

26/03/2026

## PSHE Curriculum and Policy Update

### At a Glance (TL;DR):

#### Key Changes to PSHE

- **New Structure:** PSHE will follow a spiral curriculum of three core modules—Health & Wellbeing, Relationships and Sex Education (RSE), and Living in the Wider World—revisited at age-appropriate levels from Year 7 to 13. All students in Year 7 to 11 will have one PSHE each week for the entire academic year.
- **Character Integration:** Every unit will be framed around our core RGS virtues (Respect, Integrity, and Aspiration), linking directly to form time activities.
- **New Assessments:** Traditional fact-based testing is being replaced with "confidence assessments" (0-10 scale) at the start and end of units so students can track their own growth.
- **RE Delivery:** Religious Education in Years 10 and 11 will be taught separately by our specialist Religious Studies (RS) department.
- **Sixth Form:** Personal development will move to a flexible carousel format, with UCAS preparation running as a separate, dedicated process.
- **Actions:** Please review the linked [curriculum map](#) and provide any feedback via the [form](#) by Sunday 12th April 2026.

Dear Parents / Carers,

As part of our ongoing commitment to the holistic development of our students, we are currently reviewing our Personal, Social, Health and Economic (PSHE) policy in line with the Department for Education. We are writing to consult with you on several exciting updates to the PSHE curriculum, designed to further support our students as they navigate the challenges of the modern world.

Below is a summary of the key updates for the upcoming academic year and beyond.

### Alignment with Statutory Guidance and a New Spiral Curriculum

Our updated curriculum has been completely redesigned to align with the latest statutory guidance from the Department for Education regarding Relationships, Sex, and Health Education (RSHE). The curriculum is split into three modules: Health & Wellbeing, Relationships and Sex Education (RSE), and Living in the Wider World. These will spiralise from Year 7 to Year 13, meaning topics are revisited each year at an increasingly mature and age-appropriate level. To facilitate this more comprehensive approach, all students in Years 7 to 11 will now have a dedicated PSHE lesson once a week.

## **Character Development**

A major update is the alignment of our personal development programme with the RGS Character framework. Every PSHE unit will now be framed around a specific virtuous focus from our core values of Respect, Integrity, and Aspiration. For example, exploring 'Health & Wellbeing' through the lens of 'Honesty' or 'Courage'. Students will explore these virtues in dedicated introductory and reflection lessons, and these themes will link directly to their Form Time activities and discussions to embed positive habits.

## **Confidence Assessments**

PSHE is personal to each student and the content we cover in lessons is often highly nuanced, therefore, it would not be appropriate to assess students by a typical fact-based approach. To help students actively track their own growth, we are introducing a "confidence assessment." At the start of each unit, students will rate their confidence on a scale of 0-10 regarding specific life skills and knowledge (e.g., "I know the correct First Aid steps when someone is hurt"). They will repeat this at the end of the module to measure how far they have come.

## **Religious Education (RE)**

To ensure we continue to meet statutory requirements with the highest level of expertise, the Religious Education (RE) modules in Years 10 and 11 will be taught separately and led directly by our specialist Religious Studies (RS) department.

## **Sixth Form**

In the Sixth Form, personal development topics will be delivered as a carousel of lessons. This flexible format allows us to occasionally collapse the timetable to facilitate external speakers and lecture series items. UCAS preparation will run alongside this as a separate, dedicated process, ensuring students receive focused support for their university applications.

We believe these changes will create a more cohesive, character-driven experience that equips our students with skills and knowledge to flourish.

As a valued part of our school community, your views on this development are incredibly important to us. We invite you to review the attached [curriculum map](#) and share any feedback, questions, or comments you may have by completing this [form](#) before Sunday 12th April 2026.

Warm regards,

Mr Alex McDonald-Smith

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