



## Braeside School

# Personal, Social, Health and Economic (PSHE) Policy (Seniors)

### Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a Personal, Social, Health and Economic (PSHE) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Within the Independent Schools Standards Regulations, a PSHE curriculum:

- Reflects the school's aim and ethos; and
- Encourages respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010.

In line with those regulations, the school has a separate written statement of the Relationships and Sex Education Policy. We consult with parents about the policy, and provide a copy of the policy on the website. A printed copy is also provided free of charge to anyone who asks.

An amendment to the Children and Social Work Act 2017 made Relationships Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

### PSHE

At school, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area. The overview of the programme can be seen at the end of this policy and on the website.

The PSHE programme also supports the 'Personal Development' aspect required under the ISI Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))

- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## **Statutory RSE and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education...Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

In school, our aim is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. In the seniors, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

There is a separate Sex Education Policy, which includes an overview of the PSHE lessons covering the Sex and Relationships Education content.

We value PSHE as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, as our chosen teaching and learning programme and tailor it to our students' needs. The table at the end of this policy called '**Overview of Scheme of Work by Year**', shows exactly how we meet the statutory requirements.

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level. Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health
- the facts about the full range of contraceptive choices
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice
- consent and the law

The PSHE Programme reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

### **An Integrated Approach**

We use the Jigsaw PSHE Programme which covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Unit</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced and enhanced in many ways:

- assemblies
- praise and reward system
- through relationships student to student, adult to student and adult to adult across the school
- We aim to 'live out' what is learnt and apply it to everyday situations in the school community
- Form tutors and the PSHE subject coordinators plan and deliver the weekly lessons

Some ideas explored in the PSHE curriculum also arise in other subject areas, including for example: English, Humanities, Science and RS.

### **Health Education**

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves." *DfE Guidance page 35.*

Health Education in secondary schools covers 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way the programme covers these is explained in the tables at the end.

It is important to explain that whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter. Again, the tables show how the whole-school approach spirals the learning and meets all statutory requirements and more.

### **Careers Education and Transition to Further Education and Employment**

The PSHE curriculum includes a focus on Careers Education from Year 7 to Year 11. This enables our pupils to be well prepared for the future challenges of life after school. There is an opportunity to have work experience, to create their own CVs and hear from a number of outside speakers.

There are presented with a range of possibilities for future pathways and have the opportunity to explore their strengths and talents in a number of ways including careers profiling.

### **Inclusion and SEND**

We take care to ensure the teaching of PSHE is inclusive and we make provision for all students' needs. PSHE is differentiated and personalised by the PSHE Coordinators and form tutors in discussion with the SENDCo and Learning Support Team as necessary.

### **Equality and Equal Opportunities**

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

We promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

### **Monitoring and Review**

The Principals monitor this policy on an annual basis with the subject coordinator and the Senior Leadership Team, giving serious consideration to any comments from parents about the PSHE (RSHE) programme. The Principals scrutinise and review teaching materials to check they are in accordance with the school's ethos.

### **Overview of the Scheme of Work**

The full Scheme of Work for the PSHE programme, which includes

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
	Self-identity,	Positive	Long-term	Long-term	Positive	Types of close

	family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

				Stem cells	teenage relationships. Legislation, support.	
Year 11 (15-16)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

### Overview of Scheme of Work and Relationships & Sex Education by Year

By the end of secondary school pupils should know the topics in the table below. These are taught in an age-appropriate way through the Jigsaw scheme of work:

Topic	Year in which the topic is covered
<b>Family</b> There are different types of committed stable relationships	Year 7, Year 8, Year 9, Year 11
How these relationships might contribute to human happiness and their importance in bringing up children	Year 7, Year 8, Year 9, Year 10, Year 11
What marriage is, including legal status e.g. that marriage carries legal right and protections nor	Year 7, Year 8, Year 10, Year 11

available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Year 8, Year 10, Year 11
The characteristics and legal status of other types of relationships	Year 7, Year 8, Year 10, Year 11
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Year 7, Year 11
How to determine whether other children, adults or sources of information are trustworthy: judge when a family friend, intimate or other relationship is unsafe (and recognise this in others' relationships); how to seek help of advice, including reporting concerns about others if needed.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Respectful relationships, including friendships</b> Characteristics of positive and healthy friendships (in all contexts including online) including trust, respect, honesty, kindness, generosity; boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.	Year 7, Year 8, Year 9, Year 10, Year 11
Practical steps to take in a range of different contexts to improve or support respectful relationships.	Year 7, Year 8, Year 9, Year 10, Year 11
How stereotypes, in particular based on sex, gender, race, religion, sexual orientation or disability, can cause damage e.g. encourage prejudice	Year 7, Year 8, Year 9, Year 10, Year 11
In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect, including to people in positions of authority and tolerating other people's beliefs.	Year 7, Year 8, Year 9, Year 10, Year 11
Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Year 7, Year 8, Year 9, Year 10, Year 11
Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 8, Year 9, Year 10, Year 11
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 10, Year 11
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Online and Media</b> Their rights and responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts.	Year 7, Year 8, Year 9, Year 10, Year 11
Online risks including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Year 7, Year 8, Year 9, Year 10, Year 11
Not to provide material to other that they would not want shared further and not to share personal material which is sent to them	Year 7, Year 8, Year 10, Year 11
What to do and where to get support to report material or manage issues online.	Year 7, Year 8, Year 9, Year 10, Year 11
The impact of viewing harmful content.	Year 7, Year 8, Year 9, Year 10, Year 11

That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Year 8, Year 9, Year 10, Year 11
Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 8, Year 9, Year 10, Year 11
How information and data is generated, collected, shared and used online.	Year 7, Year 8, Year 10, Year 11
<b>Being Safe</b> The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic violence, forced marriage, honour-based violence, and FGM, and how these can affect current and future relationships.	Year 7, Year 8, Year 9, Year 10, Year 11
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Intimate Sexual Relationships including Sexual Health</b> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Year 7, Year 8, Year 9, Year 10, Year 11
All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual health and wellbeing	Year 7, Year 8, Year 9, Year 10, Year 11
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Year 7, Year 9, Year 11
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Year 7, Year 8, Year 9, Year 10, Year 11
That they have a choice to delay sex or to enjoy intimacy without sex.	Year 7, Year 8, Year 9, Year 10, Year 11
The facts about the full range of contraceptive choices, efficacy and options available.	Year 9, Year 11
The facts around pregnancy, including miscarriage.	Year 7
There are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help)	Year 7, Year 9, Year 11
How the different sexually transmitted infections (STIs) including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.	Year 9, Year 10, Year 11
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 9, Year 10, Year 11
How the use of drugs and alcohol can lead to risky sexual behaviour.	Year 8, Year 9, Year 10, Year 11
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 7, Year 9, Year 11
<b>Mental Health and Wellbeing</b>	Year 7, Year 8, Year 9, Year 10, Year 11



How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	
That happiness is linked to being connected to others.	Year 7, Year 8, Year 9, Year 10, Year 11
How to recognise the early signs of mental wellbeing concerns.	Year 7, Year 8, Year 9, Year 10, Year 11
Common types of mental ill health (e.g. anxiety and depression)	Year 7, Year 8, Year 9, Year 10, Year 11
How to critically evaluate when something they do or are involved in has a positive or negative affect on their own or others' mental health.	Year 7, Year 8, Year 9, Year 10, Year 11
The benefits and importance of physical exercise, time outdoors, community participation, and voluntary or service-based activities on mental wellbeing and happiness.	Year 7, Year 8, Year 9, Year 10
<b>Internet Safety and Harms</b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy of obsessive comparison with others online (including setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks relating to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Year 7, Year 8, Year 9, Year 10, Year 11
How to identify harmful behaviours online (including bullying, abuser harassment) and how to report and find support.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Physical Health and Fitness</b> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Year 7, Year 8, Year 9, Year 10, Year 11
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health including cancer and cardio-vascular ill health.	Year 7, Year 8, Year 9, Year 10
About the science relating to blood, organ and stem cell donation.	Year 10
<b>Healthy Eating</b> How to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer.	Year 8, Year 10
<b>Drugs Alcohol and Tobacco</b> The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks including serious mental health conditions.	Year 7, Year 8, Year 11
The law relating to the supply and possession of illegal substances.	Year 7, Year 8, Year 9, Year 10, Year 11
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Year 7, Year 8, Year 9, Year 10
The physical and psychological consequences of addiction, including alcohol dependency.	Year 7, Year 8, Year 9
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Year 7, Year 8, Year 9, Year 10

The facts about the harms from smoking tobacco (particularly linked to lung cancer), the benefits of quitting and how to access support to do so.	Year 7, Year 8, Year 9, Year 10
<b>Health and Prevention</b> Personal hygiene, germs including bacteria, viruses and how they are spread, treatment and prevention of infection and about antibiotics.	Year 7, Year 8
About dental health and the benefits of good oral hygiene including regular visits to the dentist	Year 8, Year 10
Late seniors: the benefits of self-examination and screening.	Year 10, Year 11
The facts and science relating to immunisation and vaccination.	Year 7, Year 8
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.	Year 7, Year 8, Year 9, Year 10, Year 11
<b>Basic First Aid</b> Basic treatment for common injuries.	
Life-saving skills and how to administer CPR	Year 7, Year 8, Year 11
The purpose of defibrillation and when one might be needed.	Year 9, Year 11
<b>Changing Adolescent Body</b> Key facts about puberty and the changing adolescent body; menstrual wellbeing.	Year 7, Year 8, Year 9, Year 10
The main changes that take place in males and females, and the implications for emotional and physical health.	Year 7, Year 8, Year 9, Year 10

## Policy Review

This policy is reviewed annually.