



PSHE Policy

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Introduction

This policy is informed and underpinned by our school's vision "to support and value every young person regardless of their starting point, to achieve their potential through key stages 3-5 and beyond".

This policy is a working document, which provides guidance and information on all aspects of Personal, Social, Health and Economic (PSHE) learning and aims to provide a secure framework within which staff can deliver meaningful outcomes.

Who this policy is for:

- Staff
- Parents/carers
- Board of Directors
- Visitors to the school

This curriculum fulfils our statutory responsibility to support learners' **spiritual, moral, social, cultural (SMSC)**, mental and physical development, all with the aim to best prepare young people for the opportunities, responsibilities and experiences of later life as set out in Section 78 of the Education Act 2002. SMSC link: [SMSC - Ofsted definition of SMSC education \(smscqualitymark.org.uk\)](https://www.smscqualitymark.org.uk).

This curriculum fulfils our responsibilities as set out in the Department of Education's statutory guidance for **Relationships Education, Relationships and Sex Education (RSE)** and Health Education (2019). This guidance became statutory with effect from September 2020. RSE link: [Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/822222/Relationships_and_Sex_Education_(RSE)_Secondary.pdf)

This PSHE Policy works with, and alongside, our RSE (September 2022), Anti-Bullying, Careers, Safeguarding, Inclusion and Equal Opportunities Policies. Finally, this policy is underpinned by our commitment to demonstrate the **Fundamental British Values** within our wider society.

Rationale for teaching PSHE Education at Break Through School

- PSHE education prepares our Learners to live their 'best lives' - both now and in the future.
- PSHE education is a planned, developmental programme of learning through which our Learners acquire the knowledge, understanding and skills they need to manage their lives now and beyond.
- As part of a whole-school approach, PSHE education develops the qualities and attributes Learners need to thrive as individuals, family members and members of society, not just in their specified lessons, but throughout the ethos at Break Through School and across the curriculum.
- PSHE education helps in reducing, or removing, many of the barriers to learning experienced by our learners, significantly improving their capacity to learn, achieve and raise aspirations.
- Our PSHE education programme makes a significant contribution to Learners' spiritual, moral, social, and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing.
- Our PSHE programme contributes to learners' careers education through exploration of career paths, and meaningful encounters with employers where possible.

- The learning provided through our PSHE education provision is an essential contribution to the ongoing safeguarding of our learners

Aims of Teaching PSHE Education

PSHE Education sessions reflect the school's overall ethos, which is '*We believe every young person should be valued and supported to achieve their potential, irrelevant of their starting point.*'

The following are the aims of PSHE Education at Break Through:

- Learners are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible, and balanced lives
- Learners are encouraged to be enterprising.
- Learners are supported in making effective transitions, positive learning, and career choices, and in achieving economic wellbeing.
- Opportunities are provided for learners to reflect on and clarify their own values and attitudes and explore those of others around them.
- Learners are supported in building their confidence, resilience, and self-esteem.
- Learners can identify and manage risk, make informed choices, and understand what influences their decisions.
- Learners are prepared for the opportunities, responsibilities, and experiences of life in British society.
- Learners are supported to recognise, accept, and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- Learners will develop an understanding of themselves, empathy, and the ability to work with others.
- Learners will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.
- Learners will develop core 'life skills' to encourage and support independence.

Delivery of the PSHE Programme at Break Through

As a school community, we offer learning experiences which:

- Are delivered in a safe and supportive learning environment.
- Are predominantly led or facilitated by the PSHE teacher.
- Contain accurate and relevant knowledge.
- Provide 'quality not quantity'.
- Use learner feedback (e.g., learner questionnaires and Student Voice) and local data (e.g., Public Health) to prioritise the focus of our learning.
- Provide links (e.g., the health risks of using drugs with the awareness of peer pressure).
- Respect learners' prior learning, experience, needs and readiness.
- Provide opportunities to turn knowledge into personal understanding.
- Provide opportunities to 'know about...' to 'know how to...' to 'be able to...' (seen in our intent, implementation, and impact focus within planning).
- Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights, and responsibilities.
- Provide the skills and knowledge, language, and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability, or disability.
- Content covered may change to ensure we respond to contextualised events as and when they occur.

PSHE often draws upon learners' real-life experiences. Staff delivering and supporting the programme of study will ensure any learner demonstrating signs of being at risk is brought to the attention of the Safeguarding Team, adhering to the school's Safeguarding and Child Protection Policy.

Resources Used in Delivery of PSHCE Education

Our PSHE resources are chosen and checked for:

- inclusivity
- positive, healthy, and unbiased messages
- age appropriateness and challenge
- promoting positive values
- accuracy
- being up to date
- their contextual relevance to our cohort

Our PSHE programme of study is delivered through:

- Weekly timetabled lessons following a spiral programme of learning
- Enrichment sessions such as Personal Development and lunch time/after school clubs
- 1:1 session
- Cross-curricular

Use of Outside Agencies

Occasionally, appropriate, suitably experienced, and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE at Break Through. Our 'Code of Practice' for visitors will ensure:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's PSHE policy and work within it.
- All input is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and learners, which will be used to inform future planning.

Assessment and Monitoring of PSHE

- Opportunities for Assessment for Learning (AfL) and Assessment of Learning (AoL) are built into provision.
- Baseline assessment is used to ensure new learning is relevant.
- Baseline assessment is used to ensure progress can be assessed.
- Learners are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives.

- Progress in PSHE education is recorded and reported to parents and carers in line with all other non-core curriculum subjects.
- Questionnaires.
- Discussions.
- Teacher assessments.
- Learners' self-assessment and evaluations.
- Teacher 'EBI' marking in line with the whole school Feedback and Marking Guidelines.
- The PSHE Lead is responsible for monitoring the standards of Learners' work and their progress.
- The PSHE Lead will monitor planning and the delivery of the programme of study, adapting as and when required.
- The programme of study will be evaluated on a yearly basis to ensure that the needs of the Learners are being met and that there is progression and continuity of learning through the school.

Supporting Professional Development for the Teaching of PSHE

The PSHE Lead ensures they are kept informed of relevant changes to aspects of PSHE by attending any local network meetings and through membership of the PSHE Association. The Assistant Principal for Curriculum will support colleagues in the teaching of PSHE through termly curriculum meetings and by providing a strategic lead and direction for the subject in school.

The PSHE Programme of Study

Our programme of study incorporates three core themes:

- Health and Wellbeing
- Relationships and Sex Education (See RSE Policy)
- Living in the Wider World

In addition, the programme:

- Is taught in accordance with learners' readiness.
- Reflects the universal needs shared by all young people and young people as well as the specific needs of Break Through Learners.
- Is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope, and deepen learners' thinking and understanding.
- Links are made with relevant subjects to provide consistency and consolidation (e.g., science, ICT, P.E., enrichment).
- Through involvement in the life of the school and wider community.
- As a school we promote a shared set of values that support our learners in being prepared for life in modern Britain. We promote the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Through aspects of school life such as voting, Student Voice, tutorials and discrete PSHE lessons, these values are embedded within our curriculum.

Links to Other Policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Visitors Policy
- RSE Policy
- Curriculum Policy

APPENDIX 1

Health and Wellbeing

Physical Health and Mental Wellbeing

Physical health and mental well-being education in secondary schools – DfE Guidance – non-statutory for independent schools.

It is important that the starting point for health and wellbeing education should be a focus on enabling young people to make well-informed, positive choices for themselves. At secondary school level, teaching should build on primary content and should introduce new content to older learners at appropriate points.

The guidance states that schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

All our resources cover all the following aspects that need to be taught.

Mental Wellbeing	Learners should know: <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others,• how to recognise the early signs of mental wellbeing concerns,• common types of mental ill health (e.g., anxiety and depression),• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health,• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	Learners should know: <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, <i>including: the impact of unhealthy or obsessive comparison with others online (including through 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 related 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.</i><ul style="list-style-type: none">• how to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical Health and Fitness	<p>Learners should know:</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • 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 cardiovascular ill-health. • about the science relating to blood, organ, and stem cell donation.
Healthy Eating	<p>Learners should know:</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, Alcohol and Tobacco	<p>Learners should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	<p>Learners should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.
Basic First Aid	<p>Learners should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed.
Changing Adolescent Body	<p>Learners should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

INTENDED LEARNING OUTCOMES

By the End of Key Stage 3

Learners will be able to:

Manage changing relationships:

- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions.
- Ask for help and support.
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping.
- See the complexity of moral, social, and cultural issues and be able to form a view of their own.
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships.
- Be tolerant of the diversity of personal, social, and sexual preference in relationships.
- Develop empathy with the core values of family life in all its variety of forms.
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage.
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation, and new family members and how to manage their feelings positively.

Learners will know and understand:

- That fertilisation in humans is the fusion of the male and female cell.
- The physical and emotional changes that take place during adolescence.
- About the human reproductive system, including the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
- How the media influences understanding and attitudes towards sexual health.
- How good relationships can promote mental wellbeing.
- The law relating to sexual behaviour of young people.
- A range of sources of advice and support.
- About when and where to get help, such as genito-urinary medicine clinics.

Learners will have considered:

The benefits of sexual behaviour within a committed relationship

- How self-concept affects their self-confidence and behaviour.
- The importance of respecting differences in relation to gender and sexuality.
- How it feels to be different and be discriminated against.
- Issues such as the costs of early sexual activity.
- The unacceptability of prejudice and homophobic bullying.
- What rights and responsibilities mean in relationships.

By the end of Key Stage 4

Learners will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice.
- Manage emotions associated with changing relationships with parents and friends.
- See both sides of an argument and express and justify a personal opinion.
- Have the determination to stand up for their beliefs and values.
- Make informed choices about the pattern of their lifestyle which promote wellbeing.
- Have the confidence to assert themselves and challenge offending behaviour.
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships.
- Work co-operatively with a range of people who are different from themselves.
- Recognise attributes of positive and negative relationships.

Learners will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones.
- Some medical uses of hormones including the control and promotion of fertility.
- The defense mechanisms of the body.
- How sex is determined in humans.
- How HIV and other sexually transmitted infections affect the body.
- The risks of early sexual activity and the link with the use of alcohol.
- The link between eating disorders and self-image and sexual identity.
- How different forms of contraception work and where to get advice.
- The role of statutory and voluntary organisations.
- The law in relation to sexual activity for young people and adults.
- How their own identity is influenced by their personal values, those of their family and of society.
- How to respond appropriately within a range of social relationships.
- The qualities of good parenting and its value to family life.
- How to access the statutory and voluntary agencies which support relationships in crisis.
- The benefits of marriage or a stable partnership in bringing up children.
- The way different forms of relationship including marriage depend for their success on maturity and commitment.

Learners will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it.
- How personal, family, and social values influence behaviour.
- The arguments around moral issues such as abortion, contraception, and the age of consent.
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both.
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.

Please note some of these outcomes will be achieved through the science curriculum.

APPENDIX 2

Living in the Wider World

Education for economic well-being and financial capability in the wider world aims to equip Learners with the knowledge, skills, and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, Learners begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.

They learn to manage their money and finances effectively and develop as questioning young adults.

Careers' Education, Information and Guidance helps young people to develop the knowledge, confidence, and skills that they need to make well-informed choices and plans that are thought-through and enable them to progress smoothly into further learning and work, now and in the future. At Break Through School, we ensure that high quality information and guidance enables our Learners to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

We aim to ensure that information about learning options and careers is presented impartially, and that advice promotes the best interests of Learners. In addition, we aim to ensure that our careers' education:

- is embedded in all subject planning,
- empowers young people to plan and manage their own futures,
- responds to the needs of each learner,
- provides comprehensive information and advice,
- raises aspirations,
- actively promotes equality of opportunity and challenges stereotypes and helps young people to progress and transition.

We use a dedicated careers' worker and liaise with post-16 advisors to ensure that the skills and knowledge taught are consistent with post-16 destination requirements. In addition to our wider Life Skills and Careers programme in PSHE Education, learners will receive 1:1 sessions and enrichment workshops.

Appendix 3


KS4 PSHE CURRICULUM OVERVIEW (including Relationships and Sex Education, Health Education and Economics Education covered in PSHE classes with additional subject coverage shown in yellow) Competencies-based Model

Appendix 4

KS3 CURRICULUM OVERVIEW

Covered in PSHE lessons with additional subject coverage shown in yellow Including Relationships and Sex Education, Health, and Economic Education

SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW — COMPETENCIES-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	<p>Developing self-awareness, and support-seeking skills:</p> <ul style="list-style-type: none"> School rules expectations Vaping, Nicotine and Addiction Bullying Privilege (Links to BHM) Love Languages (Black History Month) Prejudice and Discrimination <p>PD, English</p>	<p>Developing goal setting, adaptability, and organisation skills</p> <ul style="list-style-type: none"> Aspirations (Maslow) Self Esteem Types of relationships British Values Puberty Personal Hygiene Online Safety <p>ICT, Life Skills</p>	<p>Developing agency and decision-making skills:</p> <ul style="list-style-type: none"> Contraception Consent Sexting First Aid Gambling and Debt Gangs <p>Science English</p>	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> Ramadan FGM Abortion and Unexpected Pregnancies Grief and Loss Mental Health <p>PE, Core Skills</p>	<p>Developing agency and decision-making skills:</p> <ul style="list-style-type: none"> Drugs and Alcohol Contraception STI's Cancer Awareness Healthy Lifestyle Smoking and Vaping <p>Science</p>	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> Stereotypes and discrimination Same sex relationships Bullying Harassment and stalking Grooming Pride  Peer Pressure Arranged Marriages <p>Core Skills</p>
KS4	<p>Developing confidence and self-worth:</p> <p>Puberty</p>	<p>Developing decision making, risk management and support-seeking skills:</p>	<p>Developing self-confidence, risk management and</p>	<p>Developing agency and strategies to manage influence and access support:</p>	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p>	<p>Developing decision making, risk management and</p>

	<ul style="list-style-type: none"> hormonal changes peer pressure unhealthy relationships Pregnancy FGM transgender and non-binary <p>Science</p>	<p><u>Intimate relationships, consent and contraception</u></p> <ul style="list-style-type: none"> Contraception legal age of consent for sexual activity Manipulate/persuade sexual health condoms and describe how to use them safely Abortion Science 	<p>strategies to manage influence:</p> <p><u>Managing pressure</u></p> <ul style="list-style-type: none"> Pressure Vaping pressure and the physiological changes unacceptable behaviours exit strategies risks and law relating to carrying a weapon <p>LifeSkills</p>	<p><u>Medicinal drugs</u></p> <ul style="list-style-type: none"> Drug risks categories of drugs substance misuse. <p>Identifying reliable sources</p> <ul style="list-style-type: none"> drugs/alcohol can affect how people feel public health implications <p>Science</p>	<p><u>Prejudice and Discrimination</u></p> <ul style="list-style-type: none"> prejudice and discrimination Stereotypes news articles concerning discrimination Cultures how and where to seek help <p>PE, ICT, English</p>	<p>support-seeking skills:</p> <p><u>Feeling unwell</u></p> <ul style="list-style-type: none"> organisations that can provide reliable support Organisations self-diagnosis immunisation and vaccination breast and testicular self-examination <p>Core Skills</p>
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