



King Edward's School

PSHE and RSE Policy

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King Edward's School – PSHE and RSE policy

This policy details the School's policy, procedure and teaching regarding personal, social, health and economic education (PSHE). It includes the arrangements for teaching relationship and sexual education (RSE) and highlights the spiritual, moral, social and cultural (SMSC) development of pupils.

This policy has been written in accordance with statutory guidance laid out in [Keeping Children Safe in Education](#) (KCSIE 2025) and [Relationships and Sex Education \(RSE \) and health education](#) (July 2020)

This policy should be read in conjunction with:

- Safeguarding policy and procedures
- Online safety policy
- Preventing and tackling policy
- Behaviour and discipline policy

In line with the School's aims and objectives the PSHE curriculum is designed to help boys' personal and social development. It aims to identify issues and problems that individuals and society in general might face and, through a structured programme, aims to enable boys to make considered choices when faced with problems and dilemmas, thus developing their self-confidence and enabling them to grow into responsible adults. The teaching aims to support pupils in developing resilience, know when to ask for help and how to access support.

PSHE and RSE must at all times be taught in an inclusive and sensitive manner, meeting the needs of all pupils with their diverse experiences, faiths, cultural backgrounds and values. The appropriate adjustments will be made for those with special educational needs and disabilities. Due regard is given to the teaching of PSHE and the protected characteristics of pupils and the Equalities Act (2010).

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 Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The spiritual, moral, social and cultural (SMSC) development of pupils is delivered through all areas of the curriculum and co-curriculum. This includes Friday afternoon activities, assemblies, societies and talks, these programs are complied with due regard to all areas of SMSC and to be balanced. Pupils and staff are expected to display the values and behaviours of a tolerant and inclusive society at all times. Detailed information is available on request.

Personal, social, health and economic policy (PSHE)

The developing programme of PSHE covers a wide variety of topics from such practical help as to how to settle into school to issues of deep principle such as attitudes to human rights. Relationships and Sex Education, Drugs Education, Health Education, Online Safety and education against bullying are integral parts of the programme. The syllabus outline can be found in Appendix 1. Their timetabled PSHE lessons will also include some careers education which is outlined in Appendix 2.

Shells through to Divisions have timetabled PSHE lessons. Shells, Upper Middles and Forths, have two lessons a fortnight, Removes have one a fortnight and Fifths and Divisions have PSHE lessons as part of a carousel of lessons. The programme is divided into distinct topics covering health and wellbeing, relationships, and living in the wider world.

The Head of PSHE prepares, resources and monitors the delivery of PSHE in every academic year. Timetabled PSHE teaching is delivered by members of the teaching staff, who are trained and confident to teach the more sensitive issues of PSHE. All staff in the school deliver content as appropriate for the age group and with due regard to all aspects of the SMSC development of pupils.

All school staff are trained to be alert to any concerns that pupils raise or engender that leads them believe that the pupil is in distress or at risk of harm. Staff understand that they cannot promise confidentiality and that they should consult the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding policy.

The protected characteristics and British Values are embedded throughout the PSHE scheme of work. More details about how British Values are embedded through the curriculum can be found [here](#).

Relationship and sex education (RSE)

RSE is embedded into the PSHE syllabus, it teaches pupils about the emotional, social and physical aspects of growing up and going through puberty, relationships, sex, human sexuality and sexual health. It equips pupils with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. It must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices in the context of the diverse needs, opinions and beliefs of the school community;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life, while reflecting the age and level of the learner;

- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Reinforce school procedures for dealing with disclosures of sexual abuses (or any abuse) and how pupils can access help and support;
- Give opportunity to discuss why pupils may not disclose abuse;
- Be delivered by competent and confident educators.

Right to Withdraw a Child from RSE

As a school, we aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any questions or concerns about the RSE provision, time is taken to address their concerns. Families may be invited to review the resources and can contact the Head of PSHE or Assistant Head Pastoral with any queries or concerns.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE and should do so in writing to the Chief Master. Parents and where appropriate the child, will be invited to meet the Head of PSHE or Assistant Head Pastoral who will explain the material and explore their concerns.

If, after discussion, parents would still like to request their child is withdrawn from sex education, the Second Master will be informed and the parents' request will be granted. Once the pupil is three terms before he turns 16, if he wishes to receive sex education, the school will provide it.

If a child is withdrawn they will be provided with a purposeful education for the duration of the lessons. They should not leave school during this lesson. Consideration will be given on how to protect a student from the possible reaction of their peers to this withdrawal.

Review

Pupils are given the opportunity, through feedback forms, pupil voice and other pupil groups to offer feedback on content, delivery and resources of the PSHE and RSE curriculum.

Parents are notified annually with an outline of the PSHE and RSE content to be covered with their son in the coming year. They are invited to contact the Head of PSHE if they have any questions or queries.

This policy was developed by the Head of PSHE in consultation with the staff delivering the programme, Form Tutors, Heads of Year, Pastoral Senior Leadership and parents. Both the PSHE curriculum and this policy are reviewed annually by the Head of PSHE and is approved by the Assistant Head Pastoral.

Appendix 1 - PSHE and RSE Syllabus Outline

- Pupils in every year group receive annual online safety training specific to their age group.
- All pupils receive an age-appropriate drug talk from an external provider biennially

Shells	Transitioning to high school: making friends, managing emotions, values and goal setting, improving study skills, organisation, Diversity: diversity, prejudice, bullying, the protected characteristics, racism, use of language. Digital literacy: how data is gathered and used, communicating safely online, using AI responsibly, assessing information reliability. Relationships: recognising safe and unsafe relationships, recognising consent, dealing with conflict, coping with family change. Healthy choices: healthy lifestyle choices, energy drinks, looking after mental health. Financial decisions: saving, borrowing and budgeting, opening a bank account.
Removes	Healthy lives: Changes in males and females during puberty, and the implications for emotional and physical health, healthy masculinity, mental health, dealing with stress, self-esteem and confidence. Digital literacy: the influence of social media, scam emails and messages, maintaining a positive presence online, assessing the reliability of information sources. Relationships: challenging discrimination, showing respect for and respectfully challenging the beliefs of others, managing conflict, sexual orientation.
Upper Middles	Healthy lives: Importance of diet and exercise, sleep, looking after physical and mental health. Wider relationships: diversity and the protected characteristics, families and parenting, managing family changes, preventing discrimination. Addiction: addiction and the brain, vaping, alcohol, prescription meds, caffeine, pornography, gambling. Online Safety: using social media, sharing nudes, conspiracy theories and extremism, using AI responsibly, protecting personal data, financial exploitation. Relationships relationship values, assessing readiness for intimacy, freedom and capacity to consent, sexuality and gender identity, ending a relationship,
Fourths	Healthy lives: Addiction and the dangers relating particularly to the teenage brain, some illegal drugs and their consequences, time management, stress. Respectful relationships: Healthy and unhealthy relationships, managing difficult conversations, forms of long-term relationships, sexual consent, building intimacy. Sexual Health: Fertility, pregnancy, contraception, sexually transmitted infections, pregnancy options and miscarriage. Harmful relationships: Bullying and Abusive relationships, honour-based violence, sexual harassment, FGM, sexual violence, coercion, discrimination.

Fifths Economics – how the Bank of England works, interest rates, inflation, critical decision making and the macro effects of our decisions, budgeting, loans and mortgages, pensions

Divisions **Relationships and Health:** Diversity, discrimination, the protected characteristics, dealing with conflict, mental health and mental illness, building trust and intimacy, ending relationships, recognising harassment and abuse, the manosphere, pornography, male health, sexual health, fertility, registering with doctors, role of pharmacies. **Living in the wider world:** Interview skills, managing online life, managing money (student finance and budgeting, payslips, investments, cryptocurrency, financial abuse), recreational drugs and alcohol.

Appendix 2 - Careers within PSHE

Part of our Career's program at KES is delivered within PSHE timetabled lessons in every year group between Shells and Divisions. The aim of the careers lessons is to aid the pupils' personal development and economic wellbeing. The lessons fit within the following topic areas: learning skills, choices and pathways, work and career. All students are given a Unifrog login, and the wide variety of tools available on Unifrog are used to support the pupils careers education.

Learning skills

- career research skills and about the labour market, local, national and international employment opportunities
- the skills and attributes that employers value (and how they can use Unifrog to evidence these and to draw them into a CV)
- how to research and apply for work experience and develop the professional communication skills necessary

Choices and pathways

- Students review their strengths, interests, skills, qualities and values and are challenged to develop them further
- evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
- Students learn about routes into work, training and other vocational and academic opportunities, and progression routes

Work and career

- Learn about employment sectors and types, and changing patterns of employment.
- The implications of the global market for their future choices in education and employment