



PSHE Policy

2025-2026

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

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1. Policy Statement

At More House School, we have high expectations of our students and strive to ensure that pupils achieve academically, socially and personally through our School ethos of mutual respect and tolerance.

Our PSHE programme is rooted in our School values and aims to provide pupils with the concepts, skills and understanding to make informed decisions with regard to their present and future lifestyles. Our aim is for every pupil to develop a positive sense of self, be given opportunities to make informed choices for themselves, develop awareness of issues relating to the world they live in and become more active citizens.

As a Catholic School and faith community we encourage all pupils to respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.

As part of the PSHE programme we hope that pupils develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it. We endeavour to ensure that our pupils value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#), and
- We must teach health education under the same statutory guidance.

3. List of related policies:

- Section C1 - Safeguarding and Child Protection Policy
- Section C2 - Guidelines and List of Form Tutors and PPTs
- Section C2 - RSE Policy

4. Roles and Responsibilities

4.1 The Board of Governors

The Board of Governors will approve the PSHE policy and hold the Head to account for its implementation.

4.2 The Head

The Head is responsible for ensuring that PSHE is taught consistently across the School. She is tasked with supporting the Deputy Head and the Head of PSHE and RSE in their duties, and has overall responsibility for the management of the School, including pastoral care.

4.3 The Head of PSHE and RSE

The Head of PSHE and RSE has overall responsibility for the PSHE programme.

The Deputy Head will organise the assembly programme to deliver further age appropriate PSHE content recommended by the Head of PSHE and RSE. Pupils are given the opportunity to discuss the topics covered each week in form time.

The Head of PSHE and RSE will organise specialist speakers to come and talk to the pupils about topics such as Drugs and Alcohol and Consent if this is necessary. They will also be responsible for the creation and implementation of the PSHE programme for KS2, KS3, KS4 and KS5.

4.4 The SENCO

The SENCO works closely with the PSHE department in a consultancy role, reviewing and assisting in the adaptation of SOW, lesson plans and resources.

4.5 Staff

Successful implementation of PSHE requires a whole-school approach. All teachers have a responsibility of care, as well as fostering academic progress. They will actively contribute to the spiritual, moral, social and cultural development of their pupils.

4.6 Pupils

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

5. Content and Delivery

The key to the delivery is the sharing of ideas, opinions and values in order to equip pupils with the ability to make informed decisions in a variety of situations. Every pupil is given equal opportunity, regardless of age, ability, ethnic or home background or religion, to explore their feelings and attitudes, to clarify values and to discuss sensitive issues in an environment of trust and acceptance.

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

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 accessible on the School website.

For other aspects of PSHE, including health education, see the attached curriculum map (Appendix 2) for more details.

5.1 Programme of Study

Having hosted a student consultation - for all year groups - in the Spring term of 2022, we have built a bespoke curriculum tailored to the needs and lives of our students.

The programme takes as its basis the three core themes suggested by the PSHE association (<https://www.pshe-association.org.uk>):

1. *Health and Wellbeing*
2. *Relationships*
3. *Living in the Wider World*

These topics embrace current legislation regarding the Prevent Duty in promoting Fundamental British Values and teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary.

Dedicated and trained PSHE teachers, overseen by the Head of PSHE and RSE, are responsible for the planning and delivery of the PSHE programme in weekly, hour long lessons.

Teachers are responsible for:

- Delivering PSHE in a sensitive way;
- Modelling positive attitudes to PSHE;
- Monitoring the progress of students, and
- Responding to the needs of individual students

All PSHE content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year.

5.2 Planning and Delivery

PSHE is a timetabled lesson, delivered once a week for one hour. It is delivered by a fully trained, committed and passionate team of existing subject teachers. PSHE is taught through a mixture of discussion, reading (articles), watching (videos and presentations) and writing (responding to what has been read, discussed and viewed by answering questions or articulating a personal viewpoint).

Elements of PSHE are also reinforced through the assembly programme, guest speakers, drop down days and themed weeks, as well as being embedded in our academic curriculum.

The opportunity for discussion of each assembly topic is encouraged during form time with Form Tutors.

The themed weeks which run throughout the academic year include PSHE topics such as careers and future pathways, wellbeing and financial responsibility.

Pupils who we feel require further support or information on specific aspects of the PSHE curriculum will meet in small groups to ensure that they are fully equipped to deal with the challenges they may face.

Each PSHE lesson is planned and tailored to the needs of our students. All lessons are in line with our long-term PSHE scheme of work and underpinned by the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us. The SENCO is also consulted regularly with

a view to the learning needs of SEND pupils.

5.3 Monitoring and Assessment

The Head of PSHE and RSE will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupil work at regular intervals.

The PSHE Department has a scheduled meeting on the Staff Day before the start of each term where arrangements for the teaching of each topic to be covered are discussed. The topics have been set for the year based on an annual review, carried out by the Deputy Head and the Head of PSHE and RSE. This review aims to ensure a full range of material is being covered which is relevant to the age group of the pupils in line with present legislation.

Further to this, the PSHE Department also has fortnightly meetings at which matters pertaining to the PSHE programme are discussed and concerns relating to groups or individual pupils are addressed.

Assessment in PSHE is based on the ipsative structure, where progress will be measured against students' baseline understanding and where they are at the end of the unit.

Baseline Assessment

PSHE covers issues and areas of life which young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place.

Summative Assessment

This assessment is undertaken throughout the unit/topic and monitored by the teaching staff. Class teachers will use this type of assessment to monitor understanding on a lesson by lesson basis.

Formative Assessment

This assessment is undertaken at the end of the unit/topic and compared against students' baseline data. It will be reviewed at PSHE department meetings to ensure timely intervention and support can be given as appropriate.

Appendix 1 - PSHE Planning Document 2025 - 2026

PSHE is split into **three themes** (see below); the planning document follows these themes - each theme is colour coded for ease of identification in the SOW.

Health and Wellbeing - Life Beyond School, Mental Health, Puberty, Hygiene
Living in the Wider World - Life Beyond School, Study Skills, Careers, Rights
Responsibilities and British Values

Relationships - Celebrating Diversity and Equality (including LGBT+), Healthy and
Unhealthy Relationships, Sexual Relationships, Consent

Resources:

The curriculum is planned in a spiral. The three themes remain the same but more age appropriate content is added each year.

Each topic gives a broad outline for that week.

TenTen - for all RSE topics, please ensure you are including the Catholic perspective -

TenTen is very useful here - and other perspectives

Google Classroom - Evidence:

You will be given a Google Classroom which will need to be populated with the resources/ written task each week. Many of the topics in PSHE are best taught with lots of discussion but all answers provided need to be written in their Google Doc to provide evidence of learning.

Feedback & Assessment:

T Williams has created a baseline assessment Google Sheet for each pupil in all year groups. This Doc needs to be shared with your classes Autumn Term 1, Lesson 1 in order for T Williams to track each pupil's understanding of the topic taught that lesson.

We will use a traffic light system to assess students' knowledge on each topic (Red - working towards, Amber - working at, Green - working beyond)

Reporting:

Please use the following PSHE/RSE teacher reporting structure:

1. A classwork effort grade
2. A termly course outline
3. The reflective comments composed by each pupil in your PSHE class

Parents Meetings:

When hosting parent evenings for your home subject classes, please also discuss how the pupil is getting on during your PSHE/RSE lessons.

Appendix 2 - PSHE Curriculum Plan

Pre Senior - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy and Unhealthy Relationships	Healthy and Unhealthy Relationships	Life Beyond School	Life Beyond School	Mental Health	Puberty
Lesson 1: Qualities of Friendship	Lesson 1: Taking Notice of Our Feelings	Lesson 1: Rights, Respect & Duties	Lesson 1: Communication	Lesson 1: Five Ways to Wellbeing Project	Lesson 1: What sort of Drug is it?
Lesson 2: How Good a Friend Are You?	Lesson 2: Being Assertive	Lesson 2: My School Community	Lesson 2: Different Skills	Lesson 2: Joe's Story	Lesson 2: Drugs: It's the Law!
Lesson 3: Kind Conversations	Lesson 3: It Can Happen to Anyone	Lesson 3: Mo Makes A Difference	Lesson 3: Challenging Work-place Gender Stereotypes	Lesson 3: Our Recommendations	Lesson 3: Pressure Online
Lesson 4: Relationship Cake	Additional: Lesson 4: How Are They Feeling?	Lesson 4: Star Qualities	Lesson 4: Give & Take	Lesson 4: Is it Normal?	
Lesson 5: Independence & Responsibility	Lesson 5: Help! I'm a Teenager, Get Me Out of Here!	Lesson 5: Stop Bullying	Lesson 5: Spending Wisely	Lesson 5: Helpful or Unhelpful? Managing Change	
Lesson 6: Happy Being Me		Lesson 6: Communication	Lesson 6: It Looks Great!	Lesson 6: What's The Risk	
Lesson 7: Dear Ash					

Year 7 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life Beyond School	Celebrating Diversity and Equality	Health and Wellbeing	Relationships and Sex Education	Staying Safe	Rights and Responsibilities
Lesson 1: What is PSHE?	Lesson 1: What is your identity?	Lesson 1: Introduction to Puberty	Lesson 1: Being Positive	Lesson 1: Avoiding Gangs and Criminal Behaviour	Lesson 1: Why is Politics Important?
Lesson 2: Getting To Know People	Lesson 2: Importance of Being Kind	Lesson 2: Personal Hygiene	Lesson 2: What Makes a Good Friend	Lesson 2: Knife Crime and Safety	Lesson 2: How is our country run?
Lesson 3: What is a Community?	Lesson 3: Multicultural Britain	Lesson 3: Puberty and Periods	Lesson 3: Friendships and Online Relationships	Lesson 3: Staying Safe Online	Lesson 3: Political Debates and Parliament
Lesson 4: Sleep and Relaxation	Lesson 4: Breaking Down Stereotypes	Lesson 4: Puberty and Periods	Lesson 4: Pressure, Influence and Friends	Lesson 4: Online Gaming, Grooming/ Addiction	
Lesson 5: Transition Points in Your Life	Lesson 5: Prejudice / Discrimination	Lesson 5: Growing Up	Lesson 5: Respect and Relationships	Lesson 5: Energy Drinks/Caffeine	
Lesson 6: Careers and Your Future	Lesson 6: Learning Disabilities	Lesson 6: Self-Esteem	Lesson 6: Consent and Boundaries	Lesson 6: E-Cigs/Vaping/ Shisha	
Lesson 7: Financial Education					

Year 8 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life Beyond School	Celebrating Diversity and Equality	Health and Wellbeing	Relationships and Sex Education	Staying Safe	Rights and Responsibilities
Lesson 1: Proud to be Me	Lesson 1: Equality Act 2010	Lesson 1: Health and Wellbeing	Lesson 1: Relationships and Sex Education	Lesson 1: Cyberbullying	Lesson 1: Desert Island Living
Lesson 2: The Importance of Happiness	Lesson 2: LGBTQ+ Rights	Lesson 2: What is Mental Health?	Lesson 2: What is love?	Lesson 2: Online Grooming	Lesson 2: Criminals, Laws and Society
Lesson 3: What Makes Me Angry	Lesson 3: Gender Equality	Lesson 3: Positive Body Image	Lesson 3: Healthy Respectful Relationships	Lesson 3: Child Exploitation and Online Protection	Lesson 3: Prison, Reform and Punishment
Lesson 4: Self-Esteem in the Media	Lesson 4: Ableism and Disability Discrimination	Lesson 4: Healthy Eating and Cholesterol	Lesson 4: Sexual Orientation	Lesson 4: Alcohol Safety	
Lesson 5: Careers and Aspirations	Lesson 5: Racism and Discrimination in Society	Lesson 5: Types of Bullying	Lesson 5: Dealing with Conflict	Lesson 5: County Lines - What it is and Who is at risk?	
Lesson 6: Exploring Careers	Lesson 6: Removing the Barriers	Lesson 6: Child Abuse	Lesson 6: Introduction to Contraception	Lesson 6: Substance Misuse	
Lesson 7: Employability and Enterprise Skills	Lesson 6: Equality for All				

Year 9 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life Beyond School	Health and Wellbeing	Relationships and Sex Education	Relationships and Sex Education	Staying Safe	Rights and Responsibilities
Lesson 1: Social Media and Online Stress	Lesson 1: How Self-Esteem Changes	Lesson 1: Sexual Consent and the Law	Lesson 1: FGM and the Law	Lesson 1: What are Drugs?	Lesson 1: Forms of Extremism
Lesson 2: From Failure to Success	Lesson 2: Bullying in all its forms	Lesson 2: Relationships and Partners	Lesson 2: What are STIs?	Lesson 2: Different Types of addictions	Lesson 2: The Radicalisation Process
Lesson 3: Saving and Managing Money	Lesson 3: Media and Airbrushing	Lesson 3: Why have Sex?	Lesson 3: Contraception	Lesson 3: Drug Classifications	Lesson 3: 1. Anti - Semitism 2. Conspiracy Theories
Lesson 4: Finance, Budgeting and Employment	Lesson 4: Dealing with Grief and Loss	Lesson 4: Delaying Sexual Activity	Lesson 4: Contraception explored	Lesson 4: Party Drugs and Illegal Drugs	
Lesson 5: Labour Market Information	Lesson 5: Cancer Prevention and Healthy Lifestyles	Lesson 5: Sexual Harassment	Lesson 5: HIV/ AIDS	Lesson 5: The War on Drugs	
Lesson 6: First Aid	Lesson 6: What a vulva?	Lesson 6: Domestic Abuse and Domestic Violence	Lesson 6: HIV/ AIDS - prejudice and Discrimination	Lesson 6: Volatile Substance Abuse	
Lesson 7: Assertiveness					

Year 10 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life Beyond School	Celebrating Diversity and Equality	Health and Wellbeing	Relationships and Sex Education	Staying Safe	Rights and Responsibilities
Lesson 1: Insta and TikTok Generation	Lesson 1: International Organisations	Lesson 1: Promoting Emotional Wellbeing	Lesson 1: Pleasure and Delaying Sexual Activity	Lesson 1: Honour Based Violence	Lesson 1: Mutual Respect and Tolerance
Lesson 2:	Lesson 2: Peace, War and Conflict	Lesson 2: Mental Health Illnesses	Lesson 2: Sexting, Nudes and Dick Pics	Lesson 2: Forced Marriage and Breast Ironing	Lesson 2: Individual Liberty
Lesson 3: What is Marriage?	Lesson 3: Human Rights During War	Lesson 3: Screen Time	Lesson 3: Online Pornography (Myths v Reality)	Lesson 3: Social Media Validation	Lesson 3: Hate Crime in the UK
Lesson 4: Rights and Responsibilities	Lesson 4: Aids and Supporting Other Countries	Lesson 4: Self-Harm	Lesson 4: Porn and its impact on society	Lesson 4: Online Gaming and Gambling	
Lesson 5: Consumer Rights	Lesson 5: Women's Rights and Equality	Lesson 5: Suicide	Lesson 5: Campaigning against FGM	Lesson 5: Modern Day Slavery	
Lesson 6: Employment Rights	Lesson 6: Fair Trade and Free Trade	Lesson 6: Child Sexual Abuse	Lesson 6: Unhealthy Relationships, Sexual Assault and Rape	Lesson 6: Causes of Knife Crime	
Lesson 7: Exploring a Paycheck					

Year 11 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Staying Safe	Health and Wellbeing	Life Beyond School	Relationships and Sex Education	Life Beyond School	
Lesson 1: Virtual Reality and Live Streaming	Lesson 1: Organ and Blood Donation	Lesson 1: Mock Exams	Lesson 1: Peer on Peer Abuse	Lesson 1: Exam Stress and Anxiety	Exam Leave
Lesson 2: Online Reputation and Digital Footprints	Lesson 2: Teenage Pregnancy Choices	Lesson 2: Mock Exams	Lesson 2: Fertility and What Impacts It	Lesson 2: Exam Stress and Anxiety	
Lesson 3: Group Chats and Anti Bullying	Lesson 3: Abortion Laws, Morals and Ethics	Lesson 3: Post 16 Options	Lesson 3: Alcohol, Parties and Bad Choices	Lesson 3: Revision	
Lesson 4: Cosmetic and Aesthetic Procedures	Lesson 4: Parenthood for Teenagers	Lesson 4: Screen Addiction and Studying	Lesson 4: Importance of Sexual Health		
Lesson 5: New Psychoactive Substances	Lesson 5: Breast Cancer, Cervical Cancer and Screening	Lesson 5: Social Media v Real Life	Lesson 5: Revisiting STIs		
Lesson 6: Festivals and Nitrous Oxide	Lesson 6: Love and Abuse	Lesson 6: CV Writing	Lesson 6: Respect, Love and Relationships		
Lesson 7: Substance Addiction					

Year 12 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing	Bullying, Abuse & Discrimination	Relationships, Values & Consent	Staying Safe	Careers	Media Literacy
Lesson 1: Recognising Illnesses	Lesson 1: Gaslighting & Emotional Abuse	Lesson 1: Types of Relationships	Lesson 1: The Importance of First Aid	Lesson 1: Alternatives to University	Lesson 1: Managing Online Safety and Privacy
Lesson 2: Vaccines and Immunisations	Lesson 2: Coercion and Controlling Behaviour	Lesson 2: Relationship Values	Lesson 2: Decisions, Drink Spiking & Drink Drivers	Lesson 2: Preparation for the Workplace	Lesson 2: Importance of Networking and LinkedIn
Lesson 3: Cancer and Getting Checked	Lesson 3: Sharia Law and Honour-Based Violence	Lesson 3: Prejudice & Discrimination	Lesson 3: Getting Home Safely	Lesson 3: Knowing my Strengths and Skills	Lesson 3: Online Reputation
Lesson 4: A Healthy Diet on a Budget	Lesson 4: Harassment & Stalking	Lesson 4: Consent, Sexual Norms and Expectations	Lesson 4: Going Abroad and Safety	Lesson 4: Producing a CV	
Lesson 5: Anxiety, Depression & Eating Disorders	Lesson 5: Child-on-Child Abuse	Lesson 5: Police Investigating Sexual Assaults	Lesson 5: The Police, Organised Crime & Gangs	Lesson 5: Answering Job Interview Questions	
Lesson 6: Maintaining Positive Mental Health	Lesson 6: De-Escalating Aggressive Situations	Lesson 6: Violence Against Women	Lesson 6: Drugs, Alcohol and Work	Lesson 6: Careers in a Global Economy	
Lesson 7: Balancing Work and Life					

Year 13 - 2025/26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Careers	Forming Respectful Relationships	Parenthood	Sexual Health & Self Concept	Financial Education	
Lesson 1: Personal Statements	Lesson 1: The Importance of Building Relationships	Lesson 1: Mocks Exams	Lesson 1: Importance of Sexual Health	Lesson 1: Budgeting at University	Exams Leave
Lesson 2: Personal Statements	Lesson 2: Online Dating and Personal Safety	Lesson 2: Mock Exams	Lesson 2: Sexual Health Misconceptions	Lesson 2: Exploring a Payslip	
Lesson 3: Personal Statements	Lesson 3: Exploring Emotional Intimacy	Lesson 3: Routes to Parenthood	Lesson 3: Body Modifications	Lesson 3: Understanding Rental Contracts	
Lesson 4: Sixth Formers and Employment Rules	Lesson 4: Avoiding Toxic Friendships	Lesson 4: Unintended Pregnancies & Options	Lesson 4: Appearance Vs Reality	Lesson 4: Being Financially Savvy	
Lesson 5: Building Professional Relationships	Lesson 5: Power Differences in Relationships	Lesson 5: Pregnancy, Motherhood & Employment	Lesson 5: Body Image & Pressure to Conform		
Lesson 6: What is Professional Conduct?	Lesson 6: Breaking Up Relationships	Lesson 6: Consent and Boundaries	Lesson 6: Managing Life's Phases		
Lesson 7: Bullying and Harassment in the Workplace					