



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY (PSHE) AND RSHE POLICY 2026-27

Date of Last Review: October 2026

Date of Next Review: October 2027

SLT Responsible: Ms A Singer, Assistant Headteacher (Personal Development and Equality)

Other Staff Contribution: Senior Leadership Team/Guidance Team, Safeguarding Team

**2026-27 PERSONAL, SOCIAL, HEALTH AND ECONOMIC
EDUCATION POLICY (PSHE) AND RELATIONSHIPS AND
SEXUAL HEALTH EDUCATION (RSHE) POLICY**

**Vision: ‘To create Independent, Compassionate, Articulate and
Nurtured future citizens’.**

I CAN

Introduction

Whole-school PSHE is delivered through weekly PSHE lessons by form tutors. PSHE is also delivered through our whole school assembly programme and tutorial plan (form time). This also contributes to the provision of RSHE and SMSC, British Values and Equality, Diversity and Inclusion activities set out in separate policies. It is also augmented by Enhancement Days that run throughout the year. PSHE is closely linked to the work of the Guidance and Safeguarding Teams across the school and student/ staff and parent voice interest groups.

Statement of Intent:

Students are offered a range of opportunities to enhance their wider education.

Students leave the school ready for life in modern Britain and with an understanding and respect for British values.

Students know how to stay safe online and offline and have the skills and knowledge to lead safeguarded lives.

Students can make informed and respectful decisions about their own bodies and understand the importance of consent and healthy relationships.

Students are informed and have access to high quality Careers and Finance provision.

This policy is in full respect of the Equality Duty Act of 2010. We are alive and aware of current issues, such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any

occurrences are identified and tackled. We acknowledge that staff have an important role to play in modelling positive behaviours.

We will ensure that all teaching is sensitive and age appropriate in approach and content. When we teach our students about LGBT, we will aim for this content to be fully integrated into the scheme of work and not as a stand-alone lesson.

Roles and Responsibilities

Governors – monitor and review this policy through Curriculum Committee.

Headteacher - ensures structures are in place to support the implementation of the policy and that the school meets all legal requirements.

Assistant Headteacher: monitors delivery of whole-school PSHE and ensure that the school meets all legal requirements. Line Manages Director of Studies to ensure successful implementation.

Director of Studies: ensures that PSHE lessons are updated in line with guidance from Assistant Headteacher. Ensures that PSHE is delivered effectively by Form tutors, following set schemes of work through monitoring.

Form tutors: deliver high quality PSHE lessons at key stages 3,4 and 5 in line with schemes of work.

Monitoring and Evaluation

PSHE is monitored through lesson observation and book looks. Student voice is given through whole school -council meetings and the lessons, schemes are adapted accordingly. Assistant Headteacher will monitor the policy, action plan and schemes to assess for efficacy. Students show progress in the PSHE exercise books by creating mind maps at the start of each unit and updating these with a different colour pen to show new knowledge and skills acquired.

Relationships and Sexual Health Education

Chislehurst School for Girls recognises the values of all consensual relationships, valuing the importance of different types of families and personal choice. We work towards providing safeguarded relationships that are free from all types of abuse. We work with parents and external services to ensure that features of loving relationships are taught and understood by students and staff. We value diversity in relationships and challenge homophobia and transphobia. Our policy and procedure is compliant with DfE guidance on Relationships and Sexual Health Education (RSHE) 2019.

Parental Responsibilities & the Right to Withdraw

Parents are informed by letter on the contents of the PSHE curriculum, incorporating the Sex Education elements and are advised of their right to withdraw (section 214 of the 1993 Education Act). Parents can also view examples of current resources on the school website. Parents are not permitted to withdraw students from Relationships or Health Education contained in PSHE as per DFE Guidance. Parents wishing to withdraw students from Sex Education elements before the age of 16, should put this in writing to the Assistant Headteacher at the beginning of the academic year, who will take appropriate action. Where students are withdrawn from any area of Sex education, the school will provide and monitor an appropriate and alternative form of education during the withdrawal period.

Confidentiality and Exposure

The Child Protection Policy refers in detail procedure for any safeguarding disclosures made in light of learning in PSHE lessons. Teachers must report these to the Safeguarding Team. If a teacher learns that a student may be in a sexual relationship or is thinking of entering a sexual relationship under the age of 16, appropriate safeguarding issues and parental notification must be considered and any discussions around this should be referred to the Safeguarding Team by the PSHE/ form tutor or member of the Guidance Team. Teachers must ensure that students have a full knowledge of any risks involved. Students that find a particular unit or lesson difficult due to personal circumstance or experience should be exited to the pastoral rooms for time out. Students will be given prior notice if a session or speaker will be delivering on a sensitive topic in advance and made aware of the option to be withdrawn if they feel they will be upset. Parents will also be made aware by letter that should they consider a particular topic or speaker too sensitive for their daughter or son, so that alternative provision can be arranged for this session.

Substance Misuse Education

PSHE contains several age-appropriate units on substance misuse, covering tobacco, alcohol, solvent abuse, vaping, legal highs and illegal drug taking. This includes the use of edibles. These areas are taught to educate students on risk and equip them with essential life skills. Teachers of Drug Education do not need to be figures of authority on drugs. Please refer to the Behaviour for Learning Policy for Guidance on procedures for student suspected drug use or possession and to the Safeguarding Team if drug taking is suspected following discussions or written work produced in PSHE lessons.

Implementation

The PSHE and RSHE curriculum is set out as outlined in Appendix A. These areas incorporate the nine overarching concepts (Identity, Relationships, A healthy and balanced lifestyle, Risk, Diversity, Equality and Inclusion, Rights, Change, Power and Careers). Lessons also include reference to at least one of the nine Protected Characteristics under the Equality Act 2010. Students listen to at least one external speaker each half-term. Students cover all aspects of Safeguarding in the curriculum, including E-safety as set out in Keeping Children Safe in Education (Sept 2022) and cover careers and financial education. Students should be encouraged to express personal views in a spirit of acceptance and tolerance during debates. Students that express views that are emotionally harmful to others should be exited to Pastoral rooms and appropriate sanctions and restorative/ educational meetings should be applied in line with the Behaviour for Learning Policy.

Students work in PSHE exercise books and folders. These contain PSHE Personal Learning checklists, Literacy Map and Road maps so that students can see where the unit fits in within the scheme of work and have the necessary vocabulary to express themselves meaningfully.

Assessment: Students create topic knowledge mind maps at the beginning of each unit. They then add knowledge gained in the unit to their mind maps in a different colour pen at the end of the unit, so that progress is tangible and visible.

Areas of study are taught with sensitivity and respect for all, with care to ensure that no child is stigmatised due to their background e.g. single parent families, LGBTQ+ parents, adoptive/ foster parents, families headed by grandparents and students supported by other structures such as Looked After Children. Our curriculum is inclusive of students religious, non-religious and cultural backgrounds, their ability profiles and sexual/ gender orientation. Lessons are differentiated for different abilities through objectives and tasks (Challenge/ More Challenge/ Most Challenge). We have considered student age, level of emotional maturity and physical development when developing areas of study in different year groups. Students expand upon topics studied lower down in the school in an age-appropriate way.

Year Group	Term 1 Health and Wellbeing	Term 2 RSHE	Term 3 Living in the Wider World	Term 4 Health and Wellbeing	Term 5 RSHE	Term 6 Living in the Wider World	Additional
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7	Transition L1 Introduction to PSHE L2 Transition to secondary L3 Healthy me L4 Personal safety & first aid L5 CPR L6 Screen Time 1,2,3,7	Friendships, Respect and Relationships L1 - Consent and Boundaries L2 – What make a good friend? L3 Respect and Relationships L4 -Online Friendships and managing them L5 -Being positive - If you can be anything #BeKind Reward Assembly 1,2,3,7	Global Citizenship L1 Global Citizenship L2 Plastic pollution L3 Ethical finance L4: Fair Trade L5: World Debt 3,4,6,7,8	Puberty and hygiene L1 Introduction to puberty L2 Puberty girls focus L3 Girls Puberty (feminine Hygiene Products) L4 Personal Hygiene and staying Clean and Healthy L5 – Emotional Change – Puberty Reward assembly 1,3	Health and consent L1 Peer Pressure, Influence and friends L2 Growing Up (Intro to FGM and Female anatomy) L3 Consent, Assertiveness and Hormones L4 Self Esteem and Empowerment 1,2,3,4,6,8	Global Citizenship L1 Sending aid L2 Carbon footprint L3 Human flow PPT and documentary L4 Human flow-Documentary and follow up PPT L5 Asylum Seekers and Human Trafficking Reward Assembly 3,4,6,7,8	First Aid Speaker Police-Crime and Consequences Road Safety Speaker Women's Aid speaker Reward Trips
8	Crime and Society Drugs 1 L1 Criminal responsibility L2 Vaping and Smoking L3 County Lines L4: Cannabis, spice and shisha L5: Edibles	Relationships and conflict 1 L1 Conflict management healthy relationships L2 Families Love and Marriage Fostering/ Young Carers L3 Friendship and bullying L4 Healthy relationships	Drugs 2 L1: Drugs, risks and legal classification (reclassification of legal highs) Alcohol and Energy Drinks L2: Drugs and the law L3: Why do people	Mental Health and Wellbeing L1 Stress L2 Anxiety L3 Mental health L4 Body image and obesity L5 Energy drinks L6 Gambling Reward Assembly 1,2,3,4,6	Relationships and conflict 2 L1 Peer Pressure L2 Self Esteem L3 Sexting L4 Forced and arranged marriages L5 Domestic conflict, abuse and running away L6 Domestic violence and abuse	Politics, Parliament and Me L1 Why is politics important? L2 How is the country run? L3 Setting up a political party L4 Elections and campaigning	Drugs Speaker – Sue Graham Police-Crime and Consequences MP visit Reward Trips

	L6: Alcohol 2,3,4,6,8	ps vs controlling relationships L5 FGM L6: Teenage Pregnancy Reward Assembly 2,6,8	take drugs? L4: What are the risks and how to reduce them? L5: Guest speaker: Sue Graham 1,2,3,4,6,8		Reward Assembly 1,2,3,4,5,6,8	L5 Debating in parliament and exploring parliament Reward Assembly 1,6,7,8,9	
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9	Careers L1 – My skills and Interests L2 – University, College and Apprenticeships L3 – My dream job L4 – How can I get a head start? L5- Careers and Finance 1,2,3,6	Risky Behaviour offline L1 Personal Safety L2 Risk Taking L3 Avoiding gangs and criminal behaviour, Family member incarceration L4&5 Knife crime and safety Reward Assembly 1,2,3,4,6,8	Human rights and respect L1 Human Rights L2 Respect L3 Multicultural Britain L4 What is Your identity made up of? L5 Nature Versus Nurture 1,2,5,6,8	Mental Health L1 Happiness and positivity L2 Mental health-suicide L3 Bereavement grief & loss L4 Anxiety L5 Different types of Mental illness and treatments Reward Assembly 1,2,3,4	Risky Behaviour online L1 Staying safe online L2 Safety in gaming L3 Keeping data safe online & the dark web L4 Child exploitation and online protection L5 Social media validation and social media influencers 1,2,3,4,8	Equality and Diversity L1 The Equality Act 2010 and the road to anti-discrimination laws L2 Breaking down stereotypes in society L3 Prejudice and Discrimination in Britain L4 Challenging Islamophobia and Hate Crimes L5 Equality in the UK (Focus on disability) Reward Assembly	RSHE Sex Education Talk – Bromley Healthcare team Careers speaker Mind speaker (mental health) Women's Aid Speaker Reward Trips
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10	Financial Literacy L1. Financial Literacy (intro) L2. Home Budgeting L3 Mortgages or renting L4 Taxes L5 Exploring a pay cheque L6 Pensions 1,5,6,7,8,9	RELATIONS HIPS AND SEX L1: What is a healthy relationship? L2: How to recognise abuse L3: Conflict resolution L4: Sexual violence L5: Peer on Peer Abuse incl. Sexual Peer on Peer L6: Me too Reward Assembly 1,2,3,4,6,8	LIVING IN THE WORLD: E-SAFETY L1: Managing Online Information L2: Self-Image and Identity L3: Online Relationships L4: Health, Wellbeing and Lifestyle L5: Online Bullying L6: Data phishing and the Dark Web 2,3,4,6,8	MEDIA AND DIGITAL LITERACY L1: Radicalisation L2: Terror Attacks L3: Pornography L4: Andrew Tate L5: Recognising misleading information online 2,3,4,6,8 Reward Assembly 1,2,3,4,6,8	IDENTITY L1: Who am I? L2: Eating disorders L3: My relationship with food and healthy eating L4: What is identity: LGBT L5: Sexuality L6: Race and Racial Identity 1,2,3,4,7	FUTURE SUCCESS L1: Instagram Generation L2: Marriage: what is it? L3: Parenthood L4: Smear Tests and Cervical cancer L5: Consumer Rights Reward Assembly 1,2,6,8	Finance Speaker – Bank of England Women's Aid speaker Identity Speaker – 'Just like me' Reward Trips 1, 2, 3, 4,5, 6, 8
11	EXAM SEASON PREPARATION	CAREERS AND CURRICULUM	FINANCIAL LITERACY	RSHE L1 Relationships	EXAMS & WELLBEING L1: Keeping healthy		Careers speaker – Aspiratio

	L1: Revision Techniques L2: Revision Booklet introduction and completion L3: Dealing with Exam Stress and Anxiety - Wellbeing L4: Creating a Revision Timetable/ planning ahead L5: Revision (using techniques ready for mock exams)	L1: Introduction to careers L2: Interview Skills L3: What's in a job? L4: CV and personal statements L5: University or apprenticeship Reward Assembly 1,2,5,6,7,9	L1: Funding further education L2: Starting your own business L3: Handling savings L4: Credit and Debit L5: Pensions and Future planning L6: Managing Debt	ip with yourself L2: FGM L3: Abusive Relationships Types of abuse L4: Consent and the Law L5: Modern Slavery CSE and Faith Abuse L6: Abortion Laws and Ethics Reward Assembly 1,2,3,4,5,6,8	during exams L2: Relaxation techniques L3: Re-visit revision skills L4: Time management L5: Revision Reward Assembly 1,2,3,4,6,7		ns, Universities and Apprenticeships Study Skills workshop Relaxation workshops Careers fair Palestine / Israel Speaker – Dr Michael Talbot 1, 2, 3, 4, 5, 6, 8, 9
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12	Health and Wellbeing L1– Health and wellbeing L2 – Healthy eating and cholesterol	Self-Identity and Relationships L1 – Healthy relationships L2 – Social media L3 - Online relationships	Personal Finance L1 – Taxes and the UK L2 – Banks and money L3 – What is debt? L4 – Income and state benefits	Positive Wellbeing L1 – Health and Wellbeing: Online tech solutions L2 – Health and Wellbeing:	Drugs and Risk Education L1 – Drugs and alcohol safety L2 – Substance misuse L3 – Drugs and their effects	Next Steps: L1 – University Vs Apprenticeships L2 – How to apply to University L3 – Writing your	- University and apprenticeship fair - See separate post-16 speaker rota - Rewards trips
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	L3 – Healthy eating habits L4 – Poor diet and health risks L5 – Eating disorders 1, 2, 3, 4, 7	L4 Self identity L5 Representation of Sex online Reward Assembly 1, 2, 3, 4, 5, 6, 7, 8	L5 – Insurance 1, 4, 6, 7	Evaluating solutions L3 – Promoting emotional wellbeing L4 – Sleep, hygiene and mental health L5 – Supporting People with anxiety Reward Assembly 1, 2, 3, 4, 7	L4 – Drugs classifications L5 – Drugs education: LSD 1, 2, 3, 4, 6, 7, 8	personal statement L4 & L5 – House Event – Women in Business Reward Assembly 1, 2, 5, 6, 7, 9	1, 2, 3, 4, 5, 6, 7, 8, 9 - University and apprenticeship fair - See separate post-16 speaker rota
13	Emotional Wellbeing L1 – Nature nurture mental health L2 – Looking after your Health and Wellbeing L3 – Physical Health L4 – Improving body confidence L5 – Internet and young people	Sexual Health L1 – Representation of Sex online L2 – Fertility and what impacts it L3 – Importance of sexual health L4 – Contraception L5- Respect and relationships Reward Assembly 1, 2, 3, 4, 5, 6, 7, 8	Personal Finance L1 – Payment methods L2 – Budgeting L3 – Borrowing money and the risks L4 – Value for money L5 – Understanding foreign currency 1, 4, 6, 7	Careers L1 – Planning for the future L2 – personal branding L3 – CV writing L4 – Interview preparation L5 – What is an entrepreneur? Reward Assembly 1, 2, 5, 6, 7, 9	Exam Season Preparation L1 – Stress and performance L2 –Exam stress and relaxation L3 -Stress management L4 – Stress exercise and sleep L5 – Stress and relaxation 1, 2, 3, 4, 7, 8		1, 2, 3, 4, 5, 6, 7, 8, 9 - Rewards trips

	1, 2, 3, 4, 7						
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Over-reaching concepts developed through the curriculum.

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Careers (including enterprise, employability and economic understanding)

Lesson contains content that covers at least 1 of the 9 protected characteristics. The Nine Protected Characteristics are as follows: Race, Disability, Sex and Sexual Orientation, Marriage, Civil Partnership, Gender Reassignment, Pregnancy and Religion.

In order to find out further information about PSHE and RSHE provision at CHSFG please refer to our termly letter, weekly newsletters or contact Ms A. Singer (Assistant Headteacher) asinger@chsfg.lumero.org or a member of the CHSFG guidance team.

Related Policies:

Safeguarding Policy 2026-27

Behaviour for Learning Policy 2026-27

Anti-Bullying Policy 2026-27

Equality, Diversity and Inclusion Policy 2026-27

SMSC, British Values Policy 2026-27

Teaching and Learning Policy 2026-27