



KING EDWARD VI HIGH SCHOOL FOR GIRLS

PSHE & RSE POLICY

Committee	Risk and Compliance
Policy Type	School
Policy Owner	Head of PSHE
Statutory	Yes
Published on website	Yes
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Next review date	September 2026
Review Cycle	Annual
Expiry date	This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will become non-applicable once the updated version has been approved.
Version	v1.0

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This policy has been written in compliance with the statutory DfE advice 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019 & July 2026). It is made available to parents on the school website and a paper copy is available in the school office upon request.

1. Rationale and ethos

"PSHE Education forms a bridge between education and public health" (Chief Medical Officer's Annual Report, 2013)

"A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success." (PSHE Association, 2015)

Our school aims to inspire the young women of the future and support them to fulfil their potential. Personal, Social, Health and Economic (PSHE) education is a taught subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work.

PSHE education helps students to achieve their academic potential, and leave School equipped with skills they will need throughout later life, in order to become successful and happy adults who make a meaningful contribution to society. Our students are growing up in a rapidly changing world; PSHE aims to help them to protect themselves both online and offline, improve their physical and emotional health, and develop character, resilience, and employment prospects.

KEHS strives to be a caring community, founded on kindness, listening and respect. PSHE promotes the spiritual, moral, cultural, mental and physical development of students at the School, and offers an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, time and stress management, and to develop personal attributes including kindness, integrity, generosity, and honesty.

Within the PSHE curriculum, Relationships and Sex Education (RSE) involves learning about the emotional, social and physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, and involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity, but equips children and young people with the information, skills and positive values to have safe, fulfilling relationships, and to take responsibility for their sexual health and well-being.

We believe that RSE makes an important contribution to health and wellbeing by supporting children and young people's ability to learn, achieve and flourish. We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND).

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." (Report to the UN General Assembly, July 2010, Item 69, paragraph 18)

This policy covers our school's approach to PSHE and RSE. At KEHS, RSE is embedded into the PSHE curriculum and is delivered through the PSHE lessons, previously called Personal Decision-Making (PDM) (see 4. Curriculum design).

2. Roles and responsibilities

The PSHE and RSE programme will be led by Miss Rebecca McKemey (Head of PSHE), through consultation with and supported by Mrs Sarah Shore-Nye (Senior Deputy Head Pastoral). A Governor reviews the policy and provides quality assurance for delivery, through regular meetings with the Head of PSHE and drop ins to lessons. It will be taught by a team of experienced, skilled and knowledgeable teachers (the PSHE team) who are confident on the delivery of all aspects of PSHE education. The PSHE team consult weekly and each member offers feedback on the curriculum in departmental meetings. There also exists a consistent, open dialogue within the team, thus leading to the teaching staff shaping and determining the PSHE curriculum themselves.

Teaching staff have received PSHE and RSE specialist training in July 2021, training on supporting students with SEND in PSHE in June 2022, Online Safety training in June 2023, training on violence against women and girls in June 2024 and training on suicide first aid and 'why language matters in PSHE/RSE and safeguarding' in March 2025.

3. Statutory regulations and guidance

The Independent school standards (2014) requires PSHE education to be provided for all pupils.

2. 2(d) personal, social health and economic education which-

(i) reflects the school's aims and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act

Department for Education statutory guidance stated that from September 2020, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made receiving relationships and sex education compulsory for all pupils in secondary education. The statutory guidance is issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. In July 2025 the Department for Education provided new statutory guidance for schools, updating their previous RSE document. The Senior Deputy Head (Pastoral) and Head of PSHE have reviewed the curriculum considering this and found that the current KEHS offer already meets the requirements of this guidance. However, this will be kept under review and any minor amendments, such as small changes to terminology, will be put in place ahead of the statutory date for its implementation which is September 2026.

Documents that also inform the school's PSHE and RSE policy include:

- Supplementary Guidance RSE for the 21st century (2014)
- Keeping Children Safe in Education (September 2025)
- Equality Act (2010)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils - Departmental advice for independent schools, academies and free schools (2013)
- Independent school standards guidance (2019)
- PSHE Association Programme of Study for PSHE Education (2020)
- A curriculum for life: the case for statutory PSHE education (2017)
- Preparing for Statutory Relationships and Sex Education (2018)

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- Handling complex issues safely in the PSHE classroom (2018)

4. Curriculum design

At KEHS, RSE is embedded into the PSHE curriculum. It is an integral part of the school's aim to offer girls an education which will prepare them for their future, and to develop independent, resilient young women. PSHE is taught in one weekly 40-minute lesson, to girls in the Thirds to Upper Fifth. A set of six 80 minute PSHE sessions are taught across the Lower Sixth and Upper Sixth in two blocks. Other aspects of Sixth Form Enrichment, Form Time and Assemblies provides continued learning of some aspects of PSHE in the Sixth Form, such as drugs awareness and careers education.

Our PSHE programme takes a thematic approach, covering three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. The knowledge-building spiral curriculum has been designed with a knowledge of our students' needs and in relation to the ethos of the school. We will ensure content is matched to their needs by taking yearly student feedback, as well as implicit feedback on a lesson-by-lesson basis from teaching staff. Student voice will therefore be used to review and tailor our PSHE curriculum and will be influential in adapting and amending planned learning activities throughout the year. The PSHE curriculum is reviewed annually by the Head of PSHE, the Senior Deputy Head Pastoral and the PSHE team. Adaptations to lesson content, delivery and curriculum design take place throughout the academic year, as needs and issues arise, and based on weekly class feedback discussed at regular departmental meetings. Monitoring, reporting and evaluation of the teaching and learning within PSHE takes place at fortnightly departmental meetings, and at an annual departmental training and planning day.

Our programme will be taught through a range of teaching methods and interactive activities, including discussion, videos, visiting speakers, written work and student led presentations. High quality resources support our PSHE provision and will be regularly reviewed and updated, such as those from the Family Planning Association, NSPCC and Public Health England. Selected resources, such as textbooks and film clips, will be used to support and promote understanding within a factual context. Most resources hold the PSHE Association's Quality Mark, which are rigorously assessed by PSHE Subject Leads to meet the Association's ten principles of effective PSHE education. The use of Birmingham and Solihull Women's Aid bring a high level of expertise and add interest and engagement to our relationships education in the Lower Fourth. All visiting speakers are selected in line with the School's Visiting Speaker Policy, and their contribution is ensured to fit within the ethos, aims, and safe and effective practice, as outlined in this policy. Learning about relationships and sex education in PSHE education lessons will complement learning in Science and Religious Studies. Pupils will be encouraged to reflect on their own learning and progress by considering how lesson content relates to their own lives. Throughout all stages of the delivery of PSHE, baseline assessment is used to ensure that lesson content is both accessible and appropriate. Pupil progress and understanding is monitored through use of a variety of questioning techniques and through the understanding that staff at KEHS know their classes well. An overview of the curriculum for each year group can be found in Appendix A. In the event of prolonged School closure, the curriculum is adapted so that appropriate PSHE education topics are delivered remotely.

5. Safe and effective practice

We will ensure a safe and effective learning environment based on trusting relationships between students and teachers. To enable this, teachers and students will agree a 'working agreement' at the beginning of the academic year, which are reinforced as appropriate. Teachers will ensure that students are offered a reasonable and balanced presentation of opposing views and will adopt strategies that seek to avoid bias. A variety of reasonable views, beliefs and opinions enables pupils to form their own, informed opinions and also to understand and respect that others have right to a different opinion.

Teachers are prepared and experienced in handling sensitive issues, which will be dealt with carefully and followed up appropriately. Distancing techniques, where content is delivered through a character or speaking in response to the actions of others, depersonalise sensitive situations and topics. Students' questions are answered according to the age and maturity of the class concerned. Students will be able to raise questions anonymously, which can be addressed later. The PSHE team use their skill and discretion in this area and refer to the Senior Deputy Head Pastoral with any queries. All teaching staff will be supported by the Head of PSHE and Senior Deputy Head Pastoral with any issues relating to the teaching and learning of PSHE and RSE.

Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure. Teachers will report it immediately in accordance with the procedures set out in the School's Safeguarding and Child Protection policy. Visiting speakers will be required to adhere to the Visiting Speaker's Agreement upon arrival at School.

6. Engaging stakeholders

We are committed to working with parents and carers by providing the opportunity for parental engagement on the PSHE programme and policy. Views on the draft version of this policy were sought, by Friday 18th September 2020. While we will take all feedback on board, it's not possible to respond to each individual concern. Parents and carers can make themselves aware of what is being taught by reading the overview of the curriculum in Appendix A.

The statutory guidance from the Department of Education states that parents/guardians have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this. There is no right to withdraw from relationships education or health education. There is no right to withdraw from the Science curriculum. Requests for withdrawal should be put in writing to the Head of School, whereupon the Head of School will consider this request and discuss it with parents/guardians, and will grant this in all but exceptional circumstances.

This draft policy was created in March 2020 and was reviewed in September 2021, 2022, 2023, 2024 and 2025. It will be reviewed in September 2026. The Head of PSHE is responsible for the monitoring and review of the PSHE and RSE Policy and reports to the Senior Deputy Head Pastoral.

7. The PSHE Curriculum

The KEHS PSHE Curriculum is based around three core themes:

	Health and wellbeing
	Living in the wider world
	Relationships

Each term, 1 or 2 topics within these themes are covered.

Some activities run on rotation throughout the year.

Key Stage Three

	Autumn	Spring	Summer	Rotational activities
Thirds	Transition to secondary school What is PSHE and transition to secondary school	Developing skills and aspirations Introduction to careers, teamwork, setting goals, and raising aspirations	Healthy lifestyle Diet, exercise, lifestyle balance, emotional wellbeing, sleep, body image and self-esteem, healthy choices, and puberty	
	Relationships Personal values, healthy friendships, communication, diversity, prejudice, bullying and cyberbullying	Healthy lifestyle Diet, exercise, lifestyle balance, emotional wellbeing, body image and self-esteem, healthy choices, and puberty		
Lower Fourth	Online safety Staying safe online and digital literacy, media reliability, and online stress Thinking about careers Equality of opportunity in careers and life choices, and different types and patterns of work	Mindfulness and stress Coping with stress, anxiety, wellbeing and mindfulness, sleep, exam stress and worry	Health matters First Aid, treating common injuries, CPR and defibrillators, FGM, female health concerns, menopause, HPV blood, stem cell and organ donation	Women's Aid Healthy relationships, consent, relationships abuse and support for

		Relationships Healthy relationships and maintaining healthy relationships		domestic violence
Upper Fourth	Alcohol, drugs and smoking Alcohol and drug misuse, caffeine, smoking and vaping and pressures relating to drug and alcohol use	Discrimination and equality Racism, religious discrimination, protected characteristics, disability, discrimination, sexism, homophobia and transphobia, Equality Act	Respectful relationships Healthy and unhealthy relationships, consent and sharing explicit images	
	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process, employability and online presence			

Key Stage Four

	Autumn	Spring	Summer	Rotational activities
Lower Fifth	Influence The influence and impact of knife crime, gangs, role models, fake news and conspiracy theories, drug and alcohol influence	Healthy relationships Relationships and sex in the media, myths, consent, contraception, and the risks of STIs, CSE, relationship abuse, and sexual harassment	Addressing extremism and radicalisation Communities, belonging, and challenging extremism	Relationships and sex education Consent, sexual health, sex in the media
	Emotional wellbeing and mental health Mental health, emotional wellbeing, loss and grief, resilience and coping strategies		Careers and financial decision making The impact of financial decisions, debt, credit and debit, insurance, budgeting and banking, gambling, career journeys and writing a CV	
Upper Fifth	Independence Responsible health choices, cancer awareness, safety in independent contexts, first aid and alcohol	Positive relationships Personal values, assertive communication, relationship challenges and abuse, consent, the impact of the media, and sexual harassment		Relationships and sex education Sexual health rights, responsibilities and relationship abuse
	Next steps Application processes, and skills for further education, employment and career progression	Families Different families and parental responsibilities, managing relationship and family changes, pregnancy, marriage and forced marriage, honour-based violence		

Key Stage Five

Block 1	Block 2
University transition Transition to university, managing stress, work-life balance and finances	Being Online Managing responsible social media use, AI and 'bots'
Looking after your health Available health services, including university, the role of pharmacies, doctors and other healthcare services	Substances and influences Choices and impacts of substance, drug and alcohol use, including cigarettes and nicotine pouches.
Being ready for the workplace Transition into the workplace, including professional conduct, GDPR and professional online conduct	Health first Managing illnesses like meningitis and 'freshers flu, and gynecological health, including endometriosis and PCOS and a first aid refresher
Looking after you Managing personal safety, including travel	Family planning Managing pregnancy, alternative routes to parenthood and marriage, including healthy and romantic relationships and consent.