



PSHE POLICY

Author:	Head of PSHE
Reviewed:	August 2024
Next Review Due:	August 2025
Scope:	Senior School

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. In the Senior School, PSHE is delivered to Years 9, 10 and 11 through Life Skills lessons.

Life Skills lessons cover:

- the nature and consequences of discrimination, bullying and aggressive behaviours (including cyber-bullying), and how to respond and ask for help
- encouraging students to make responsible, informed decisions related to drugs, alcohol and sexual consent
- understanding the causes, implications and sources of help for mental and physical health problems
- considering next steps in education or career and financial future.

In general, Life Skills aims to equip pupils to thrive in their lives beyond School, encouraging balance and confidence, in line with the School's aims.

The aims of PSHE are also embedded within the whole School Mission Statement, in which Bromsgrove School aims to produce:

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It seeks to achieve this through:

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The Core Values Bromsgrove seeks to foster in its pupils are:

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The Life Skills course has connections to all aspects of School life and, as such, has a positive influence on pupils' learning and relationships throughout the wider community. Provision of PSHE is explicitly designed to contribute to the process of growing up and preparation for responsibility in adult life, by promoting fundamental British values and by instilling enduring, universal values which help to nurture pupils' integrity and autonomy, allowing them to become responsible and caring citizens capable of contributing to the development of a just society.

The PSHE programme is delivered in a multitude of ways: through Life Skills lessons but also via Tutor meetings, Sixth Form Enrichment, Assemblies and Chapel Services.

In line with the amendments to RSE and Health Education, as per the Government DfE guidance document

Relationship and Sex Education is also now a requirement in all schools and is incorporated into the Life Skills programme. Parents will have a right to withdraw from Sex Education only (not Relationship Education or Health Education, or any other elements of PSHE) up to three terms before the child turns 16, after which time attendance becomes the choice of the pupil.

As an independent school, we are still required to comply with other government guidance regarding areas such as Safeguarding, SMSC, and the teaching of fundamental British values. Each of these have a consideration in our PSHE delivery.

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Various activities promote fundamental British values: democracy, the rule of Law, individual liberty, respect and mutual tolerance. These include participation in charities work, Model United Nations, European Youth Parliament, and regular debating at School or in competitive debates. The substantial CCF and Duke of Edinburgh Award Scheme at School also promotes respect and tolerance, as does community service for the elderly, young and disabled. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the School's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Bromsgrove School welcomes and celebrates the diversity of its staff and students. We expect everyone to support and sustain diverse, inclusive, equitable relationships that are safe and welcoming for all. The Diversity Committee is an opportunity for students to discuss issues in this regard including Black Lives Matter.

By the very nature of our School and its House system, British and International students work closely together and learn the benefits of diversity and respect. With a Christian Foundation, all pupils attend weekly Chapel Services and the whole School assembly on a Monday morning, which promote and celebrate fundamental human values. Staff recognise the importance of promoting democracy, equality, individual rights and mutual respect as a way of School life and through the taught curriculum in the compulsory Humanities I/GCSEs taught until the end of Year 11. GCSE Religious Studies is an optional subject for Year 9 and above. Some aspects of Religious Education will be taught through PSHE-Life Skills lessons.

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The scheme of work in Years 9 and 10 largely follows that of Jigsaw Education aligning the Senior School with the teaching of PSHE in the Prep School where this model is used. This allows for continuity of learning and enables pupils to review and develop their skills, knowledge and understanding. In Year 11, a more bespoke curriculum is used which is enhanced by Unifrog resources, and chooses the best resources from Jigsaw and the PSHE association.

As such, at Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The core aim is to ensure developmental progression for all students by revisiting themes year on year, building on and extending prior learning as well as supporting pupils who are new to Bromsgrove School. The core themes are listed in Appendix 1.

Notwithstanding these programmes, it is important to remain flexible and ensure that the needs of pupils are addressed, and that topics and resources are flexible and interchangeable. The programme is also flexible to cater for visiting speakers, changes in learning situations (e.g. Covid-19), new materials and topical issues.

The Head of PSHEere themes are listed in

There are many reasons why some form of assessment is important that learning in PSHE education is assessed, including:

students need opportunities to reflect on their learning and its implications for their lives

teachers need to know that learning has taken place, be able to evaluate progress and identify

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The HOD has a small but growing library of resources which can be made available to staff and students (where applicable). The main resources used for PSHE and RSE are taken from those produced and endorsed by Jigsaw Education Group, Unifrog, the PSHE Association and the Sexual Health Education Unit, Worcester. The Library holds Issues of publications relating to PSHE topics.

The curriculum is informed by the Jigsaw Education schemes of learning, by Unifrog PSHE resources as well as the PSHE Association's programme of study which is available online.

Careers education is informed by the Gatsby Charitable Trust's approach to good careers guidance and by the Bromsgrove Futures Team.

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PSHE-Life Skills can give rise to student disclosures. Children and young people should be told, in age-appropriate language, that School staff can keep confidentiality except when the adult is concerned about

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation

R5. to recognise that sexual attraction and sexuality are diverse

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R7. strategies to access reliable, accurate and appropriate advice and support with relationships,

<p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	
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<p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p>	<p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
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<p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p>

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-