



PSHE Policy

St Edmund's School Canterbury: Pre-Prep, Junior School and Senior School	
Date Policy became Effective	October 2025
Review	2 years or unless changes to the curriculum apply
People responsible for implementation and monitoring:	<ul style="list-style-type: none"> • HoDs PSHE across the three schools • Senior Deputy Head Pastoral – Senior School & Junior School • Director of Teaching & Learning • DSL
Other School Policy Links	<ul style="list-style-type: none"> • 2-18 Spiritual, Moral, Social and Cultural Development of Pupils - Spiritual-Moral-Social-and-Cultural-Education-Policy.pdf • Equality Policy - Equality-Policy.pdf • Curriculum Policy - SS-Curriculum-Policy.pdf • Policy to promote the wellbeing and Mental and Emotional Health of Pupils - Mental-Emotional-Health-Policy.pdf • Relationship, Sex Education and Health Education Policy - https://www.stedmunds.org.uk/wp-content/uploads/2025/09/Relationships-Education-Relationships-and-Sex-Education-and-Health-Education.pdf • Safeguarding Policy - Safeguarding-Policy-Sep-2025.docx • School Values - VALUES POSTER MOCK-UP •

Introduction to PSHEE:

This policy sets out the framework for the delivery of our school's high-quality approach to PSHEE education at St Edmund's School Canterbury which is a through school 2 – 18; in line with the guidance provided by the PSHE Association and considering the statutory Relationships, Sex and Health Education (RSHE) requirements for independent schools.

St Edmund's School is a member of 'the PSHE Association' providing valuable guidance when it comes to teaching PSHE in schools within the UK.

St Edmund's Pre-prep, Junior and Senior School follow the PSHE Association Thematic approach to PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World). This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year however, allowing the school to use a flexible approach to planning.

Parts of the PSHEE curriculum are non-statutory; it therefore allows teachers the flexibility to deliver high-quality teaching to reflect the needs of our pupils. Our teachers are best placed to understand the needs of our pupils; due to rising trends of specific year groups, safeguarding or pastoral incidences as well as following local (contextual) and national statistics for young people.

Our PSHE programme promotes respect for all individuals, with particular regard to the protected characteristics as outlined in the Equality Act 2010. Lessons are carefully designed to be age-appropriate, helping pupils to understand and appreciate diversity, develop empathy, and build positive relationships with others, regardless of differences.

The PSHEE curriculum is an important part of our pupil's education to ensure they can make informed decisions in everyday life as well as the skills and ability to live a healthy, happy, positive lifestyle.

Ethos:

St Edmund's School is proud of its pupil-centred ethos.

The PSHEE Curriculum follows that of the school's ethos 'To offer a safe, tolerant and democratic atmosphere in which both pupils and staff can flourish.' and therefore to ensure they are able to make informed decisions in everyday life as well as the skills and ability to live a healthy, happy, positive lifestyle

By fostering a love of learning in a dynamic environment, St Edmund's encourages pupils to embrace challenges and develop the skills they need to thrive both in school and beyond.

The school's approach to develop the whole person, is supported by our extensive PSHEE curriculum which enables pupils to develop vital qualities such as social responsibility, leadership experience, inter-personal communication and the ability to work in teams therefore enabling them with skills to negotiate living in the wider world.

The PSHEE programme looks in depth at how we organise our lives and our society, and how we approach the social and moral issues which affect us all.

A vital part of the PSHEE syllabus is to equip our pupils with the knowledge that they need to deal with the increasingly complex world in which we live, and to ensure that they are able to make informed choices either now or in the future. Many of the issues we discuss are topics on which young people have strongly held opinions. The opportunity to express their own opinions and hear the ideas of others in a supportive and safe environment is a vital part of our pupils' emotional and moral development.

Roles, responsibilities and staff training:

This policy was produced by the Head of PSHEE in consultation with PSHE Association, Senior Leadership Team, School Governors, parents and pupils.

Our enthusiastic and experienced team works closely with pastoral and safeguarding staff to deliver our programme – through dedicated lessons, and as part of every subject in the curriculum as well as the day-to-day routine of the school.

PSHEE is led at St Edmund's School by Head of PSHEE in Senior & Junior School and Head of Nursery and Pre-Prep.

All PSHEE staff are trained in **child protection** and follow KCSIE protocols, staff have also completed Brook's Introduction to RSE or NSPCC Talk Relationships training for teachers. Staff have opportunities to attend webinars and further training by PSHE Association and other authoritative organisations.

The Head of PSHEE has completed the following courses: Level 2 Certificate Children & Young People's Mental Health, Advanced Certificate in the Role of a RSHE/PSHE Lead, PSHE Association/Future Learn: Helping children navigate a complex world, PSHE Association webinar: Ready, Steady, RSHE, PSHE Association webinar: Race and PSHE and PSHE Association webinar: Teacher Wellbeing.

To ensure staff feel confident and comfortable teaching PSHEE topics, we hold termly department meetings with an agenda to enable staff to come together and voice their opinion on the PSHEE teaching and subject as a whole. The Head of PSHEE shares with staff what will be taught during the term, sharing resources with staff in advance and offering staff support where needed.

When using external speakers to deliver aspects of the PSHEE curriculum, we ensure we gain recommendations from local schools and schools and organisations we are affiliated with, we ask to view what will be delivered to the pupils in advance therefore ensuring age applicable information is being shared with pupils and is meeting the lesson objective we arranged in advance.

Engaging parents and other stakeholders

Parents and guardians are informed about the [PSHEE policy via St Edmund's School post as well as it being available](#) for viewing on the school website.

Parents are informed of what content will be delivered in PSHEE via the school newsletter as well as emails home via school post to highlight topics being delivered, parental copies of the Power Points or Lesson Plans, we also send links of support to parents, to enable them to engage in conversation with their child at home.

If a parent has a query with regards the PSHEE curriculum they can contact the Head of PSHEE in Junior or Senior School or the Deputy Head Pastoral or the Head of pre-prep and nursery.

Pupils are invited to complete PSHEE questionnaires towards the end of the academic year, to enable student voice to be involved in reviewing the curriculum annually and identify key needs of our pupils.

Curriculum planning:

The SoW has been written using the PSHE Association Programme of study which supports schools to integrate the new statutory Relationships Education, RSE and Health Education content into their broader PSHEE programmes. The statutory guidance is covered by learning opportunities for each key stage across the Programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'. We have used the followed the Thematic programme of study. All resources have been created by the PSHE Association or have been kite marked by the PSHE Association e.g. NSPCC Resources, Every mind matters, CEOP, Medway Public Health, Barclay's Life Skills.

At St Edmund's School, PSHEE curriculum builds on prior learning through our spiralled Curriculum.

KS 1 & 2 PSHEE Timetabling

Our PSHE education takes place as follows:

Yr 1- 2: PSHEE is taught by the class teacher through the PSHEE, PE, Computing and Science schemes of work for KS1 and through PSED in EYFS.

Yr. 1		
Michaelmas Term: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behavior affects others; being polite and respectful
ships; civil partnerships; belonging to a community		
Media literacy and digital resilience	Money and work	
What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Summer Term: Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online

Yr. 2		
Michaelmas Term: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognizing hurtful behavior	Recognising things in common and differences; playing and working cooperatively; sharing opinions

ships; civil partner-		
Belonging to a community	Media literacy and digital resilience	Money and work
Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Summer Term: Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

KS 3, 4 & 5 PSHEE Timetabling:

Yr 3 – 6: PSHEE is delivered in mixed sex groups by their form tutor at a rate of weekly lesson of 1 hour and is taught under the following topics:

Michaelmas Term: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour the importance of self-respect; courtesy and being polite.
Lent Term: Living in the wider world		
Belonging to a	Media literacy and	Money and work

community	digital resilience	
The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Summer Term: Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Yr. 4		
Michaelmas Term: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
Lent Term: Living in the wider world		
Belonging to a community	Media literacy and digital resilience	Money and work
What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Summer Term: Health and wellbeing		

Physical health and Mental wellbeing	Growing and changing	Keeping safe
Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life.

Yr. 5		
Michaelmas Term: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognizing prejudice and discrimination
LENT Term: Living in the wider world		
Belonging to a community	Media literacy and digital resilience	Money and work
Protecting the environment; compassion towards others	How information online is targeted; is targeted; different media types, their role and impact	Identifying job interest and aspirations; what influences career choices; workplace stereotypes
Summer Term: Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal Identity; recognizing individuality and different qualities ; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM

Yr. 6		
Michaelmas Term: Relationships		
Families and friendships	Safe relationships	Respecting ourselves and others
Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues
ships; civil partner-		
Belonging to a community	Media literacy and digital resilience	Money and work
Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
Summer Term: Health and wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe
What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping persona information safe; regulations and choices; drug use and the law; drug use and the media

Yr 7 & 8: PSHEE is delivered in mixed sex group at the rate of weekly lesson of 1 hour and is taught under the following topics: -

Yr.7	
Michaelmas Term 1: Health & Wellbeing	Michaelmas Term 2: Living in the wider world
Transition and safety Transition to secondary school and personal safety in and	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising

outside school, including first aid	aspirations
Lent Term 1: Relationships Diversity Diversity, prejudice, and bullying	Lent Term 2: Health & Wellbeing Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM
Summer Term 1: Relationships Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Summer Term 2: Living in the wider world Financial decision making Saving, borrowing, budgeting and making financial choices

Yr. 8	
Michaelmas Term 1: Health & Wellbeing Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use	Michaelmas Term 2: Living in the wider world Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work
Lent Term 1: Relationships Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Lent Term 2: Health & Wellbeing Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies
Summer Term 1: Relationships	Summer Term 2: Living in the

Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	wider world Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
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L5, M5 & U5: PSHEE is delivered in mixed sex group at the rate of a weekly lesson of 1 hour and is taught under the following topics: -

L5	
Michaelmas Term 1: Health & Wellbeing Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Michaelmas Term 2: Living in the wider world Setting goals Learning strengths, career options and goal setting as part of the GCSE options process
Lent Term 1: Relationships Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Lent Term 2: Health & Wellbeing Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid
Summer Term 1: Relationships Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Summer Term 2: Living in the wider world Employability skills Employability and online presence

M5	
Michaelmas Term 1: Health & Wellbeing Mental health	Michaelmas Term 2: Living in the wider world Financial decision making

<p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>
<p>Lent Term 1: Relationships Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Lent Term 2: Health & Wellbeing Exploring influence The influence and impact of drugs, gangs, role models and the media</p>
<p>Summer Term 1: Relationships Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Summer Term 2: Living in the wider world Work experience Preparation for and evaluation of work experience and readiness for work</p>

<p>U5</p>	
<p>Michaelmas Term 1: Health & Wellbeing Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Michaelmas Term 2: Living in the wider world Next steps Application processes, and skills for further education, employment and career progression</p>
<p>Lent Term 1: Relationships Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Lent Term 2: Health & Wellbeing Independence Responsible health choices, and safety in independent contexts</p>
<p>Summer Term 1: Relationships</p>	

Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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L6 & U6: PSHEE is delivered in mixed-sex groups, at the rate of a fortnightly lesson of 1 hour and is taught under the following topic.

L6	
Michaelmas Term 1: Health & Wellbeing Becoming independent: Transition, study skills, managing risk and personal safety (alcohol, drugs, road safety)	Michaelmas Term 2: Living in the wider world Readiness for work <ul style="list-style-type: none"> • Career opportunities • Preparing for the world of work
Lent Term 1: Relationships Values in relationships: How to articulate values, respectful relationships, difference between love and lust, using constructive dialogue to negotiate difficulties, managing unwanted attention, stalking and harassment •	Lent term 2: Health and wellbeing Mental health and emotional wellbeing <ul style="list-style-type: none"> • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies
Summer Term 1: Relationships Pregnancy and Parenthood Delaying pregnancy and parenthood, pregnancy choices, pregnancy planning	Summer Term: Living in the wider world Health choices and safety <ul style="list-style-type: none"> • Independence and keeping safe • Travel • First aid • The impact of substance use

U6

<p>Michaelmas Term 1: Living in the wider world</p> <p>Next steps</p> <ul style="list-style-type: none"> • Application processes • Future opportunities and career development • Maintaining a positive professional identity 	<p>Michaelmas Term 2: Health and wellbeing</p> <p>Independence</p> <ul style="list-style-type: none"> • Responsible health choices • Managing change • Health and wellbeing, including sexual health, into adulthood
<p>Lent Term 1: Relationships</p> <p>Intimate Relationships</p> <ul style="list-style-type: none"> • Personal values, including in relation to contraception and sexual health • Fertility • Pregnancy 	<p>Summer Term 1: Living in the wider world</p> <p>Financial choices</p> <ul style="list-style-type: none"> • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices
<p>Summer Term 1: Relationships</p> <p>Building and maintaining relationships</p> <ul style="list-style-type: none"> • New friendships and relationships, including in the workplace • Personal safety • Intimacy • Conflict resolution <p>Relationship changes</p>	

Assessment and evaluation:

PSHEE Education at St Edmunds School has a separate marking & assessment policy.

Assessment is as central to effective teaching and learning in PSHEE education at St Edmund's School as it is in any other subject, all pupils have a folder or workbook where they are continually assessed for each topic taught.

Pupils at the start of a topic will complete a baseline assessment with regards, what they currently know, at the end of the lesson or topic, they will revisit their baseline assessment to add knowledge they have learnt during the lesson using a different colour pen or by completing the baseline assessment again. All staff have a folder of the work pupils have completed in lesson, to evident topics taught and progress made.

All pupils receive an academic report home to parents informing them of their progress in PSHEE

The PSHEE curriculum is evaluated and reviewed annually, the Head of PSHEE asks all pupils in KS3 & 4 and staff to complete PSHEE questionnaires to enable an annual review of the curriculum. Up-to-date resources are also continually embedded in the curriculum.

Teaching and learning:

PSHE is taught through a range of teaching methods: class lessons, guest speakers, drama performances and musician tours.

Our lessons develop knowledge, skills and attributes through class discussion, presentations, independent study.

Distancing techniques are used to ensure pupils and staff do not personalise scenarios enabling pupils to discuss scenarios objectively within the safe environment of the classroom.

The lessons and resources we choose have been carefully checked to minimise feelings of fear, shock or guilt while learning about sensitive topics. Instead, we use a reassuring approach throughout and to avoid 'worst case scenario' thinking and signpost to in school and outside organisations for support.

PSHE lessons support pupils to develop their own values through discussion led topics, Q&A's and providing pupils with current up-to-date authoritative information.

Establishing a safe learning environment:

All pupils participate in an introduction to PSHEE lesson annually where important ground rules are discussed; pupils are also reminded of the ground rules each lesson:

- During PSHEE we will be covering topics which are sensitive therefore it is important that we respect other people's views, do not interrupt a person when they are speaking, you will have your turn, understand even if we don't agree with somebody else's views, we don't ridicule them during or outside the lesson. What is taught and spoken about within the classroom is not to be shared with other pupils outside the lesson.
- Therefore, we should all observe a few Basic Classroom Rights
 - BASIC CLASSROOM RIGHTS
 - ▶ Teachers have the right to teach
 - ▶ Students have the right to learn
 - ▶ Everybody has the right to feel safe
 - ▶ Everybody has the right to dignity
 - ▶ Everybody has the right to express their opinions
 - ▶ Everybody has the responsibility to ensure that we can all enjoy our rights

Safeguarding.

All resources and lesson plans are authoritative, and kite marked by PSHE Association. The Deputy Designated Safeguarding Lead is Head of PSHEE, the Designated Safeguarding Lead teaches 6th Form PSHEE. The Head of PSHEE and DSL will liaise with regards additional topics to be taught according to a cohort of pupils. If the school or local area have seen a rise in incidents relating to young people, we will react to this and adapt our curriculum to enhance pupil knowledge and provide them with authoritative information to help them live a safe and happy lifestyle; pupils are aware at the end of each lesson, where to go for additional support on a topic both in school and through signposting to outside organisations.

The Head of PSHEE liaises with the DSL and Deputy Head Pastoral, to enquire if any pupils may find the content difficult, we would then offer an alternative solution to the pupil. Where we feel a pupil or group of pupils need additional 1:1 PSHEE lesson we will do this accordingly.

When there is an opportunity to teach safeguarding to the pupils, it is taken.

Teaching considers the age, ability, readiness, and cultural backgrounds of children to ensure that all pupils can fully access the PSHEE curriculum.

