PERSONAL SOCIAL AND HEALTH EDUCATION

APPLICABILITY: Academic Staff

REVIEW DATE: July 2026

AUTHOR: Assistant Head (Pastoral) & PSHE Coordinator

REGULATORY REQUIREMENTS: ISS Part 1: 2(2)(d), 2A; Part 2: 5; Part 3: 7

The aim of PSHE at Tettenhall College is to provide a nurturing environment for the pupils in which they can learn about and discuss issues that may affect them, their families or their friends. Specifically, this will include the 9 overarching concepts below (taken from the PSHE Association):

Tettenhall College has reviewed the revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, published in July 2025 for introduction from 1 September 2026. The College will implement this guidance through the PSHE/RSHE curriculum and related school policies, including Policy 59, while maintaining an age-appropriate, inclusive and safeguarding-led approach. Parents and carers will be consulted on material RSHE curriculum and policy updates and will be provided with clear information about the content being taught.

September 2026 RSHE statutory update

- The PSHE/RSHE curriculum will cover the required relationships, sex and health education content through a planned, sequenced and age-appropriate programme.
- Teaching will be adapted for pupils' ages, aptitudes and needs, including pupils with SEND, EAL, medical needs and boarding pupils, so that all pupils can access the curriculum safely and effectively.
- Curriculum planning and delivery will promote equality, respect for protected characteristics and Fundamental British Values, and will not undermine pupils' welfare or statutory safeguarding duties.
- Sensitive topics will be taught in a way that is factual, balanced, developmentally appropriate and linked to the College's safeguarding procedures, including referral to the Designated Safeguarding Lead where concerns arise.

Overarching Concepts
1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

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4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

The Curriculum

Early Years Foundation Stage

In the EYFS Personal, Social and Emotional Development is a Prime Area and staff plan for children's development in this area. Personal, Social and Emotional Development encompasses three areas, these are:

1. Building Relationships
2. Managing Self
3. Self-regulation

In planning for children's personal, social and emotional development we help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

In addition, we also enable children to learn more about the wider world they live in through activities and experiences focusing on the EYFS area 'Understanding the World'. Children learn about people, cultures and communities. An understanding of British Values is also a fundamental part of the EYFS curriculum.

Key Stage One

In Years 1 and 2 pupils follow the Kapow Primary PSHE and RSE Scheme, which includes five units of work in each year group, covering the three broader strands of Health and Wellbeing, Relationships and Living in the wider world. There are also Introductory and Transition Units that enable pupils to think about their next steps at the beginning and end of each academic year.

Year 1

Autumn Term One – Living in the Wider World Topic: Aiming High	Children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning.
Autumn Term Two - Topic: Safety First	Children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
Spring Term One – Relationships Topic: Digital Wellbeing	Encourages children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how

	important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.
Spring Term Two – Relationships Topic: TEAM	Enables the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.
Summer Term One – Health and Wellbeing Topic: Think Positive	Encourages children to recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.
Summer Term Two – Living in the Wider World Topic: Diverse Britain	Explores the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

Year 2

Autumn Term One - Relationships Topic: VIPs	Explore very important people in our lives and what makes someone special. Encourage exploration of why families and friendships are important. Focus on building positive relationships, care, how to resolve conflict and cooperation.
Autumn Term Two - Relationships Topic: Be Yourself	Explore the impact of having confidence to be oneself and the positive impact this has on mental health. Encourages recognition of positive qualities and appreciate individuality. Promotes sharing feelings and emotions.
Spring Term One - Living in the Wider World Topic: One World	Learning about people living in different places to us and their ways of life. Enables reflection on own family life, homes and school and compare these to children's lives around the world. Learn about the relationship between people and the environment.
Spring Term Two – Health and Wellbeing Topic: It's My Body	Explores the choices that we can make to look after our bodies, in areas such as bodies, sleep and exercise, diet, cleanliness and substances. Strategies to manage these will be shared. Choice and consent is an important part of the topic.
Summer Term One – Health and Wellbeing Topic: Growing Up	Linking to science, an introduction to how we grow and change, learning about our bodies, gender stereotypes and different types of families. Learn about respecting our own and others' bodies, keeping safe.
Summer Term Two – Living in the Wider World Topic: Money Matters	Encourages us to think about where money comes from and how it can be used. Discuss the idea of spending and saving money. Understand the importance of keeping belongings safe.

In Years 3-6 pupils follow the Kapow Primary PSHE and RSE Scheme, which includes five units of work in each year group, covering the three broader strands of Health and Wellbeing, Relationships and Living in the wider world. There are also Introductory and Transition Units that enable pupils to think about their next steps at the beginning and end of each academic year. Year 6 also includes a unit specifically exploring identity.

Our College Surgery team are heavily involved in the delivery of the PSHE programme, particularly regarding work on healthy diet and the changing body. They work alongside Y5 and Y6 PSHE and Science teachers to deliver the puberty curriculum sensitively and considering age appropriateness. They are always on hand to offer advice and support to staff and pupils on all aspects of Health and Wellbeing.

Year 3

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
Health and Wellbeing	Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.
Safety and the changing Body	Learning how to call emergency services; responding to bites and stings; becoming a responsible digital citizen; learning about cyberbullying and identifying unsafe digital content; exploring influences and making independent choices; developing awareness of road safety
Citizenship	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy
Economic Well-being	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money,

	the ethics of spending and thinking about potential jobs and careers
Transition	Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this

Year 4

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Health and Wellbeing	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene
Safety and the changing Body	Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
Citizenship	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government
Economic Well-being	Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choice
Transition	Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings

Year 5

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.
Health and Wellbeing	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation
Safety and the changing Body	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.
Citizenship	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community
Economic Well-being	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace
Transition	Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Year 6

Introduction	Setting the ground rules and expectations, new beginnings and setting goals.
Family and Relationships	Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief

Health and Wellbeing	Learning about diet, oral hygiene, physical activity, and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals
Safety and the changing Body	Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
Citizenship	Learning about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy
Economic Well-being	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available
Identity	Exploring the theme of personal identity, gender identity and body image
Transition	Helping pupils prepare for the transition to senior school, including exploring any worries or anxieties they may have

The Curriculum

In Y7-Y13, the pupils will study 5 modules (4 in Y11) each academic year. Each module will be a self-contained unit that will cover one or more of the three main strands in PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Year 7

A Fresh Start	• Intro to PSHE • Starting senior school • Making friends • Setting goals and making plans • Dealing with stress • Seeking help

Diversity, Prejudice and Bullying	• Diversity – protected characteristics and the law • The impact of prejudice and stereotypes • Types of bullying • How to respond to bullying • Respectful behaviour online
Taking Care of Yourself (partly delivered by the surgery team)	• Healthy eating, exercise and oral hygiene • Personal Hygiene • Puberty and periods • Pregnancy and birth • Protecting yourself from abuse (inc. FGM) • Basic first aid
Healthy Relationships	• Recognising good and bad friendships (including online) • Keeping secrets and saying sorry • Dealing with family conflict • Marriage and divorce • Blended families • Romantic relationships

Year 8

Healthy body, healthy mind	• Healthy eating and exercise • The importance of sleep • The risks of obesity • Self-esteem and body image • Emotional health • Dealing with aggression
Staying Safe	• Personal safety • Safe and healthy relationships • Online safety – personal information • Online safety: Grooming • Online safety: Radicalisation and extremism
Careers and Money Matters	• The world of work • Jobs of the future • Managing money • Marketing and advertising • Consumer rights

The Government and the Law	• British Values • Parliament • How laws are made • Elections in the UK • Mock election •

Year 9

Careers and Aspirations	• Describing yourself • Introduction to careers • Explore careers online • Choosing GCSEs • Options post 16
Crime	• Defining crime • Causes and consequences of crime • Knife crime • Gangs and criminal exploitation • Hate crimes • Fraud
Sex and Relationships (partly delivered by the surgery team)	• Sex and the law • Relationships and consent • Sexually transmitted Infections & FGM • Contraception and choices • Harmful influences
Addictive Behaviours	• Substances and the Law • Smoking and vaping • Alcohol • Drugs • Gambling

Year 10

Media influence and awareness	• Critical thinking and fake news • Social media and body image • Your digital footprint • Radicalisation and extremism • Sexism and misogyny

Healthy Relationships	• Healthy and unhealthy friendships • The media and relationships • Teenage relationship abuse • Domestic abuse • Healthy parenting (inc. forced marriage and FGM)
Mental and physical health	• Revisiting mental health • Mental illness • Sexuality and gender identity • Change, loss and grief • Promoting mental and emotional wellbeing •
The Economy	• What is the economy? • Credit, debit and debt • Marketing and advertising • Managing your money • Consumer rights

Year 11

Planning for the future	• Achieving in Y11 • The world of work • Employability skills • Educational options • Online career/course search
Healthy Relationships	• Healthy communication in relationships • Respect and Consent • Technology and relationships • Pornography
Healthy Body and mind (partly delivered by the surgery team)	• Sexual health refresher (delivered by the surgery team) • Fertility and paths into parenthood • Drugs, alcohol and tobacco • Looking after your health • Looking after your mental health
Staying Safe	• Personal safety • Protecting yourself from crime • Protecting your money • Gangs and criminal exploitation • Grooming and sexual exploitation

Year 12

Studying in the Sixth Form	• Expectations and target setting • EPQ, plagiarism and AI software • A-Level mindset (VESPA) • Mental Health • Study Skills
Staying safe	• Sexual health refresher • Healthy Lifestyles • Coercive and Controlling relationships • Social Media and Mental Health • Harmful Online Influences
Work Experience	• Sourcing placements • Planning for work Experience • Mock interviews • Job applications and CV writing
Life in the wider world	• Critical thinking and fake news • Protected characteristics and the law • LGBTQ+ Identities and rights • Sex and the law • Drugs, alcohol and body modifications
UCAS and careers	• Account registration • Student finance • Course searching • Personal statements • Application completion

Year 13

UCAS	• Searching for courses • Finalising choices • Personal statements • Preparing for interview • Alternative routes for those not aiming for university • Selecting choices • Student finance and accomodation
Study Skills	• Preparing for mock exams • Performing under pressure • Post exam reflection

Adult life skills	• Personal health (delivered by surgery team) • Understanding Money • Keeping your money safe • Living away from home • Staying safe on holiday
Physical and mental wellbeing	• Staying physically safe • Dealing with emergencies • Staying mentally healthy

The curriculum

Some of these modules are standalone while others link to previous units of study. This is to build a spiral curriculum where knowledge gained in previous modules is refreshed and built upon. This is important in PSHE because the content, particularly RSHE content, must be delivered in a carefully sequenced, age-appropriate way that reflects pupils' maturity, aptitudes and needs.

In Y12 and Y13, the pupils will alternate between PSHE and UCAS/Careers. Their PSHE lessons will deal with issues relevant to that age group, with a particular focus on life beyond school, especially university.

The PSHE curriculum has also been designed to comply with the criteria of Fundamental British Values, and so the following criteria are woven into the curriculum.

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

Many of these criteria are also covered cross culturally, particularly in ICT and RS.

The curriculum is designed to be a constantly evolving scheme of work. Topics such as drugs, e-safety and sexual behaviour are constantly in flux, with changing trends and terminology. As such, each topic needs to be reviewed year on year to ensure that the content delivered to the pupils is relevant and contemporary. PSHE can also be a reactive subject, with ad-hoc lessons added in response to world events or in response to an issue that has arisen within a year group. However, such last-minute changes to the curriculum need to be the exception rather than the rule as it is important that each module be a self-contained, cohesive unit of study, rather than a series of unrelated topics and lessons. This will aid to improve the perception of PSHE within the school.

The annual PSHE/RSHE review will explicitly consider updates to statutory guidance and emerging risks, including online harms, AI-generated or manipulated media, deepfakes, image-based abuse, harmful online influencers, coercive control, violence against women and girls, mental wellbeing and age-appropriate help-seeking/suicide-prevention education.

Most units will be taught by PSHE teachers. However, some lessons (usually at least one per year group) will be delivered by the surgery team (school nurses). These are highlighted previously in the curriculum overview.

The PSHE Curriculum adheres to the statutory standards for Relationships Education, Relationships and Sex Education (RSE) and Health Education, including the revised July 2025 guidance for introduction from 1 September 2026. For more details, see Policy 59 – Sex and Relationships Education / RSHE.

Classroom atmosphere

PSHE lessons will have two main focuses.

- Firstly, the acquisition of knowledge, such as knowledge about physical and mental health, online safety, smoking, alcohol, drug misuse, relationships, sex and health education, as appropriate to pupils' ages. Pupils will be given the tools that they need to make informed choices and to find reliable information on the topics that are covered in lessons.
- Secondly (and maybe more importantly) is the acquisition of new skills, such as resilience, independent thinking, and the ability to be able to reason and discuss their options in order to make good choices. While the first focus will be primarily teacher led, the second will be a collaborative effort between the teacher and the pupils.

Pupils should be made to feel at ease in PSHE lessons. They should be able to freely discuss and ask questions, even about sensitive topics. It is therefore vital that the teacher leading the PSHE lesson is approachable and does not evade uncomfortable questions, nor should the pupils feel that they are being "fobbed off" or that their concerns are dismissed as trivial. The lessons should be positive in tone, rather than relying on shock tactics or guilt. Pupils should feel empowered and informed to make their own decisions.

Pupils may often be tempted to share anecdotes about the content covered in class. This can obviously present the potential for embarrassment or an invasion of privacy, especially if the anecdote is about a Tettenhall College pupil. Pupils should be discouraged from talking about specific people or events and make their comments more general and non-specific.

The teacher needs to be enthusiastic and engaged. PSHE needs to be delivered by teachers who can understand its worth and value. Lessons should be planned that challenge and engage every pupil. Debates, discussions, and group tasks are to be encouraged.

When teaching delicate topics (for example sexual abuse, violence etc) teachers need to be sensitive to the personal circumstances of the pupils in their class, some of whom may have had direct experience of this issue. How this is done is at the discretion of the teacher, but must be done in a sensitive manner that respects and maintains the privacy of the pupils (e.g. a "quiet word" before a lesson). If showing videos or images that might be confronting, a content warning needs to be given. Students who wish to excuse themselves may be allowed to leave for this section of the lesson. If this would require the student to be absent for a considerable period of time (e.g. the class is watching a 30-minute documentary) it is the responsibility of the teacher to make alternative provisions for the student where they can cover the same course content (e.g. they could be given resources, and can complete the classwork while supervised in the study centre/library).

Where lessons cover sensitive RSHE or safeguarding content, including sexual abuse, harmful sexual behaviour, image-based abuse, coercive control, mental health concerns, suicide prevention or harmful online content, staff must use age-appropriate materials, give appropriate content warnings and follow the College's safeguarding procedures if concerns arise.

All PSHE workbooks contain a copy of the PSHE Code of conduct, and each unit will start with a recap of it (See appendix)

Disclosures

Due to the nature of some of the topics covered in PSHE lessons, it is likely that at some point a teacher will be faced with a disclosure from a pupil. PSHE teachers need to be aware of this possibility and be alert to any comments from pupils that may hint at a deeper issue. Any safeguarding concerns or disclosures must be reported immediately to the Designated Safeguarding Lead, recorded and managed in line with the College's Safeguarding Policy and Keeping Children Safe in Education 2025.

Assessment

PSHE does not require the extensive assessment and monitoring of other academic subjects. However, in line with official guidance, student attainment in the subject is monitored in the following ways:

- Each unit starts with a baseline assessment.
    - For most units at KS3 and KS4, this is a multiple choice quiz
    - For KS5, the assessment will depend upon the nature of the unit
- At the end unit, the baseline assessment is repeated, and progression recorded
- Data from both of these assessments will be stored centrally in iSAMs
- Within each lesson, informal assessment will be done in the following ways:
    - Verbal questioning
    - Completion of individual and group tasks
    - A self-assessment grid completed at the end of each lesson linked with the learning objectives.
- Each unit also ends with a self-assessment.
    - Students identify the skills they have developed
    - They reflect on the importance of the content they have learned, and how it might be applicable to their own lives
    - There is also the opportunity for students to feedback to the teachers and subject leader on their thoughts on the unit, including any requests for further information and suggestions for improvements.

It is up to the discretion of the teacher as to whether they decide to set homework for PSHE. However, homework should not be set for the sake of it. It should be a task that really consolidates and builds upon the learning from the lesson. PSHE lends itself well to "soft homework", a task where the pupil must do something that may not necessarily require any writing to be done. For example, they must have a conversation with an adult about peer pressure, they must help someone in need, or they must find a newspaper article about sexism. Such homework can then act as a springboard for valuable discussions in the next lesson.

In order to facilitate this, each lesson in every unit in the student workbook has a number of optional extension and challenge tasks embedded to encourage the students to think deeper and go further with the content covered in lessons.

In lessons, workbooks should be used and treated in the same way as for any other subject in terms of presentation. Students are expected to complete the tasks sets to the standard that reflects their ability, and it is up to the classroom teacher to monitor work and provide

help when needed (and sanctions when required) for students who do not complete work. Again however, written work given to pupils in lessons should be done so with a purpose, rather than as a time-filling activity. At the end of each unit, the workbooks should be collected in and reviewed, with specific focus on the self-assessment and student feedback which will be fed back to the head of PSHE. It is up to the discretion of the classroom teacher which tasks in the workbook are completed, and/or whether to include any additional tasks. Teachers should not feel bound by the tasks in the workbook, nor is there an expectation that every task needs to be completed. Teachers are expected to use their own judgement, tailoring their lessons to the needs of the class they are teaching.

The Head of PSHE will conduct lesson observation and a scrutiny of the workbooks once a term in order to assess the quality of teaching and learning.

The Wider School Community

PSHE aims to engage with the school community, both by linking with other academic subjects (such as RS and ICT) and by involving parents with the topics that are covered. The College will publish details of the PSHE/RSHE curriculum and relevant policy information on the school website and will ensure parents/carers can access clear information about the statutory relationships, sex and health education content.

In order to engage parents/guardians further in PSHE, a termly newsletter will be sent to each year group. This will contain details about the course content that their child is currently learning about, links to websites and organisations where parents and children can get more support, contact information for the Head of PSHE, and a list of suggested questions and discussion topics that parents can have with their children at home, based on the issues covered in lessons.

In advance of covering topics surrounding sex, reproduction, contraception and STIs, parents will be emailed so that they are aware of this content. This is also to allow parents/guardians to exercise their legal right to remove their child from some or all of the sexual education topics. The right to withdraw only applies to sexual education. Pupils cannot be withdrawn from any other part of the PSHE course, including relationships education, which remains a statutory topic.

Parents and carers will be consulted on material changes to RSHE policy and curriculum content, including changes arising from the revised statutory guidance for September 2026. Consultation will include the proposed content, sequencing, resources and any right to withdraw from sex education where this applies.

Accessibility

PSHE aims to be accessible to all pupils, regardless of sex, gender reassignment, religion or belief, race, culture, sexual orientation, disability or other relevant protected characteristic. The diversity of both the school community and Britain will be acknowledged and celebrated. Teaching will promote equality, mutual respect and Fundamental British Values, and will be adapted where necessary so that pupils with SEND, EAL or other additional needs can access the curriculum safely and meaningfully.

Related statutory guidance considered in this update: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance revised July 2025; Keeping Children Safe in Education 2025; and the Independent School Standards guidance April 2026.

Appendix

PSHE Code of Conduct

1. Always come to lessons prepared. This means the correct equipment (pens, glue, scissors etc.) and books if you have taken them home.
2. Put your hand up if you want to ask a question. Do not shout out.
3. Listen to the teacher when they are talking. Listen to and follow all instructions carefully.
4. Be respectful to your classmates. Listen when they are talking, and don't laugh at what they say.
5. There is no such thing as a stupid question. If there is something that you want to ask, then ask it!
6. If you are too shy or embarrassed to ask a question in front of the class, talk to your teacher after the lesson, or write a note in your book for the teacher to see.
7. Be mature and sensible. Don't be silly, particularly when having to use proper terms for body parts or when learning about sex.
8. Don't share personal stories about yourselves or others. In discussions, keep comments general, and don't mention specific names of people.
9. Some of the things that you will learn about in PSHE can be upsetting. If you ever have any concerns about yourself or others, talk to a teacher immediately.
10. While PSHE may be less demanding than your other subjects, and you will rarely if ever have homework, you should treat the subject and your teacher with the same respect as in any other lesson. What you learn in PSHE is valuable, and you need to be as attentive in PSHE as in any other class.

Policy 58 review amendment record

This update applies the Policies Review spreadsheet recommendation for Policy 58: align PSHE with ISS Part 1 paragraphs 2(2)(d) and 2A, Part 2 paragraph 5 and Part 3 paragraph 7, and reflect the revised statutory RSHE guidance for 1 September 2026.