



St George's
School Edgbaston

UPPER SCHOOL: PSHE POLICY

Revised: September 2026



The Curriculum – Overview and Aims

At St George's School, we believe that PSHE education is fundamental for students to develop their personal skills and attributes in a changing and developing world. We feel that the challenges facing young people are increasingly complex and require a supportive and safe environment to explore issues in order to promote confidence, knowledge, understanding and self-awareness in a variety of personal, social, health and economic contexts. PSHE education forms the foundation of life-long learning where students are encouraged to engage in, reflect and become more respectful, empowered and equipped for modern life.

The PSHE programme is an integral and important part of the education programme at St George's School. Alongside our Form Time Programme, it aims to:

- foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands
- develop students' self-knowledge, self-esteem, self-confidence, self-discipline and resilience
- inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work
- develop students' respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions
- enable students to understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others
- ensure students know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle

Our scheme of work associated with PSHE is both proactive and reactive. Although we follow the PSHE Association programme which sets out the learning across the year, we also react to current affairs and add in topical lessons where appropriate and necessary across the needs of our cohort. This allows us to be emotionally intelligent in the way in which we constantly adapt our programme to the diverse needs of our student body. Throughout our approach, we use a spiral approach which is the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases and learning is progressively deepened.

The Department for Education introduced statutory guidance on RSE for teaching from September 2026.

The mapping document, '*Programme of Study for PSHE Education*', shows exactly how the PSHE Association and, therefore, our school, meets the statutory RSE and Health Education requirements.

The PSHE Association's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Statutory Requirements

Following the Independent School Standards Regulations, St. George's School must provide a PSHE programme that is implemented effectively. This includes PSHE, Careers Guidance and Health Education.

Independent schools will also be expected to comply with the statutory guidance for Relationships education, relationships and sex education (RSE) and health education from September 2026.

Content and Delivery

What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is also available on the school's website.

Our School PSHE curriculum is based on 2026 PSHE Association Programme of Study and Curriculum Model, which provides the framework for a progressive programme across KS3 and KS4. This Curriculum Model has then been adapted to suit the needs of our individual cohorts and their circumstances and contexts. As mentioned previously, PSHE is taught as a spiral programme which means that topics are revisited in more depth year on year.

Our PSHE Curriculum (see Appendix One at the end of this document) encompasses a range of topics in line with the PSHE and RSHE guidance as set out by the Department for Education. A brief overview of a range of areas covered and the topics within is laid out below. However, it is important to understand that the nature of PSHE education requires flexibility and adaptation, meaning that this list is only representative of a flavour of the topics taught and does not reflect the considerations around age-appropriateness, prior learning and sequencing that take place ahead of individual lessons.

- Relationships education: families; friendships; respectful relationships; online safety and awareness; being safe in relationships; intimate and sexual relationships, including sexual health
- Health and wellbeing: mental wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention, and understanding the healthcare system; personal safety; basic first aid; developing bodies
- Living in a modern world: diversity, stereotypes and discrimination; protected characteristics; belonging; challenging harmful attitudes; learning about other people
- Citizenship: identity and belonging; rights and responsibilities; active citizenship; forms of government

Please note that more information regarding Relationships, Sex education and Health education is provided in our RSHE policy.

How we teach it

At St. George's School we allocate one lesson per week specifically to PSHE each week in Key Stages 3, 4 and 5 in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way following the PSHE Association Programme. Careers sessions also form part of this provision.

There is an additional lesson dedicated to developing the individual in Year 7 and 8; these are called Personal Development sessions and are a combination of:

- Our PSHE programme
- A physical activity programme in addition to PE lessons
- Careers Guidance
- Wellbeing and mental health sessions
- Citizenship

Across the school, these explicit lessons are reinforced and enhanced in many ways:

- Assemblies and Form Time Activities
- Praise and reward system
- Through relationships student to student, adult to student and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community
- Our Enrichment provision will also draw on the key themes of our curriculum

It is important to note that PSHE education is not solely confined to timetabled lessons and pupils should have opportunities to apply the knowledge, skills and attitudes developed through PSHE in school life.

All Form Tutors deliver the Form Time Programme and all staff attend whole school assemblies. Whilst there will be a consistent team of staff who deliver the programme overseen by the Head of PSHE, all staff are expected to deal with the topics covered in our Form Time curriculum with confidence and professionalism. Our Form Time Activities programme maps our curriculum content throughout the year and how this links in with other topics. All materials are available to for staff to view and it is very much our aim to provide a 'joined up' approach to PSHE; where possible, themes and topics will link to external events.

Staff know to approach the Head of PSHE with any concerns regarding the curriculum and the Designated Safeguarding Leads should they be worried about a student during PSHE/RSE lessons. The School Nurse also delivers some RSE sessions and staff are further supported by her.

There is an open dialogue around topics and content taught. We are constantly reviewing our provision across the year and will make adaptations to our curriculum should current affairs provide learning/discussion opportunities.

The Head of PSHE will communicate with parents at pertinent intervals throughout the school year to inform them of the upcoming topics being taught. We value the role of our families in supporting our PSHE curriculum and therefore, their input is welcomed. Any queries regarding PSHE are welcome – please contact Reception with your enquiries which will be responded to within two working days.

Specific information around parental rights and RSHE topics are listed in our RSHE policy.

Assessment, recording and reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement, which informs the development of the programme.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Most teaching sessions begin with a 'baseline assessment' which informs teaching staff about the starting point of knowledge for the majority of pupils and allows them to cater the information taught to the existing knowledge of the class and individuals. Staff are also trained to address misconceptions that pupils may have through subtle questioning, whole-class tasks and myth vs fact sessions.

Pupils have a range of opportunities to self-assess and reflect on their own learning and knowledge. As each pupil has a different starting point, there is no specific assessment or progress undertaken. PSHE does not provide reports to parents in End of Term reporting or Parents Evenings, however, parents are welcome to contact the Head of PSHE or specific PSHE teachers with an informal request for information.

Pupil's learning will be assessed through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking.

Supplementing the PSHE curriculum

From time to time, we may invite outside speakers into school to discuss issues surrounding the PSHE curriculum. Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning. Please note that any outside speaker invited into School is always vetted by SLT and appropriate safeguarding checks and measures are implemented both before and during any visit.

Pupils with SEND

As far as is appropriate, young people with special educational needs follow the same PSHE education programmes as all other students. However, careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted according to pupils' age, developmental stage, needs and circumstances. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

We believe that these aspects of personal and social development are as important as academic achievement.

Roles and responsibilities

Teaching Staff

Teaching staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Head of PSHE

The Head of PSHE is responsible for curriculum planning, implementation, review and quality assurance, as well as communication with parents.

Monitoring arrangements

The delivery of PSHE is monitored by Mrs A Taylor (Head of PSHE) through:

- Learning walks
- Work scrutinies
- Planning
- Student voice
- Meetings with staff/staff feedback
- Parent voice

Equality and diversity

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. Teachers will always teach facts and the law impartially, particularly on contested issues. We actively promote social learning in PSHE lessons and across the School. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

Links with other policies

This policy links to the following policies and procedures:

- RSE policy
- Safeguarding policy
- Behaviour policy

**This policy will be reviewed annually by the
Head of PSHE and the Upper School SLT**

**To be reviewed September 2027
or as and when statutory
guidance / legislation changes**

Appendix One – PSHE Curriculum Map as of September 2026

KS3 Statutory RSHE KS3 Economic Wellbeing & Careers St George's School Edgbaston KS4 Statutory RSHE KS5 PSHE						
PSHE Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Financial decisions
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world	Healthy and unhealthy relationships	Managing money
Year 9	Mental health and wellbeing	Careers and future choices	Drug education	Managing risk in relation to the law	Intimate sexual relationships	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world	Friendship, diversity and challenging extremism	Managing influence	Exploring content and recognising abuse	Online financial harms
Year 11	Life-long wellbeing	Drugs and personal safety	Safe relationships and sexual health	Families, fertility and pregnancy	Examinations	Examinations
Year 12	Mental health and wellbeing	Online life and harms	Inclusion, bullying and discrimination	Healthy positive relationships	Economic wellbeing	Careers education
Year 13	Healthy lifestyles/drug education	Boundaries and consent/Harmful relationship behaviours	Contraception and parenthood/sexual health	Managing risk and personal safety	Examinations	Examinations