



St John's
School Billericay

Personal, social, health and economic (PSHE) education policy

Date: September 2026

Those Responsible: E Morgan
A Angeli

To be reviewed: September 2027

Links to: RSE Policy

At St John's School, Personal, Social, Health and Economic (PSHE) education is an important and integral part of the curriculum and of the school's wider responsibility for pupils' personal development, wellbeing and preparation for adult life.

We provide all pupils in Years 7–11 with **one dedicated hour of PSHE education each week**. This is supplemented, where appropriate, through the wider curriculum, assemblies, pastoral support, form lessons and other aspects of school life.

Our PSHE programme incorporates Relationships and Sex Education (RSE), health and wellbeing, economic wellbeing and careers education. It is designed to provide pupils with the knowledge, skills, understanding and confidence they need to lead safe, healthy, responsible and fulfilling lives.

The programme is planned using the **PSHE Association Resources**.

2. Statutory and regulatory framework

This policy has been developed with regard to current legislation and guidance, including:

- Department for Education, *Relationships Education, Relationships and Sex Education and Health Education statutory guidance*, revised July 2025 and in force from **1 September 2026**;
- the Children and Social Work Act 2017;
- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- the Education (Independent School Standards) Regulations 2014;
- the Equality Act 2010;
- *Keeping Children Safe in Education 2026*;
- current Department for Education guidance on the Independent School Standards; and
- the PSHE Association's current Programme of Study for PSHE Education.

Relationships and Sex Education is compulsory for pupils receiving secondary education.

Health Education is not separately compulsory for independent schools. However, independent schools are required to provide PSHE education. St John's school therefore incorporates comprehensive health and wellbeing education into its PSHE programme, alongside statutory RSE.

In accordance with the Independent School Standards, the school's PSHE provision:

- reflects our aims and ethos;
- encourages respect for other people;

- pays particular regard to the protected characteristics set out in the Equality Act 2010; and
 - prepares pupils for the opportunities, responsibilities and experiences of life in British society.
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3. Aims

Through PSHE education, St John's School aims to enable pupils to:

- develop the knowledge, skills and attributes needed to manage their lives now and in the future;
- develop confidence, resilience, self-worth and self-respect;
- recognise and maintain healthy relationships;
- understand the importance of respect, kindness, honesty, consent and personal boundaries;
- recognise unhealthy, abusive, coercive or exploitative behaviour and know how to seek help;
- make informed decisions about their physical and mental health;
- understand how to keep themselves and others safe, both offline and online;
- develop an age-appropriate understanding of sexual health, relationships, consent and the law;
- understand risks relating to alcohol, drugs, tobacco, vaping, gambling and other potentially harmful behaviours;
- develop financial awareness and skills for economic wellbeing;
- prepare for further education, employment and adult life;
- understand and respect individual differences;
- understand the protected characteristics contained within the Equality Act 2010;
- challenge prejudice, discrimination, harassment, misogyny and harmful stereotypes;
- develop critical thinking and media literacy, including in relation to social media, pornography, misinformation, artificial intelligence and digitally manipulated material;
- know when and how to seek appropriate help for themselves or another person; and
- become responsible, respectful and active members of society.

The programmes of study for each year group are below. More details are provided in the annex.

Secondary PSHE education | Long-term overview

Statutory RSHE Statutory RSHE Economic Wellbeing & Careers Economic Wellbeing & Careers

 School Plus course available – see [Appendix 2](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition 	Friendship and bullying	Families and changing relationships 	Puberty and keeping safe 	Influences on relationships	Financial decisions 
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world 	Healthy and unhealthy relationships 	Managing money 
Year 9	Mental health and wellbeing 	Careers and future choices	Drug education 	Managing risk in relation to the law	Intimate sexual relationships 	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world 	Friendship, diversity and challenging extremism	Managing influence 	Exploring consent and recognising abuse 	Study, work and careers
Year 11	Life-long wellbeing 	Drugs and personal safety 	Safe relationships and sexual health 	Families, fertility and pregnancy	Managing and maintaining health	

PSHE education Curriculum Model | Last updated 25th June 2026 | © PSHE Association 2026

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4. Teaching of PSHE

Teaching will:

- be evidence-informed;
- be age and developmentally appropriate;
- be carefully sequenced;
- use accurate and appropriate terminology;
- be inclusive and accessible;
- avoid stereotyping;
- promote healthy and positive norms;
- distinguish fact from opinion;
- encourage respectful discussion;
- avoid unnecessarily graphic or explicit material;
- never encourage pupils to disclose personal or sensitive experiences publicly; and

- place safeguarding and pupil wellbeing at its centre.

Staff will establish clear ground rules for PSHE lessons. Pupils will understand that they may ask questions but that neither pupils nor staff should be expected to share personal experiences.

5. Equality, diversity and inclusion

PSHE will be taught in a way that encourages respect for all people and pays particular regard to the protected characteristics contained in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

Teaching will be appropriate to pupils' age and maturity.

The school will not unlawfully discriminate against pupils or promote discrimination against other people.

Pupils will be taught to understand that people may hold different beliefs, values and opinions while everyone is entitled to be treated with dignity and respect.

Discriminatory language, harassment and bullying relating to any protected characteristic will be challenged appropriately.

6. Pupils with SEND and additional needs

The School will ensure that PSHE and RSE are accessible to pupils with special educational needs and disabilities.

Teaching may be adapted through:

- differentiated resources;
- additional explanation;
- repetition and reinforcement;
- use of appropriate language;

The school recognises that some pupils with SEND may be particularly vulnerable to exploitation, abuse or misunderstanding within relationships and will ensure that teaching provides them with appropriate knowledge and skills for personal safety.

7. Parents and carers

The school recognises parents and carers as important partners in PSHE and RSE education and will seek to maintain open and constructive communication with parents. An overview of the curriculum will be provided and discussed at information evenings.

8. Right to request withdrawal from sex education

Parents and carers have a legal right to request that their child is withdrawn from **some or all of the sex education delivered as part of RSE**.

There is no right to withdraw a pupil from relationships education.

A request for withdrawal should be made in writing to the Headteacher.

Before a withdrawal is agreed, the Headteacher will normally meet or communicate with the parent or carer to:

- understand their concerns;
- explain the nature and purpose of the curriculum;
- clarify which lessons constitute sex education;
- discuss the benefits of the pupil receiving this education;
- explain the potential implications of withdrawal; and consider whether the parent's concerns can be addressed without withdrawal.
- The school will keep an appropriate record of the request and discussion.

From three terms before the pupil turns 16, the pupil has the right to choose to receive sex education despite a previous parental request for withdrawal. If the pupil wishes to receive the teaching, the school will make appropriate arrangements for this to take place.

Where a pupil is withdrawn, the school will provide appropriate and purposeful alternative education during the lesson.

The school's curriculum map will clearly identify the elements of the programme that constitute sex education for the purposes of the right to request withdrawal.

9. Assessment

Assessment in PSHE is intended to demonstrate progress in pupils' knowledge, understanding, skills and attitudes rather than assess their personal experiences or beliefs.

Assessment may include:

- questioning
- discussion
- written tasks
- scenario-based activities
- self-reflection
- quizzes

PSHE will be included as a subject in all interim and full reports.

ANNEX: Curriculum plan by year group

U3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emotional well-being, managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Financial decisions
This unit helps students transition to secondary school, set learning goals and develop social and emotional skills.	This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.	This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.	This unit revisits learning about puberty from KS2. It also references how to identify and report abuse.	This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences	This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending

L4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2	Finance
Health and wellbeing In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing.	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 drugs	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.	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	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.	This will be taught during the year as part of the form lesson schedule
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U4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.	Drug education This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.	Careers and future choices This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future choices.	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.	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.	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.
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Finance will continue to be taught as part of the form lesson schedule

L5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Independence, health choices and wellbeing This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.	Navigating the online world This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	Friendship, diversity and challenging extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism	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	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.	
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.	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	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	Families, fertility and pregnancy This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.	Managing and maintaining health This unit helps students explore behaviours that support their own and others' physical health, through prevention of illness, treatment options and emergency responses.	GCSE examinations
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