

What is PSHE Education?

PSHE is an umbrella term for a whole range of different education topics that are grouped under the headings Personal, Social, Health, and Economic Education. These topics include themes such as personal finances, drugs and alcohol awareness, mental health and wellbeing, careers, online safety, and relationships and sex education (RSE)

PSHE provides children and young people with the skills and knowledge they need to live healthy lives in an ever-changing and diverse society.

How can I support my child's PSHE Education?

- Allowing your child to talk about PSHE topics at home can be a really good way for them to explore and contextualise some of the content.
- If you have time, research some of the areas you know are coming up in your child's PSHE programme, and anticipate any awkward questions.
- Be honest if you don't know the answer to a question. However, you can listen to your child and explore these areas further together.
- Sensitive conversations can be easier to have if you are not facing each other directly, so whilst driving or walking, for example.
- Ask open questions. For example, how is your friendship group at the moment?
- Listen and try not to lecture. They will ask for advice when they want it.

The PSHE programme at Blue Coat School

Pupils in years 7-10 have fortnightly PSHE lessons. PSHE classes are taken by a dedicated PSHE teacher to facilitate respectful and responsible discussions in an inclusive atmosphere.

Pupils in year 11 have 12 hours of PSHE delivered by their RE, English, and PE teachers during the autumn, spring, and summer terms.

Pupils in the sixth form have fortnightly PSHE assemblies.

You can view the PSHE curriculum and guidance (including RSE policy) on the school website here:

<https://bluecoatschool.com/pshe/>

As a parent or carer, you play a crucial role in supporting your children's learning in PSHE. Please see below for further guidance and information

The DfE has published a useful list of FAQs for parents on the RSE/Relationships Education requirements, and two guides on Relationships Education, RSE and Health Education.

You can read it here: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Brook is a great website for advice and support for many PSHE topics.

Brook website: <https://www.brook.org.uk/>



As you may be aware, the Government has published new statutory guidance for Relationships, Sex and Health Education (RSHE). These updates were released in July 2025 and will become mandatory for all schools from September 2026. Until then, schools are expected to begin preparing and reviewing their curriculum in line with the new guidance.

The updated guidance places greater emphasis on:

- Online safety and digital risks – including social media, artificial intelligence, and emerging online harms.
- Respectful relationships – with a focus on tackling misogyny and harmful attitudes.
- Consent and safety – ensuring young people understand consent in context, including issues of power and vulnerability.
- Health and wellbeing – with additional content on mental health, menstrual health, vaping, eating disorders, self-harm and suicide prevention.
- Personal safety – including road, rail, water and fire safety, as well as awareness of knife crime and conflict resolution.

Parental consultation

We recognise that parents and carers are key partners in RSE. As part of our responsibility to be open and transparent, we will be holding parental consultations on our RSE policy and curriculum. This will be an opportunity for you to see what is taught, ask questions, and share your views.

Further information about dates and how to take part will be shared with you later in the academic year.

In the meantime, if you would like to know more about the statutory changes, you can visit the Department for Education's website: [Relationships, Sex and Health Education Guidance](#).

PSHE topics – Spring 2

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Health and puberty Healthy routines including good hygiene and dental hygiene. Good sleep routines. Puberty and emotions. Including periods, menstrual health, and endometriosis.	Emotional wellbeing Mental health and emotional wellbeing - including body image. Healthy coping strategies and Mindfulness.	Healthy lifestyle Healthy work life balance and managing stress. Personal health, self checks, and cancer awareness.	Exploring influence The influence and impact of drugs. Gangs, role models and the media. County lines.	Next steps Revision and study skills. Post 16 options and pathways. Employability. CV writing and interview skills.	Planning for the future Exploring future opportunities. Post-18 options. The impact of financial decisions.	Financial choices Managing money and financial contracts. Budgeting, saving, and debt. Influences on financial choices.

Websites for further information and support

Hygiene - https://www.schoolhealth.cnw1.nhs.uk/young-people/health-and-wellbeing-zone/personal-hygiene/ Sleep routines - https://www.nationwidechildrens.org/specialties/sleep-disorder-center/sleep-tips-for-adolescents#:~:text=Don't%20study%2C%20read%2C,enough%20to%20let%20you%20sleep. Puberty – https://www.nationwidechildrens.org/family-resources-education/700childrens/2015/06/how-to-talk-with-your-kids-about-puberty Periods - https://www.boddyform.co.uk/our-world/daughters-first-period/	Mental health - https://mhanational.org/talking-adolescents-and-teens-starting-conversation Body image – https://www.fr.eederm.co.uk/body-image-and-self-esteem Mindfulness - https://mindfulnessmeditationinstitute.org/2021/03/06/7-tips-for-teaching-mindfulness-to-teens/	Transition to KS4 - https://www.theparentsguideto.co.uk/post/how-to-help-your-teenager-choose-their-gcse-options Work life balance - https://www.educatingmatters.co.uk/blog/healthy-work-life-balance-for-teens/ Personal safety - https://www.surreycc.gov.uk/children/support-and-advice/families/support-and-advice/keeping-your-family-safe/personal-safety-outside-of-the-home Cancer awareness - https://www.macmillan.org.uk/cancer-information-and-support/diagnosis/talking-about-cancer/talking-to-children-and-teenagers	Grooming and exploitation – https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/ Drugs and alcohol - https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/ Smoking and e-cigarettes and vapes - https://drugfree.org/article/how-to-talk-with-your-kids-about-vaping/	Post 16 options – https://www.ucas.com/further-education/ucas-progress/getting-started/what-are-my-options-after-gcse-or-national-5s Revision and study skills – https://www.theparentsguideto.co.uk/post/helping-your-child-with-their-revision Interview skills - https://www.myworldofwork.co.uk/parents-and-carers/preparing-your-child-for-their-first-interview	Help with searching careers: https://nationalcareers.service.gov.uk/ Having a positive online presence: https://blog.bspot.com/marketing/online-presence Post 18 options: https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18	Managing money: https://www.moneyhelper.org.uk/en/family-and-care/talk-money/how-to-help-teenagers-manage-their-money Budgets: https://www.barrclays.co.uk/moments/children-and-money/teaching-teens-about-money/ Debt: https://moneynerd.co.uk/help-son-debt/
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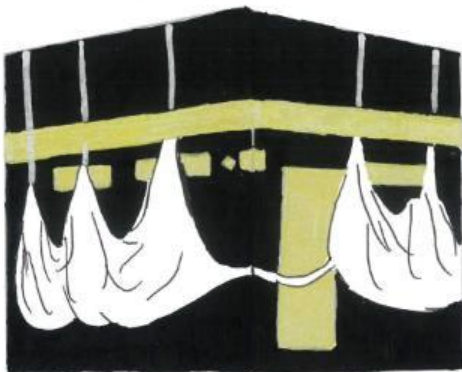
World religion day

In January we recognised World Religion Day — a chance to celebrate the rich diversity of faiths and beliefs within our school community and beyond.

At Blue Coat, we are proud to encourage respectful dialogue, curiosity, and understanding of the many worldviews that shape how people live, believe and belong.

Here is some lovely work from RE and PSHE students to celebrate the day!

حجۃ مبارک
hajj mubarak



Quran 22:27

"and proclaim that people shall observe hajj pilgrimage they will come to you walking or riding on various exhausted transportation. They will come from the furthest locations."

BAHÁ'Í FAITH – UNITY OF HUMANITY AND WORLD PEACE

CORE TEACHINGS ON UNITY & PEACE

ONENESS OF HUMANITY: THE FUNDAMENTAL DOCTRINE IS THAT ALL HUMANS ARE ONE, PART OF A SINGLE HUMAN FAMILY, TRANSCENDING RACIAL, NATIONAL, OR RELIGIOUS DIVISIONS.

UNITY IN DIVERSITY: WHILE PROMOTING UNITY, THE FAITH CELEBRATES CULTURAL DIVERSITY, COMPARING IT TO A GARDEN WHERE DIFFERENT FLOWERS ENHANCE ITS BEAUTY, NOT DIMINISH IT.

ELIMINATION OF PREJUDICE: A KEY AIM IS TO ERADICATE ALL FORMS OF PREJUDICE—RACIAL, GENDER, RELIGIOUS, AND CLASS—TO BUILD A TRULY UNITED WORLD.

ACHIEVING WORLD PEACE (THE GREATEST PEACE):

SPIRITUAL FOUNDATION: PEACE ISN'T JUST POLITICAL; IT REQUIRES A SPIRITUAL TRANSFORMATION, UNITING PEOPLE IN A COMMON CAUSE AND SHARED SPIRITUAL VIRTUES.

COLLECTIVE EFFORT: UNIVERSAL PEACE IS PRESENTED AS AN INEVITABLE, BUT CHALLENGING, NEXT STAGE IN HUMAN EVOLUTION, REQUIRING THE DEDICATED EFFORT OF ALL NATIONS.

A NEW WORLD CIVILIZATION: HUMANITY IS EVOLVING INTO A SINGLE WORLD CIVILIZATION, WITH WORLD PEACE AS ITS HIGHEST, ATTAINABLE GOAL, BUILT ON JUSTICE AND UNITY.

HOLI THE FESTIVAL OF COLOURS

The festival of colours is once a year
Colours surrounding you
Bright yellows and vibrant blues
Neon pinks and subtle purple hues
The dancing and twirling beautiful red
The amazing colours flying over your head
The stunning orange twirling in the air
As the colours settle in your hair
The joy, the happiness, the absolute thrill
Of being squirted all over until
You're no longer a blank canvas
But are now a dazzling rainbow of
Colorful colours!



Holocaust memorial day 2026

Our school community marked Holocaust Memorial Day through a series of thoughtful acts of remembrance and reflection.

We began with a moving Act of Commemoration, which included poetry, prayers from our chaplain, and songs from the Sixth Form Choir. A particularly powerful moment came when students and staff worked together to build a stone tower in memory of the Jewish lives lost in the Holocaust. In Jewish tradition, stones represent lasting remembrance, reminding us of our shared responsibility to never forget.

As part of the national *Light the Darkness* campaign, the Rose Hudson-Wilkin Sixth Form building was illuminated as a symbol of remembrance and hope. This act reflected our commitment to honour those who suffered and to stand against hatred and prejudice.

Year 7 RE students also heard from Diana Cook from Generation2Generation, who shared the story of her mother, Holocaust survivor Margot Pogorzelski. Her powerful testimony helped students understand the importance of remembrance and speaking out against injustice.

Students also represented the school at a Holocaust Memorial Day event at the Belgrade Theatre, where our Sixth Form Choir performed and two students, Mary and Mackyla, shared moving poetry on remembrance and resilience.

In addition, Year 9 RE students took part in a *Light the Darkness* lesson, writing messages of hope and reflection on candles now displayed in the RE corridor. These reflections remind us that even in the darkest times, we each have a role in bringing light through compassion and understanding.



Year 9 fire safety assembly – West Midlands Fire Service

We would like to say a huge thank you to West Midlands Fire Service for delivering an engaging and informative fire safety assembly to our Year 9 students.

The session supported our PSHE curriculum, helping students understand fire risks, safe behaviours at home, and what to do in an emergency.

It was a valuable and impactful experience, and students gained practical knowledge that could help keep themselves and their families safe.



School of Sanctuary reaccreditation

We are incredibly proud to share that we have been reaccredited as a School of Sanctuary.

This award recognises our ongoing commitment to being a place of welcome, safety and belonging for all. We are proud to stand together as a School of Sanctuary and to continue creating a culture where every young person feels valued and supported to thrive.



THE THINGS I WISH MY PARENTS HAD KNOWN

YOUNG PEOPLE'S ADVICE ON TALKING TO YOUR CHILD ABOUT ONLINE SEXUAL HARASSMENT

Summary of top tips

- 1 Start speaking to your children about these issues before you first give them a phone or set up a social media account. This might feel very early, but you can do it in an age-appropriate way. It is better to be proactive than reactive.

Don't wait for the crisis.

- 2 Keep the conversation going. Adapt to your child so you can support them.
- Don't mention it once and think that's enough.**

- 3 Keep it casual, find everyday opportunities to speak about these issues with your child – like when you're walking or driving somewhere.

Don't scare them with 'the big talk'.

- 4 Focus on your child's emotions first and work out what they may have seen online. By listening to your child and understanding if they accessed harmful content, you can help to support them.

Don't punish them before listening and understanding.

- 5 Keep curious about the technology your child is using and stay up to date with platforms, apps and trends.

Don't pretend these issues don't exist

- 6 Set boundaries. Use filtering tools to limit your child's exposure to harmful content. Decide on rules and boundaries with your child, allowing them to input. Explain which monitoring and filtering tools you are using, and why.

Don't leave your child unsupervised online without using monitoring and filter tools. You wouldn't leave them alone in the park or the street, apply the same level of protection online.