

The aim of The Grey Coat Hospital is to “enable students to take charge of their learning, make decisions based on Christian values, live in the world as independent women and men, and meet the challenges of the twenty-first century.”

We take a whole school approach to Personal and Social Development. This reflects the needs of the pupils, the Christian ethos of the school and the broad aims of the National Curriculum.

We recognise and celebrate all individuals in this diverse community. Personal, Social, Health Education (PSHE) helps students to identify, celebrate, and manage the many personal, economic and social challenges they face, while they are at school, and in the future.

Through PSHE education students should acquire and extend the knowledge and skills they need as they, and their communities, grow and change, so that they can be safe, healthy and economically secure.

With our children and young people living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our students with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE aims to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships including being able to identify risks and harms, within friendships and intimate and non-intimate relationships both in person and online.
- understand the importance of taking responsibility for one’s own health and wellbeing, including financial wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both gain accurate knowledge and understanding about the facts and law about a range of issues including, for example sexuality, sexual health including contraception, biological sex and gender reassignment, online safety, domestic abuse, carrying knives and weapons, in an age-appropriate and inclusive way

- understand about consent in all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex through respect for others' boundaries
- use critical thinking skills to understand and analyse complex information – to keep themselves safer in digital and physical spaces
- develop confidence in decision making, understanding consequences, acting on informed choices
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support
- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities;
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.
- we affirm in our teaching traditional Christian values and seek to promote a Christian understanding of marriage and family life. At the same time, we mindful of the diverse religious and social conditions to be found in a twenty-first century pluralist society. We believe that RSE should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Definitions for Relationships and Sex Education (RSE) and Health Education

- **Relationships and Sex Education (RSE)**
RSE enables the physical, cultural, social, and emotional development of students. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, both intimate and non-intimate, understand the legal aspects of human relationships, to enjoy their sexuality, to take responsibility for their sexual health and well being, and to develop an understanding of tolerance and diversity, now and in the future. Sex education is the academic or formal instruction regarding human development, anatomy, reproductive health, and sexual safety. In contrast, a sexual relationship is the actual lived, intimate, and emotional connection between two people that involves physical intimacy
- **Health Education**
Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to

understand about health related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future

Organisation of PSHE

We adopt a whole school approach to the teaching of PSHE as recommended by the 2025 DfE Statutory Guidance.

The taught PSHE curriculum has been shaped around the statutory RSHE content and additional content on economic wellbeing and careers. The specific content for the themes increases in complexity each year and is age appropriate, building specific knowledge and extending student's understanding.

At KS3, PSHE will be delivered by our school chaplain, form tutors, Heads of Year and External Agencies through two 50-minute lessons a fortnight for Years 7 and 8 and one 50 minute lesson a fortnight for Year 9 and a weekly form time.

At KS4, PSHE will be delivered by form tutors, Heads of Year and External Agencies through a bi-weekly form time sessions (8.30am – 9.00am).

KS3 and 4 will also have different assemblies, workshops and drop-down days during the course of each academic year to support the delivery of the PSHE programme, outside of the designated curriculum time.

Our PSHE programme of study follows the statutory guidance from the Government in relation to Health Education and Relationships and Sex Education (RSE). Certain aspects of PSHE will also be enhanced through the teaching in academic subjects including Science, Maths, History, Computing and Religious Education.

At KS5 PSHE will be delivered through fortnightly timetabled sessions delivered by the form tutor following the curriculum plan put in place by the Sixth Form Heads of Year. In tandem with this runs the Speakers programme, integrated curriculum themes, assemblies, classroom activities including coaching sessions, enrichment and extra-curricular activities. Where appropriate, external professionals and health specialists support the delivery of sessions, including the school nurse, local and/or national organisations. **These resources, as with all others, are available to parents on request. Please use the contact us form on the school website if there are any materials that you would like to see.**

Curriculum Content

Year 7

Half Term (HT)	
HT1	Emotional wellbeing: managing change and transition This unit helps students transition to secondary school, set learning goals and develop their social and emotional skills. Students will look at what skills are necessary to thrive in secondary schools and set goals for the academic year. They will develop their understanding from primary school about how to manage their emotions and reactions to particular situations.
HT2	Friendship and Bullying This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to incidents of bullying.
HT3	Families and changing relationships This unit covers the role of families, including caring for each other in changing circumstances such as divorce, separation or bereavement. First Aid Students will also be introduced to basic first aid concepts and which services are appropriate to access.
HT4	Puberty and keeping safe This unit revisits learning from KS2 about puberty. It then focuses on specific learning about testicular and vulval health as well as how to identify and report abuse. This includes a session on FGM.
HT5	Influences on relationships This unit helps students to consider influences on their expectations and attitudes towards relationships, including online and media influences.
HT6	Financial decisions

	This unit support students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.
Year 8	
Half Term (HT)	
HT1	Health and Wellbeing In this unit, students develop decision making skill thar support a healthy life style and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people’s wellbeing.
HT2	Personal safety and managing risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water and in relation to alcohol and other drugs, including prescription and over the counter medicines.
HT3	Belonging and Community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.
HT4	The Online World This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.
HT5	Healthy and unhealthy relationships This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support in situations such as these.
HT6	Managing money

	This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.
Year 9	
Half Term (HT)	
HT1	Mental Health and Wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.
HT2	Careers and future choices This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future.
HT3	Drug education This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.
HT4	Managing risk in relation to the law This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.
HT5	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.
HT6	Navigating Online Harms This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.

Year 10	
Half Term (HT)	Topic Area / Focus
HT1	Independence, health choices and wellbeing This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.
HT2	Drugs and personal safety This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support
HT3	Study, work and careers This unit explores career choices and pathways, work experience, and applications for study or work
HT4	Navigating the online world: This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.
HT5	Friendship, diversity and challenging extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.
HT6	Exploring consent and recognising abuse This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.
Year 11	
Half Term (HT)	Topic Area / Focus

HT1	Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.
HT2	Managing influence This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour
HT3	Safe relationships and sexual health This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.
HT4	Families, fertility and pregnancy This unit explores family life, including committed manage conflict and breakups, and make informed decisions about sexual health. relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.
HT5	Online financial harms This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.
HT6	

Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from all or some of Sex Education. As such, parents/carers are specifically made aware of their right to request that their child be withdrawn from some or all of the sex education lessons that we deliver within statutory RSE, but not from those lessons which fall under the statutory science, relationships or health education curriculum (further details can be found in the policy).

The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents/carers being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms. Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Assistant Headteacher in charge of PSHE, and with the young person if appropriate.

They should complete and return the 'right to withdraw' form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Alternative work will be given to students who are withdrawn from sex education. To confirm, statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence, in order to keep young people safe.

Supporting Students withdrawn from Sex Education

Alternative work will be given to students who are withdrawn from sex education. We encourage curiosity in young people as it is an important part of their learning, and we recognise that students who have been withdrawn from these lessons may ask questions outside of the lesson time related to sex education. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other students, the internet or social media, which might provide inaccurate information or misinformation.

TO BE COMPLETED BY PARENTS

Name of child

Class

Name of parent

Date

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOLAgreed actions from
discussion with parents