



**King's
Worcester**

Personal, Social, Health and Economic Education (PSHE) Policy

Effective 1st September 2026

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1. Aims and Objectives

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and relationships safely and successfully. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It encompasses Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), alongside wider learning that supports pupils' personal development, wellbeing, citizenship, economic understanding and preparation for adult life.

PSHE is central to all aspects of school life at King's – its thinking, planning, teaching and organisation – and as such has a positive influence on pupils' learning and relationships throughout the whole school community. Provision of PSHE is explicitly designed to contribute to the process of growing up and the preparation of pupils for responsibility in adult life, by promoting Fundamental British Values. By developing those enduring, universal values which help to nurture young people's integrity and autonomy, King's pupils become responsible and caring citizens capable of contributing to the development of a just society.

King's recognises that effective PSHE should be positive, inclusive, age- and developmentally appropriate, carefully sequenced and responsive to the needs of the pupils. Pupils are encouraged to participate actively, reflect on their experiences, develop confidence and self-awareness, and acquire the knowledge and skills needed to develop healthy, respectful and nurturing relationships. This approach reflects the DfE's revised statutory guidance for Relationships Education, RSE and Health Education, which comes into effect from 1 September 2026.

PSHE at King's helps pupils to:

- Develop self-knowledge, self-esteem, resilience, confidence and positive mental and physical wellbeing
- Develop healthy, respectful relationships, understanding boundaries, privacy, consent and the importance of respecting the rights and autonomy of others
- Recognise and challenge bullying, discrimination, prejudice, harassment, misogyny, abuse and other harmful or coercive behaviours, and know how and where to seek help
- Understand and manage risks to personal safety, including those associated with online activity, social media, pornography, sharing intimate images, grooming, exploitation, violence and emerging technologies such as AI and deepfakes
- Make informed, responsible decisions about their health and lifestyle, including relationships, sexual health, drugs, alcohol, smoking, vaping, nutrition, physical activity and sleep.
- Develop the confidence and skills to seek appropriate support from trusted adults, health professionals and other services when needed.
- Develop financial awareness, economic wellbeing, career aspirations and the skills needed to plan for their future.
- Appreciate diversity and develop respect, empathy and tolerance towards people with different backgrounds, cultures, beliefs and experiences; and
- Develop the knowledge, skills and values needed to contribute positively and responsibly to school, community and society, and to be prepared for the opportunities, responsibilities and experiences of adult life.

Towards these aims, pupils will be given opportunities to:

- acquire knowledge in context
- apply skills, e.g. making decisions
- develop values and attitudes, such as respect, empathy, integrity, responsibility, resilience and tolerance.
- engage with the community and develop an understanding of their responsibilities towards others
- recognise and respond appropriately to risks, including risks encountered online

PSHE at King's is committed to actively promoting principles which enable pupils to:

- distinguish right from wrong
- respect the civil and criminal law of England
- acquire a broad general knowledge of and respect for public institutions and services in England.

Pupils are encouraged to:

- show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated, and to society more widely
- acquire an appreciation of and respect for their own and other cultures which furthers and promotes tolerance and respect between different cultural traditions
- respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.

PSHE at King's is integral to equipping our pupils for what lies ahead and encouraging them to be curious, caring and confident, in line with the Foundation's values, vision and mission.

This policy, along with the delivery of PSHE, is written to be in line with and implemented alongside the following related policies:

- | | |
|---|---|
| • Relationship and Sex Education | • Pupil Acceptable Use Policy (AUP) |
| • Safeguarding and Child Protection | • Drugs and Alcohol |
| • Anti-Bullying | • Careers and Higher Education |
| • School Rules | • Mental Health and Well-being Charter |
| • Behaviour Management | • Equal Opportunities |
| • External Speaker Protocol | |

In addition, this policy, along with the delivery of PSHE, is written in line with the following government guidance and statements:

- Keeping Children Safe in Education, 2026
- Personal, social, health and economic (PSHE) education, 2020, updated 2021
- Relationships and sex education (RSE) and health education, 2019, updated 2025 for introduction September 2026
- Promoting fundamental British values as part of SMSC in schools, 2014
- Equality Act, 2010
- Teaching online safety in schools, 2019, updated 2023.

2. Approach and Methodology

PSHE and RSHE at King's is delivered through a range of age- and developmentally appropriate teaching methods, including active learning, discussion, reflection, collaborative learning, alongside more traditional approaches. Teaching is designed to be inclusive, evidence-informed and responsive to pupils' needs and experiences. Sensitive topics are approached within a safe, respectful environment, using agreed ground rules, distancing techniques and, where appropriate, opportunities for pupils to ask questions anonymously. Resources and materials are regularly reviewed to ensure they are accurate, suitable and reflective of current guidance and emerging issues, including online safety and

the responsible use of technology and AI.

Differentiation

PSHE and RSHE is accessible to all pupils and teaching is adapted to reflect individual needs, abilities and developmental stages. Differentiation may be through content, task, support or outcome. Appropriate adjustments are made for pupils with SEND, in line with individual provision and the SEND Code of Practice, ensuring that all pupils can participate meaningfully in the programme.

Cross-curricular

PSHE is not a stand-alone subject and works in conjunction with ICT, Biology and Religion and Philosophy. Cross-curricular learning is achieved through sharing Schemes of Work with other departments and joint planning. Implementation of numeracy and ICT skills are also integrated in PSHE lessons.

Political issues

Where political issues are brought to pupils' attention, pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded.

3. Equal Opportunities

Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

Teaching will take into account the ability, age readiness, cultural backgrounds and needs of all pupils including those with an EHC plan and those with English as a second language to ensure that all can fully access the PSHE provision. Every child's needs will be considered when planning lessons and activities.

The curriculum encourages respect for other people by paying particular regard to the nine protected characteristics of the Equality Act 2010 (namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and challenges notions of prejudice and discrimination in the range of human experience.

4. Curriculum Content

The PSHE programme at King's is a continuation of the PSHE curriculum at King's St Alban's and King's Hawford. Some topics are revisited in more depth as the pupils progress through the School.

Additional opportunities will be found for including PSHE topics within designated tutor times, other curriculum areas such as Biology, Religion and Philosophy and Life Skills (Sixth Form), assemblies and in extra-curricular activities.

In the Lower Years and Fifth Forms, pupils are taught within their pastoral (Form/House) groups in order to provide a connection between the academic and pastoral structures of the School and to help to ensure a unified whole school approach to the development of pupils.

Lower Years are taught in timetabled PSHE lessons. They cover the topics of:

- Organisation
- Gender Equality
- Mental Health
- Friendships
- Personal Safety
- Water and Rail Safety
- First Aid
- Careers
- Stereotypes, discrimination and prejudice
- Bullying
- Physical Health
- Dental Health
- Puberty and menstruation
- Finance and dealing with financial dilemmas
- Romantic relationships
- Drugs and alcohol
- Thinking critically about misogyny and responding to misogyny
- E-safety and digital resilience
- Consent

Lower Remove and Upper Remove are also taught in timetabled PSHE lessons. They cover the topics of:

- Protected Characteristics and the Equality Act
- Radicalisation
- Toxic Support Networks
- Physical Health
- The Labour Market
- Alcohol and Drugs
- Peer Influence
- Sex and Relationships
- Safety
- Mental Health
- Finance
- Understanding the Tax System
- Digital Deception
- Making Money Online: Rights, Risks and Cryptocurrencies
- Controlled and Uncontrolled Online Spending
- Financial Exploitation Online
- Stereotypes, Discrimination and Prejudice
- Marriage
- The Impact and Spread of Misogynistic Narratives
- Safely Challenging Misogynistic Beliefs and Attitudes
- Careers
- Exploitation and Unhealthy Relationships
- British Politics

Fifth Form are taught PSHE as part of House time, delivered by their Year Group Tutors. They cover the topics of:

- Mental Health
- Sleep
- Careers
- Sex Education including Contraception and STIs
- Sexual Exploitation
- Physical Health including Testicular and Breast Cancer
- Exploring Donation
- Fertility
- Menopause

The detailed programme content for all of Lower and Middle Years is contained in the Programmes of Study and Schemes of Work. As PSHE is both a proactive and reactive subject, the Programmes of Study may need to be adapted and developed during the course of the academic year. The Programmes of Study and Schemes of Work will be updated accordingly if and when these changes occur.

Sixth Form (both Lower Sixth and Upper Sixth) have a PSHE programme integrated into the Life Skills programme. Some sessions are options (such as first aid) and other sessions are mandatory (such as physical and sexual health). The programme includes a range of King's staff-led sessions on:

- Physical Health
- Finance
- Well-being
- First Aid
- Sexual Health
- Community Action
- Women Aloud: Female voices in Philosophy
- Critical Thinking
- Introduction to Sociology
- Self-defence
- Medical Ethics
- King's CONNECT Initiative – Creating Opportunities to Nurture and Navigate Empathy, Cooperation and Togetherness (Working with KH)
- DIY

Additionally, there is a programme of external speakers included in Life Skills. Topics include:

- Cancer
- Drug and alcohol addiction
- Mental health
- Relationship and sex education.
- HIV awareness
- Student finance
- Internet safety
- Healthy Masculinity

5. PSHE Days

Upper Remove and **Fifth Form** have off-timetable PSHE days to enrich the PSHE programme. These days are to enhance, not replace PSHE teaching by staff in the established curriculum.

External speakers are invited to deliver specific sessions as part of our PSHE days, with their learning objectives and outcomes agreed in advance. We ensure external contributors' input is part of the planned programme and endeavours to enhance it. Teachers are always present during these talks to support the learning.

Biographies of our speakers are found on Firefly. The External Speaker Protocol is adhered to, to ensure due diligence in terms of speaker suitability and approval by a member of the Senior Leadership Team. Each speaker completes a Presentation Form prior to their talk, to ensure pastoral staff are aware of any sensitive topics. Both staff and pupils are informed of the content of each talk prior to the event. Further measures apply to RSE-related talks and are addressed in the RSE Policy.

Topics include:

- Drugs and alcohol addiction
- Healthy Masculinity
- Relationship and Sex Education
- Mental Health
- Careers
- Finance
- Internet safety

6. Organisation of the Taught Programme

The Head of PSHE, Sarah Behan, is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme. Assistance in the Lower Years is offered by the Head of Lower Years, Rachael Worth.

All staff who are responsible for the taught programme are offered training in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues. This takes place either on staff INSET days or through the attendance of the Head of PSHE at the meetings of Form and House staff. There is also additional training offered through the Wellbeing Hub.

7. Confidentiality

Issues surrounding confidentiality come into sharp focus owing to the nature of many topics covered by PSHE. Any disclosure which indicates the pupil is at risk is reported to the Designated Safeguarding Lead or Deputies, in accordance with the Foundation's Safeguarding Policy. Teachers must not promise absolute confidentiality to pupils. Teachers are obliged to pass on disclosures as detailed in the Safeguarding Policy.

8. Involvement of Parents and Guardians

PSHE education is a partnership between school and parents/guardians. At King's we are committed to engaging with parents/guardians as an important part of providing an effective PSHE programme.

Parents/guardians have access to the King's PSHE page on Firefly – [click here](#) – where our Schemes of Work, Programmes of Study and Policies are available. Our Policies can also be accessed on the Foundation's [website](#).

We communicate with parents/guardians via email with the relevant Programme of Study for their child, to facilitate discussion at home on topics covered in a timely fashion.

We warmly invite parents/guardians to attend our PSHE evenings to find out more about PSHE at King's. These events will be delivered by members of the King's PSHE Team and external speakers. Topics include:

- Insight Event – PSHE at King's
- Spotlight Event – Internet Safety
- Spotlight Event – Mental Health
- Spotlight Event – Drugs and Alcohol

Additionally, the Head of PSHE and Deputy Head Pastoral welcome discussion with and feedback from parents/guardians at any time.

9. Assessment and Reporting

We assess pupils' learning through formative assessment throughout lessons. PSHE is not about 'passing or failing', or about behavioural outcomes, rather the engagement of pupils. Feedback is immediate, constructive and positive. Written work is collated and reviewed via pupil workbooks. Marking is less structured with consideration given to the volume of work completed orally.

PSHE is not included in any reporting cycle. Any behavioural concerns are responded to in accordance with the Behaviour Management Policy.

10. Review

This policy will be reviewed by the Deputy Head Pastoral annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review.

The Governing Body will review and approve significant policy changes annually or at more frequent intervals if required.

NEED SOME SUPPORT?

We all need some help throughout our lives as we face difficult challenges. Here are some places you, or someone you are worried about, can go to for help and advice:

WITHIN SCHOOL

Your Pastoral Team including: House Tutor, Year Group Tutor, Form Tutor

Chaplain: mdorsett@ksw.org.uk

Health Centre: email: health@ksw.org.uk

You can seek an appointment to see the **School Counsellor** through your Pastoral Team or by emailing counselling@ksw.org.uk
This is confidential, unless we are concerned about a pupil's welfare.

Miss Dyke (DSL): hdyke@ksw.org.uk

Mr Chapman (DDSL): rchapman@ksw.org.uk

Mrs Fellows (DDSL): afellows@ksw.org.uk

Mrs Kent (DDSL): rkent@ksw.org.uk

Student Voice: Online reporting platform.
Link on FireFly or go to kingswr.tsv.app

MENTAL HEALTH

(including self-harm, suicidal thoughts, body dysmorphia, bullying)

The Mix
0800 808 4994
www.themix.org.uk/get-support



Papyrus
www.papyrus-uk.org



PAPYRUS
PREVENTION OF YOUNG SUICIDE

Young Minds
Text: 85258
www.youngminds.org.uk

YOUNG MINDS

Samaritans
116 123
www.samaritans.org



Kooth
www.kooth.com



BEREAVEMENT

Cruse Bereavement Care
0808 808 1677
www.cruse.org.uk/bereavement-services/get-help



LGBTQ

Allsorts Youth Project
01273 721100
www.allsortsyouth.org.uk/

allsorts
youth project

DRUGS AND ALCOHOL

The Mix
0808 808 4994
www.themix.org.uk/drink-and-drugs



Talk to Frank
0300 123 6600
www.talktofrank.com



ONLINE PROTECTION

CEOP
www.thinkyouknow.co.uk



TO TALK ABOUT ANY ISSUE

Childline
0800 1111
www.childline.org.uk



The Wellbeing Hub
club.teentips.co.uk/login/

