



**KING EDWARD VI**  
**HIGH SCHOOL FOR GIRLS**

**Personal Social Health and Economic (PSHE) education and  
Relationships and Sex Education (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' (June 2019). 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 Mrs Rebecca Hindmarsh (Head of PSHE), through consultation with and supported by Mrs Sarah Shore-Nye (Senior Deputy Head Pastoral). Mrs Amanda Smith, Governor, reviews the policy. 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 and training on violence against women and girls in June 2024.

## **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 states 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, make 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.

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

- Supplementary Guidance RSE for the 21<sup>st</sup> century (2014)
- Keeping Children Safe in Education (September 2024)
- 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)
- 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 four 80 minute PSHE sessions is taught to the Lower Sixth on rotation. Other aspects of Sixth Form Enrichment and Form Time 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 18<sup>th</sup> 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, effective from September 2020 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.

## **7. Policy review date**

This draft policy was created in March 2020 and was reviewed in September 2021, 2022, 2023 and 2024. It will be reviewed in September 2025. 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.

**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   |
|---------------------|---|---|---|---|
| <b>Thirds</b>       | <b>Transition to secondary school</b><br>What is PSHE and transition to secondary school  | <b>Developing skills and aspirations</b><br>Introduction to careers, teamwork, setting goals, and raising aspirations   | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance, emotional wellbeing, sleep, body image and self-esteem, healthy choices, and puberty                   |   |
|                     | <b>Relationships</b><br>Personal values, healthy friendships, communication, diversity, prejudice, bullying and cyberbullying             | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance, emotional wellbeing, body image and self-esteem, healthy choices, and puberty                                    |   |   |
| <b>Lower Fourth</b> | <b>Online safety</b><br>Staying safe online and digital literacy, media reliability, and online stress                                    | <b>Mindfulness and stress</b><br>Coping with stress, anxiety, wellbeing and mindfulness, sleep, exam stress and worry   | <b>Health matters</b><br>First Aid, treating common injuries, CPR and defibrillators, FGM, female health concerns, menopause, HPV blood, stem cell and organ donation | <b>Women's Aid</b><br>Healthy relationships, consent, relationships abuse and support for domestic violence |
|                     | <b>Thinking about careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work            |   |   |   |
| <b>Upper Fourth</b> | <b>Alcohol, drugs and smoking</b><br>Alcohol and drug misuse, caffeine, smoking and vaping and pressures relating to drug and alcohol use | <b>Discrimination and equality</b><br>Racism, religious discrimination, protected characteristics, disability, discrimination, sexism, homophobia and transphobia, Equality Act | <b>Respectful relationships</b><br>Healthy and unhealthy relationships, consent and sharing explicit images   |   |



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|  | <p><b>Setting goals</b><br/>Learning strengths, career options and goal setting as part of the GCSE options process, employability and online presence</p> |  |  |  |
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Key Stage Four

|                    | Autumn   | Spring   | Summer  | Rotational activities   |
|--------------------|--|--|---|---|
| <b>Lower Fifth</b> | <p><b>Influence</b><br/>The influence and impact of knife crime, gangs, role models, fake news and conspiracy theories, drug and alcohol influence</p> | <p><b>Healthy relationships</b><br/>Relationships and sex in the media, myths, consent, contraception, and the risks of STIs, CSE, relationship abuse, and sexual harassment</p> | <p><b>Addressing extremism and radicalisation</b><br/>Communities, belonging, and challenging extremism</p>   | <p><b>Relationships and sex education</b><br/>Consent, sexual health, sex in the media</p>                      |
|                    | <p><b>Emotional wellbeing and mental health</b><br/>Mental health, emotional wellbeing, loss and grief, resilience and coping strategies</p>           |  | <p><b>Careers and financial decision making</b><br/>The impact of financial decisions, debt, credit and debit, insurance, budgeting and banking, gambling, career journeys and writing a CV</p> |   |
| <b>Upper Fifth</b> | <p><b>Independence</b><br/>Responsible health choices, cancer awareness, safety in independent contexts, first aid and alcohol</p>                     | <p><b>Positive relationships</b><br/>Personal values, assertive communication, relationship challenges and abuse, consent, the impact of the media, and sexual harassment</p>    |   | <p><b>Relationships and sex education</b><br/>Sexual health rights, responsibilities and relationship abuse</p> |

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|--|---|---|
|  | <p><b>Next steps</b><br/>Application processes, and skills for further education, employment and career progression</p> | <p><b>Families</b><br/>Different families and parental responsibilities, managing relationship and family changes, pregnancy, marriage and forced marriage, honour-based violence</p> |
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