

The programme of study sets out learning opportunities for each key stage, in each core theme and organised under subheadings, as set out below.

For the KS3 cohort of The Divergent School Harborough, the PSHE programme of study will cover the following topics:

### **Core theme 1: Health and wellbeing**

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles and health-related decisions.
- Drugs, alcohol and tobacco.
- Managing risk and personal safety.
- Puberty, sexual health and fertility.

### **Core theme 2: Relationships**

This topic will cover:

- Positive relationships.
- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.
- Social influences.

### **Core theme 3: Living in the wider world**

This topic will cover:

- Learning skills.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.





# Withdrawal from Lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.



## Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

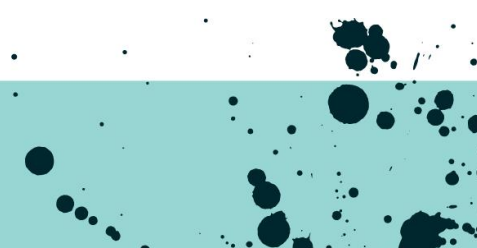
The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.





# Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.



# ROLES & RESPONSIBILITIES

**The Advisory Board** are responsible for providing governance in the effective implementation of the PSHE Policy. This includes:

- Monitoring records related to behaviour, and the emotional experience beyond behaviour, at least on a half termly basis (as part of a holistic view), or contemporaneously if needed
- Reviewing the effectiveness of the PSHE Policy in relation to its purpose, at least annually, or contemporaneously if needed
- Keeping safeguarding pupils as their number one priority
- Upholding the values of the school in all work undertaken

**The Chief Education Officer** is responsible for overseeing and supporting effective implementation of the PSHE Policy. This includes:

- Monitoring records related to behaviour, and the emotional experience beyond behaviour, at least on a half termly basis (as part of a holistic view), or contemporaneously if needed
- Reviewing the effectiveness of the PSHE Policy in relation to its purpose, at least annually, or contemporaneously if needed
- Keeping safeguarding pupils as their number one priority
- Upholding the values of the school in all work undertaken

**The Headteacher** is responsible for implementing the PSHE Policy consistently throughout the school. The Headteacher will also be the PSHE Leader. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and adults in the school. This includes:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy **annually**.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Leading, managing and developing the school's provision in the subject area.

- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.
- Safeguarding pupils as their number one priority
- Upholding the values of the school in all work undertaken
- Ensure, and continually monitor,
  - effectiveness of the policy with regards to its purpose
  - staff understanding of the policy, providing support as needed
  - staff ability to implement this policy, providing support as needed
  - conduciveness of the environment for implementation of the policy
- Ask for further support if they do not understand anything relating to this policy
- Ask for further support if they need support to put into practice this policy

**School staff** are responsible for implementing the PSHE Policy consistently throughout their work in the school. It is also the responsibility of school staff to ensure health, safety and welfare of all children and adults in the school with whom they have contact in their work. This includes:

- Upholding the values of the school in all work undertaken
- Implement the policy consistently within the parameters of their role.
- Ensure that they are aware of current legislation
- Ask for further support if they do not understand anything relating to this policy
- Ask for further support if needed to put into practice this policy

**Parents** are vital partners in the school's work, including support of the PSHE Policy. We inspire parents to:

- Have an active role in the school community
- Support their child towards their personal development and curriculum progress
- Communicate openly about their child's home life

**Pupils** are at the heart of this policy. We inspire pupils to work towards:

- Being safe
- Feeling safe
- Being well
- Learning
- Personal Development
- Curriculum Progress
- Showing themselves and others:
  - Respect
  - Consideration












- Compassion
- Tolerance

## 3-Year PSHE Curriculum Progression (6-Term Cycle)

Health & Wibeing

Relationships

Living in the Wider World

	Term 1	Term 2	Term 3	Term 4	Term 6
<b>Year 1</b> Foundation & Awareness	 Self-concept, Emotional wellbeing	 Positive relationships Values	 Learning skills Pathways	 Healthy lifestyles Decisions	 Work & career Digital resilience
<b>Year 2</b> Exploration & Understanding	 Drugs, Risk & Safety	 Bullying, Discrimination Social influences	 Employment rights Financial choices	 Puberty Sexual health & Fertility	 Choices & Pathways (application) Learning skills
<b>Year 3</b> Application & Mastery	 Mental health Managing risk	 Advanced relationships Complex consent	 Career progression Financial choices	 Healthy lifestyles Subsne awareness	 Meedia literacy Employment responsibilities