



KING EDWARD'S SCHOOL POLICY DOCUMENT

Title: Personal, Social, Health Education Policy

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Status	Approved
Current Author	HAD
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Application	Senior School
Responsibility	Will Quayle

PSHE policy

Context and rationale

This policy has been written in accordance with statutory guidance laid out in [Keeping Children Safe in Education 2024](#) and The [Department for Education's guidance on RSE and Health Education](#). This policy was produced by the Head of Learning for Life (LFL) **in consultation with pupils from each year group**.

This policy should be read in conjunction with the following policies, all of which can be found on [the school's website](#):

- RSHE
- Safeguarding
- Anti-bullying
- Child-on-child abuse
- E-safety

The school caters for the whole child with the pupil's spiritual, moral, social and cultural development given as high a priority as academic progress and achievement. Pupils are supported to become confident, independent learners through a comprehensive PSHE curriculum.

The PSHE curriculum at King Edward's School is called Learning for Life (LFL). It is a tailored programme across all year groups, aiming to help pupils develop good character, make wise choices, and foster the skills and attributes they will need for a successful life beyond school. An essential part of a KES education, it is a pupil-led approach that continuously evolves in response to pupil needs. LFL plays a crucial role in preventative education and aims to support pupils and staff in creating a culture of respect for other people, particularly those with protected characteristics, where there is zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. LFL also promotes the needs and interests of all pupils irrespective of gender, culture, ability, or personal circumstances. Please refer to our Equal Opportunities Policy for Pupils (available on the [website](#)). LFL is for all pupils, although parents have a right to withdraw their children from those parts of RSE (Relationships and Sex Education) not within the national curriculum science programmes of study (please see right to withdraw in the [RSHE policy](#)). Themes explored within the curriculum are Health and Wellbeing, Relationships and Living in the Wider World.

LFL supports the School's fulfilment of its obligations under the Prevent Duty, helping to equip children to stay safe online, both in School and outside; teaching children to manage risk, resist pressure, make safer choices and seek help if necessary; promoting fundamental British values to ensure that pupils are taught about diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding; and teaching citizenship with focus on democracy, diversity, law and justice, mutual respect and managing debate of controversial issues.

How is it delivered?

LFL is devised and coordinated by the Head of LFL and delivered by form tutors as part of the academic curriculum for pupils from year 7 to 13. The fortnightly one-hour lesson sometimes makes use of expert visiting speakers and the programme is reinforced in form time and assemblies. Moving away from the standard didactic approach, LFL equips pupils not just with knowledge but a greater self-awareness, confidence, and resilience. It facilitates the kinds of conversations a family would have, examining how to approach life from a practical and personal perspective, as well as preparing pupils as thoroughly and pragmatically as possible for life at university and beyond.

A safe learning environment to discuss these important topics is vital and all staff have been offered advice on how to establish clear 'ground rules.' We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get appropriate support (please refer to our Safeguarding Policy).

Learning for Life programme

The most important aspect of the LFL programme is that it is developmental, spiral, and comprehensive. Each year group may well have what appears to be a 'standalone' lesson, but every lesson develops on previous teaching. This enables a spiral programme which starts in year 7 and continues throughout a pupil's time at KES and beyond. For example, in relation to the topic of **online safety** it is clear to see a spiral throughout all year groups (note there are other online safety topics taught that fall into different spirals like sexting and pornography):

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Talk: online safety, talking to strangers, appropriate use of email...	Two Week Project: Design a 'healthy' social media app	In-game gambling	Your digital footprint	Cookies, echo chambers and online extremism	Speaker - Chris Merritt: <i>Grass roots social media</i>	

The nature of the **online programme** is that LFL is continually evolving and changing to suit the needs of the pupil body through consulting parents, pupils (via regular feedback and assessment) and staff. For example, since the murder of George Floyd and the subsequent Black Lives Matter movement, new lessons on The British Empire have been added to the curriculum. The murder of Sarah Everard and the war in Ukraine also prompted a review of materials and assemblies.

The following statutory topics are covered in the biology curriculum rather than in LFL lessons:

- H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics (all year 10)
- H15. the purpose of blood (all year 9), organ and stem cell donation for individuals and society (all year 10)

Assessment and Monitoring

The delivery of LFL is monitored by the Head of LFL and the Deputy Head (Pastoral). Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, recording pupil attendance of LFL and regular review of the PSHE & RSE Policies, gathering information, school reports and sampling the quality and content of children's work. The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" Department of Education, (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education. Pupils' development in LFL is assessed by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student surveys