



PSHE at King Edward VI: An Overview

**Ms R Baggott –
Head of PSHE**



KING EDWARD VI
SCHOOL LICHFIELD

PSHE at King Edward VI School

 Ready for the world <i>Ready</i>	PSHE lessons enable students to be better prepared for life beyond the school grounds. Students will develop skills such as resilience and emotional literacy, which will enable them to manage challenging situations more effectively. Students will also learn more practical life skills such as financial capability, managing risk, how the UK legal and political systems work.
Respectful of ourselves & others  <i>Respect</i>	PSHE lessons give young people essential skills for building positive, respectful and non-exploitative relationships. Students are able to develop empathy and tolerance through exploring topics such as diversity.
 Strive	Strive towards achieving our full potential PSHE lessons enable young people to develop questioning and challenging minds that want to learn. Students become empowered to improve their life skills by being better prepared to manage stressful situations whilst maintaining good mental health. A comprehensive careers programme also encourages students to set aspirational life goals.

What is PSHE?

“PSHE education is a school subject through which pupils develop the knowledge, skills & attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.”

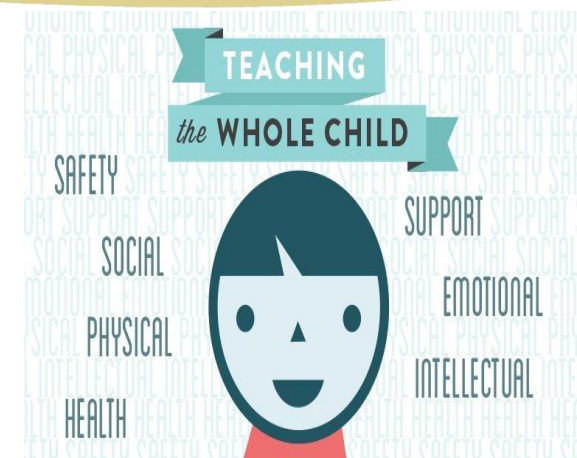
Source: PSHE Association

PSHE at King Edward VI

PSHE or Personal, Social and Health Education is taught to all year groups. The content is delivered in lessons by form tutors on a fortnightly basis. In addition, some topics are covered in assemblies and pupils are also able to engage with outside agencies during curriculum enhancement days.

Our programme covers a wide range of topics within the following themes:

- Health & Well-Being Education
- Relationships and Sex Education (RSE)
- Living in the Wider World (including Citizenship, Careers and Employability)
- Online Safety



Curriculum Plan for Year 7

Key Stage 3 - Year 7

Term One	Term Two	Term Three
Relationships <ul style="list-style-type: none">• Friendships• Bullying and Cyber Bullying• Diversity and Stereotypes	Health <ul style="list-style-type: none">• Healthy Lifestyle• Self Esteem• Puberty	Careers <ul style="list-style-type: none">• Values• Careers and Money
Citizenship <ul style="list-style-type: none">• Community	Health <ul style="list-style-type: none">• Personal Hygiene• Dental Hygiene	Relationships/Citizenship <ul style="list-style-type: none">• Type of Relationships• Managing Risk: Summer Safety
		Financial Capability <ul style="list-style-type: none">• Value for Money• Budgets



PSHE at KES - Themes

Staff:

Head of PSHE:
Miss R Baggott

Lead Teacher RSE:
Mrs K Riley

Lead Teacher Online:
Mr J Noakes

Careers Advisor:
Mrs K Baker

PSHE
OBJECTIVES

1. We are **READY** to learn what is meant by a healthy lifestyle and why it is important to lead a healthy lifestyle.

2. We will **RESPECT** each others opinions and understand the importance of supporting each other to improve their physical health.

3. We will **STRIVE** to lead a healthy lifestyle.

Health



Today's PSHE lesson is on

Healthy Lifestyles




PSHE
OBJECTIVES

1. We are **READY** to learn about where the pressures to look a certain way online come from.

2. We will **RESPECT** each others views as to what is considered the 'ideal' body image online and the actual reality.


3. We will **STRIVE** to know where they can go for advice and support with body image concerns.

Health



Today's PSHE lesson is on

Body Image Online




PSHE
OBJECTIVES

1. We are **READY** to learn about Stereotypes

2. We will **RESPECT** and understand and celebrate our differences


3. We will **STRIVE** to adopt values in our lives which actively challenging stereotyping

RSE



Today's lesson is on

STEREOTYPING



PSHE
OBJECTIVES

1. We are **READY** to learn about the powers of the police in the UK.

2. We will **RESPECT** that people will have different viewpoints about the role of the police and police powers.

3. We will **STRIVE** to understand the powers of the police in the UK.

Citizenship








Today's PSHE lesson is on

The UK Justice System: Law Enforcement

Morning Routine

Registration Activities

Year 7

Monday	Tuesday	Wednesday	Thursday	Friday
				
<i>Reading</i>	<i>Assembly</i>	<i>Wellbeing</i>	<i>Quiz</i>	<i>News Update</i>

Wellbeing

PSHE

OBJECTIVES

1. We are **READY** to improve our mental wellbeing.
2. We will **RESPECT** each others right to express opinions and understand the importance of supporting each other in relation to mental wellbeing.
3. We will **STRIVE** to improve our own and support others in improving their mental wellbeing.

Health



PSHE

OBJECTIVES

1. We are **READY** to improve our mental wellbeing.
2. We will **RESPECT** each others right to express opinions and understand the importance of supporting each other in relation to mental wellbeing.
3. We will **STRIVE** to improve our own and support others in improving their mental wellbeing.

5 Ways to Wellbeing

We will be looking at things we can do to look after our wellbeing using these categories over the next few weeks.





PSHE at King Edward VI: RSE Provision

**Mrs K Riley –
Lead teacher
for RSE**



KING EDWARD VI
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2020 & 2025 Relationships & Sex Education Guidance (DfE)

- ☐ The Children and Social Work Act was passed in March 2017, making relationships and sex education statutory.
- ☐ From September 2020, all secondary schools are required to provide relationships and sex education (RSE). Parents/carers will be informed about lessons in advance.
- ☐ Parents will still have the right to withdraw children from Sex Education that sits outside of the Science Curriculum up to and until 3 terms before their 16th birthday.
- ☐ KES RSE policy was updated in June 2025 and is available on the school website.
- ☐ The latest guidance published in July 2025 for September 2026 implementation will include new sex, relationships and health content. Parents/carers and students will have the opportunity to be involved in a consultation regarding the new guidance.

RSE at KES



- Trained staff
- Reliable information sources
- In partnership with parents and carers
- Make pupils feel safe and promote safe, equal and caring relationships.
- Meets the needs of all pupils and fosters equality
- Age appropriate

RSE at KES

“Why would your relationships and sex education have been better if it started earlier in your life? ”

“I would have been able to ask questions and not Google things. ”

“I would have felt more prepared and less sheltered - I had to find out from peers. ”

“Could help to reduce ideas of rape culture if it was started to be taught at a young age. ”

“I just think I should've known a lot of things that I didn't sooner to prepare me better. ”

“Some stuff I had to learn on my own because I knew about it before sex education was taught and nowadays younger children are becoming more aware so they should know sooner. ”



“As I would have a better understanding about relationships, often people start relationships when entering secondary school. ”

“I think that RSE discussion should start earlier in life. As teens, a lot of the boys already had a set view on consent, and tended to disregard it. It really made interacting with the topic difficult as this was the first glimpse into the topic for some. ”

“Because I would have understood it better before it started happening to me (puberty and unwanted sexual attention). ”

“Would have allowed for greater understanding of the world around me and how to navigate it better, provide protection from unwanted sexual behaviour that otherwise may not know was not okay and allowed me to be more comfortable when older as less stigma. ”

“Would be more knowledgeable of positive relationships and where to go if I felt unsafe in a situation. ”

The importance of learning about RSE at the right time.

It's better to learn about things in an age-appropriate manner in a safe classroom than online or from peers.

Year 7 PSHE outline

- Friendships and bullying
- Diversity and stereotypes
- Citizenship: community
- Puberty, changes physically, emotionally and socially
- Healthy lifestyles: personal hygiene, dental hygiene
- Careers (values and money)
- Self esteem
- Types of relationships and positive Relationships
- Managing risk: summer safety

RSE content

Part of our
spiral
curriculum.



Golden Rules

PSHE

OBJECTIVES

1. We are **READY**

2. We will **RESPECT** and

3. We will **STRIVE**

RSE

THE GOLDEN RULES OF PSHE

- This is a respectful environment where everyone has the right to be listened to and share their ideas.
- No one needs to comment on any matter they feel uncomfortable with.
- If you are ever unsure about anything we discuss in lesson quietly speak to your teacher.
- It is not needed to give personal accounts, your teacher will also want this rule respected towards themselves.
- If you ever feel that any of the topics discussed in these lessons affect you in anyway or are close to how you are feeling, there is lots of help available both in school and from outside agencies. Look at the who can I talk to info sheet on your form notice board.

[RISEABOVE.ORG.UK](https://riseabove.org.uk)

[AMBITION.ORG.UK](https://ambition.org.uk)

[CHILDLINE.ORG.UK](https://childline.org.uk)

[CHILDNET.COM](https://childnet.com)

PARENT
TEACHER
FRIEND
SIBLING
GRANDPARENT
RELATIVE
STUDENT SUPPORT

Displayed at the start of each PSHE lesson.

Signpost for Support

PSHE

OBJECTIVES

1. We are **READY** to learn about
2. We will **RESPECT**
3. We will **STRIVE** to

Signpost for Support

It is important to note that although we have been discussing

then there is lots of support available both inside and outside of school that you may or may not be aware of :

In School

- Tutor.
- Teacher
- Student Support.
- The School Nurse

Outside of School

- Your Parent / Carer
- A Relative
- A friend
- External Agencies

childline

ONLINE, ON THE PHONE, ANYTIME

ChildLine:

www.childline.org.uk

Phone: 0800 1111

YOUNGmINDS

Young Minds:

www.youngminds.org.uk

NSPCC

NSPCC:

<https://www.nspcc.org.uk/>

Cross Curricular Links

- ❑ **Science** – Puberty, animal and human reproduction
- ❑ **RE** – What do I value? What kind of person do I want to be
- ❑ **ICT** – staying safe online
- ❑ **English** – texts which examine relationships



Ofsted Report April 2021: Sexual Abuse in Schools

- ❑ Report commissioned after concern over Everyone's Invited website
- ❑ Sexual Harassment and online sexual abuse most commonly experienced
- ❑ Sexist name calling and comments
- ❑ Gap between perception and reality
- ❑ Schools, parents and government need to do more – a proactive approach



KES Response

- ☐ Full provision of age appropriate PSHE (RSE programme) – Training on delivery for staff
- ☐ Training for all staff on spotting signs of sexual harassment and strategies for dealing with this
- ☐ Whole school audit into procedures, policies, and reporting – What can we do better?
- ☐ Logging system for concerns
- ☐ Parental Engagement
- ☐ Student voice



RSHE Review 2025

- ☐ Review published in July 2025 for implementation from September 2026.
- ☐ Large number of changes and additions with some key Principles: Engagement with pupils. Engagement and transparency with parent. Positivity- building positive attitudes and skills, promoting healthy norms about relationships. Careful sequencing –students should be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. Relevant and responsive to age, area and local issues. Skilled delivery by staff trained in safeguarding which aims to support and not to alarm pupils, Whole school approach to wellbeing and positive relationships
- ☐ KES has a robust PSHE programme, staff training is given to all teachers, resources are PSHE association approved or from other approved bodies
- ☐ Parents can request to see teaching materials.
- ☐ RSE policy will be updated, and curriculum reviewed this year ready for September 2026



For help and Advice on issues relating to RSE:

- ☐ Form Tutor
- ☐ Mrs Riley, Miss Baggott, Mr Noakes (PSHE Department)
- ☐ Student Support
- ☐ School website – links to further advice
- ☐ School Library





PSHE at King Edward VI: Online

Mr J Noakes –
Lead teacher
for Online
Safety



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Mobile Phone Ownership



Age and Stage of Media Consumption

Aged 3-4
Supervised Explorers



Aged 5-7
Increasingly Independent



Aged 8-11
Developing Skills



Aged 12-15
Connecting and Creating



Aged 16-17
Branching Out



What Children Use the Internet For



What are the risks of social media for children?

Oversharing



Sharing their location



Talking to people they don't know



Sending or receiving inappropriate content







Unrealistic sense of body image or reality

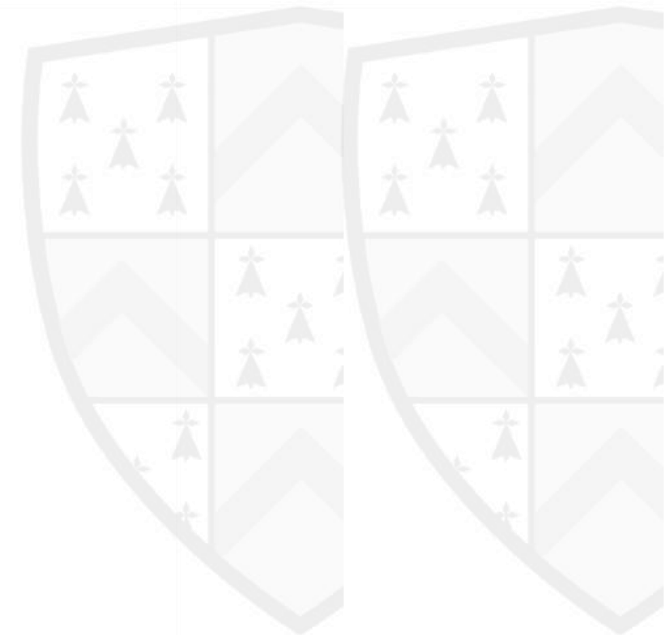


Obsessive focus on likes and comments









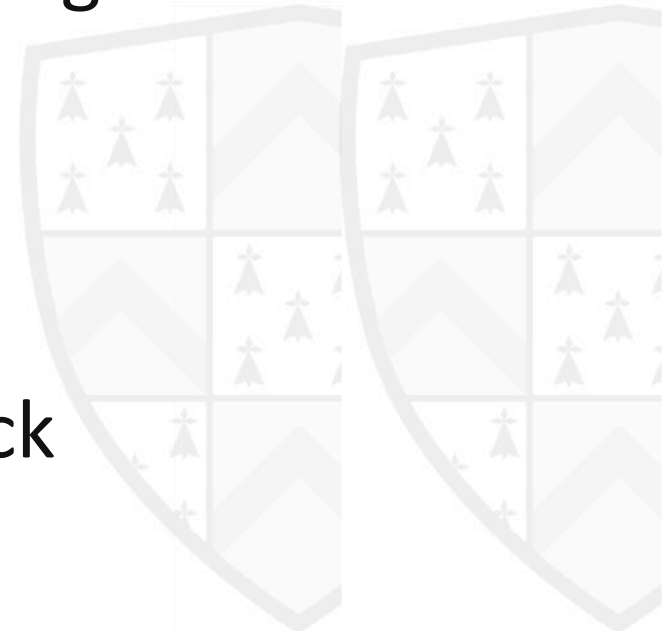
The 4 C's of Online Safety

-  Conduct
-  Contact
-  Content
-  Commercialism



Conduct

-  Digital footprints
-  Respect and manners
-  Knowing what is morally right and wrong
-  Awareness of content accessibility
-  Keeping personal information safe
-  Being aware of how to report and block



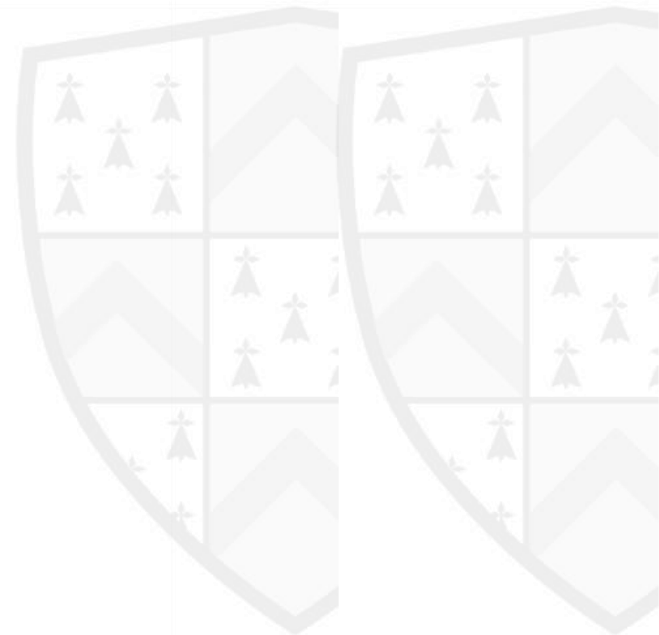
Contact

- ♥ Online friends
- 🔒 Privacy settings
- ⚠️ Grooming
- ⚡ Cyberbullying
- 💬 Tell someone they trust!



Commercialism

- £ Advertising
- 📱 In-app purchases
- X Gambling
- ✉ Pop ups
- ⚡ Spam



WhatsApp

Meta requires users in the UK to be 13 or older to use the app. This lowered from 16 in 2024.



Tips for parents and carers to keep children safe on WhatsApp

- ❑ “When people ask me if WhatsApp is safe for teens, I’m reminded of the first time I got behind the wheel of a car,” says Jackson. “I was fifteen years old, sweating hands on the steering wheel with my dad in the passenger seat, reminding me to check my mirrors.”
- ❑ “Was driving safe? Not really. It was dangerous. One mistake could land me in the ditch or in the hospital.”
- ❑ “But would banning me from driving have made me safer? Of course not. The only way forward was to learn: slowly, carefully, with someone guiding me. That’s the same answer for WhatsApp, or any app teens want to use. It can be safe, if it comes with training, accountability, and visibility. But simply banning it doesn’t work. It only delays the moment kids will eventually face the risks, and when that time comes, they’ll be unprepared.”
- ❑ The rules for WhatsApp look a lot like the rules for driving, according to Jackson:
 - ❑ **Learn the signs.** Just as drivers study road signs, teens need to learn the red flags — unsolicited links, strangers in groups, or anyone trying to “move the conversation somewhere else.”
 - ❑ **Limit passengers.** New drivers shouldn’t stuff their car full of five friends and speed on the freeway. New WhatsApp users shouldn’t start out in massive group threads with easy exposure to anyone and everyone.
 - ❑ **Regular check-ins.** Cars need inspections. Phones do too. Parents can scroll chats together, ask questions, and make conversations the norm—not just punishment after a mistake.
 - ❑ **Build trust.** The safest teen driver isn’t the one who never messes up—it’s the one who calls home when they do. Same here. Teens need to know they won’t be shamed if something goes wrong.
 - ❑ “The counterintuitive truth is that the biggest risk isn’t kids using WhatsApp — it’s parents not knowing what’s happening on it,” says Jackson. “Fear pushes us toward blunt tools like bans or blind trust. Both fail.”

Video from an Expert

- <https://www.internetmatters.org/advice/11-13/>




School website

← ↻ 🏠 🔒 https://www.keslichfield.org.uk

🔊 ☆ ⚙️ King Edward VI School

SIXTH FORM USEFUL LINKS

ABOUT US INFORMATION SCHOOL LIFE CURRICULUM EXTRA-CURRICULAR CONTACT US

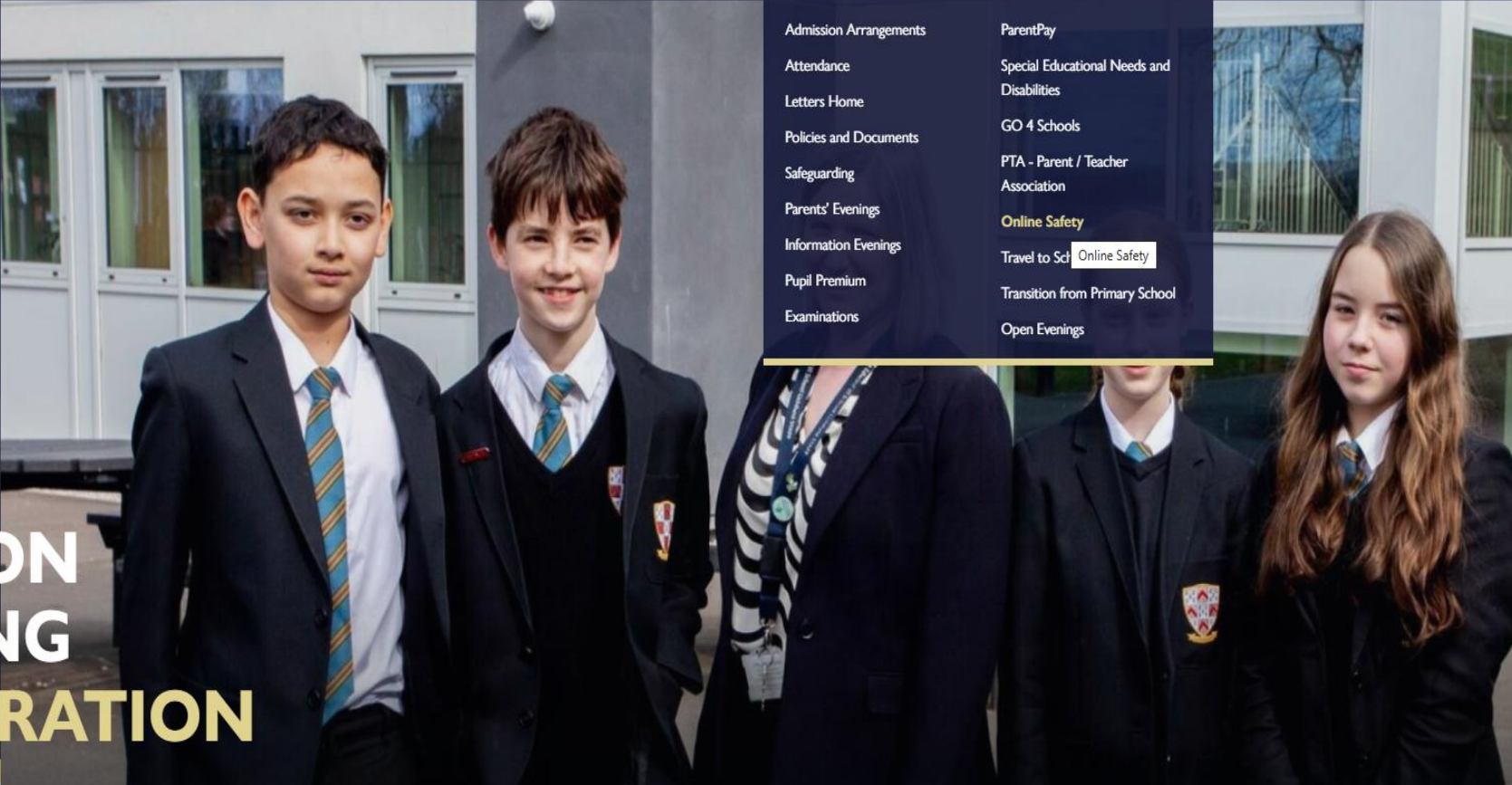

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AT KING EDWARD VI SCHOOL WE VALUE...

ASPIRATION
BELONGING
COLLABORATION

Admission Arrangements
Attendance
Letters Home
Policies and Documents
Safeguarding
Parents' Evenings
Information Evenings
Pupil Premium
Examinations

ParentPay
Special Educational Needs and Disabilities
GO 4 Schools
PTA - Parent / Teacher Association
Online Safety
Travel to School
Transition from Primary School
Open Evenings



Online Safety Links

Artificial Intelligence (AI) is becoming increasingly popular in this every changing technological world. Here is some guidance for parents and carers to give a better understanding of some of the risks and advice given for the safety of AI.

NATIONAL ONLINE SAFETY - ARTIFICIAL INTELLIGENCE



AI AND ASSESSMENTS



HELPFUL RESOURCES

To help parents and carers ensure their children's safety online, we have provided the following resources:

- **CEOP (ThinkuKnow)** - Online Safety Guidance for Parents and Carers
- **My Family's Digital Toolkit** - Everything you need, in one place, to support your child as they grow up in their digital world
- **Gaming Advice Hub** - For advice on what children are actually doing while they are gaming and much more
- **A parent's guide to apps for kids** - A comprehensive guide to the most commonly used applications
- **Social media advice hub** - Providing a hub of advice to help your family navigate the risks and rewards that social media can bring
- **Parental Controls & Privacy Settings Guides** - Step by step parental controls guides will help you to set up the right controls and privacy settings on the networks, gadgets, apps, and sites they use to give them a safer online experience
- **Moving on up** - Toolkit with videos and lesson plans for adults helping young people aged 10-13 with the online aspects of moving to secondary school

ONLINE SAFETY PRESENTATION FOR PARENTS/CARERS



ONLINE SAFETY POLICY



[NOS AI Solutions Guide](#)

[Moving on up! | Childnet](#)

AI Advice for Parents

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

WHAT ARE THE RISKS?

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often elicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING


Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

Moving on Up


[Resources](#) [Blog](#) [Who we are](#) [What we do](#) [What you can do](#) [Donate](#)

 [Teachers & professionals](#) [Parents & carers](#) [Young people](#) [Q](#)

[Resources](#)


Moving on up!

Toolkit with videos and lesson plans for adults helping young people aged 10-13 with the online aspects of moving to secondary school.




A lot of work goes into helping young people make a smooth transition from primary to secondary education. We have created these videos and accompanying resources to help with the online aspects of this move.

[Videos](#) [Educators](#) [Parents and carers](#)




Marvin wants a phone

This video was created to be used with young people by educators or parents and carers.



Joel's dilemma about friend requests

This video was created to be used with young people by educators or parents and carers.



Sehrish and her many group chats!

This video was created to be used with young people by educators or parents and carers.



Useful tools

ParentShield

The Child-Safe Mobile Network

Unlike Parental control software that controls a phone, you control the network, to make sure those using the phone are safe.

KIDSLOX


Features app blocking, Instant lock, usage scheduling, screen time limiting and web filtering.




Apple's family sharing and Android's Digital Wellbeing/parental controls.



PTA




KES PTA





YOUR
SCHOOL
LOTTERY

**Join
Today**



SCAN ME



Register Now To Support Fund Raising For Our School

Thank You
The Students

