



KING EDWARD VI HIGH SCHOOL FOR GIRLS

PSHE & RSE POLICY

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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' (July 2025). 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. British Values are embedded throughout our PSHE curriculum, providing pupils with regular opportunities to explore and develop an understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Through age-appropriate discussions, reflection, active participation, and real-life contexts, pupils are encouraged to become informed, responsible, and respectful members of society.

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 (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 (Vice Principal & DSL). 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, in the light of need.

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, training on suicide first aid and 'why language matters in PSHE/RSE and safeguarding' in March 2025 and RSE teaching in light of statutory updates and bereavement and grief training with Child Bereavement UK in June 2026.

3. Statutory regulations and guidance

King Edward VI High School for Girls is required to provide Personal, Social, Health and Economic (PSHE) education for all pupils for all pupils in accordance with the Independent School Standards Regulations. In particular, Part 2, Paragraph 2(2) (d) requires schools to provide personal, social, health and economic education which:

- Reflects the schools aims and ethos; and
- Encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education under 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. The statutory guidance is issued by the Department for Education under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The school follows the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025) and the curriculum has been rigorously reviewed in the light of the new guidance.

PSHE and RSE provision also supports the school's safeguarding responsibilities and contributes to pupils' spiritual, moral, social and cultural development, mental wellbeing, personal safety, healthy relationships, economic wellbeing and preparation for life in modern British society.

This policy has been informed by the following legislation, statutory guidance and professional frameworks:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025)
- Keeping Children Safe in Education (2026)
- Equality Act 2010
- Independent School Standards Regulations (2014)

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 eight 80 minute PSHE sessions are taught across the Lower Sixth, delivered in two blocks. Other aspects of Sixth Form Enrichment, Form Time and Assemblies provide 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 Vice Principal & DSL 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 weekly 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 Vice Principal & DSL with any queries. All teaching staff will be supported by the Head of PSHE and Vice Principal & DSL with any issues relating to the teaching and learning of PSHE and RSE. The Assistant Head Inclusion is also a member of the department, providing additional specialist support to ensure accessibility of the curriculum for students with SEND.

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 with parents/carers

We are committed to working with parents and carers by providing the opportunity for engagement with parents/carers on the PSHE programme and policy. Views on the draft version of this policy were sought from the parents/carers before the start of the academic year. This policy is also shared annually for consultation and feedback annually. Parents and carers can make themselves aware of what is being taught by reading the overview of the curriculum in Appendix A. At Thirds-Upper Fifth Parents evenings, parents/carers are given a PSHE overview of the curriculum for the corresponding year group and are invited to provide feedback using the QR code (see Appendix B). Parents/carers are also briefed about the PSHE provision at key moments of transition, such as Thirds Admissions Ceremony and Lower Fifth GCSE Information Evening as part of ongoing dialogue with parents/carers.

Under the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (July 2025), parents/carers do not have a right to withdraw their child from PSHE education

generally, nor from the relationships elements of RSE. The right of withdrawal applies only to certain elements of sex education delivered as part of statutory RSE.

Parents/carers cannot withdraw their child from:

- Relationships education
- Any content that forms part of the national curriculum for science
- Other aspects of PSHE education that do not constitute sex education
- Teaching that relates to safeguarding, health, wellbeing, online safety, healthy relationships, consent, and the law where these fall within statutory Relationships Education or PSHE provision.

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE, other than what is covered by the science curriculum. Up until the child turns 16, and 3 terms before the child turns 16 is this valid. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this. Requests for withdrawal should be put in writing to the Principal, whereupon the Principal will consider this request and discuss it with parents/guardians, and will grant this in all but exceptional circumstances.

Appendix A - The PSHE Curriculum

The KEHS PSHE Curriculum is based around three core themes:

Health & 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 and Four

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thirde	Emotional Wellbeing: managing change and transition <i>This unit helps students transition to secondary school, set learning goals and develop social and emotional skills</i>	Friendship and bullying <i>This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.</i>	Families and changing relationships <i>This unit covers the role of families, including caring for each other in changing circumstances, such as divorce and separation.</i>	Puberty and keeping safe <i>This unit revisits learning about puberty from KS2. It then focuses on specific learning about vulval health, as well as how to identify and report abuse.</i>	Influences on relationships <i>This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences.</i>	Financial decisions <i>This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.</i>
Lower Fourth	Health and wellbeing <i>In this unit, students will develop decision-making skills that support a healthy lifestyle and their wellbeing: from</i>	Personal safety and managing risk <i>This unit is an opportunity for students to assess</i>	Belonging and community <i>This unit focusses on how to create respectful and</i>	The online world <i>This unit helps students to recognise how their behaviour can be</i>	Healthy and unhealthy relationships <i>This unit introduces a range of</i>	Managing money <i>This unit builds on previous learning about financial decision making to</i>

	<i>considerations about good, exercise and sleep, to assessing the impact of climate change on young people's wellbeing.</i>	<i>risk and support their personal safety in a range of contexts, including on the roads, around water and in relation to alcohol and other drugs.</i>	<i>cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.</i>	<i>manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.</i>	<i>relationship issues facing young people, including harassment, image-sharing and gendered violence and how to get support.</i>	<i>explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.</i>
Upper Fourth	Mental health and wellbeing <i>Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations</i>	Careers and future choices <i>This unit support students to prepare for making GCSE option choices by thinking about their career goals and future</i>	Drug education <i>This unit builds on previous leaning, focusing on developing skills to manage situations involving alcohol, vapes or other substances</i>	Managing risk in relation to the law <i>This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.</i>	Intimate sexual relationships <i>In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception</i>	Navigating online harms <i>This unit explores online harms young people may be exposed to, focusing on how they respond to deepfake AI images and misogynistic narratives</i>
Lower Fifth	Independence, health choices and wellbeing <i>This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.</i>	Navigating the online world <i>This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.</i>	Friendship, diversity and challenging extremism <i>This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.</i>	Managing influence <i>This unit helps students to evaluate online content, understanding attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.</i>	Exploring consent and recognising abuse <i>This unit revisits and depends students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.</i>	Study, work and careers <i>This unit explores career choices and pathways, work experience, applications or study or work.</i>

Upper Fifth	Life-long wellbeing <i>This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.</i>	Drugs and personal safety <i>This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.</i>	Safe relationships and sexual health <i>This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.</i>	Families, fertility and pregnancy <i>This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.</i>	Online financial harms, families, fertility and pregnancy <i>This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.</i>	n/a
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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 gynaecological 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.
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Appendix B – QR code for Parent/Carer Feedback

This QR code is active and encourages parent/carers voice to give any feedback you may have.

PSHE at KEHS 2026-2027

