

Brookes UK



Personal, Social and Health Education (PSHE) Policy

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Introduction

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of the whole school approach, PSHE education develops the qualities and attributes children and young people need to thrive as individuals, family members and members of society.

At Brookes UK, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our vision of a world of self-confident lifelong learners connected and inspired to help others, and our values that through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character and develop connections to deliver exceptional educational learning experiences.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims

For children to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity, how to challenge discrimination and the protected characteristics in the UK equality act.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

- Have a basic understanding of enterprise.

Organisation / Provision

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- Pastoral care and guidance
- Visiting speakers

The programmes of study are based on those suggested by the National PSHE Association and build on the existing frameworks and guidelines in these areas.

The frameworks have been adapted by staff so that there is progression throughout the school and the needs of the individual children are met. See Appendix B for SEND Curriculum outline.

The current PSHE curriculum follows the PSHE Association planning document framework. See Appendix A for overview.

Appendix A

Curriculum Plan Based on PSHE Association Thematic Model (Also see appendix 2 in RSE policy)

	Autumn <i>Relationships</i>			Spring <i>Living in the wider world</i>			Summer <i>Health & Wellbeing</i>		
	<i>Families & friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy & digital resilience</i>	<i>Money and work</i>	<i>Physical health & mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Year	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix B

Intent for Brookes UK PSHE and RSE Curriculum for pupils with SEND

- We aim for all of our students to see themselves as individuals and to develop a deeper understanding of themselves.
- The PSHE curriculum encompasses relationship education, personal hygiene, social skills, their body, and puberty, and the importance of physical activity and diet for a healthy lifestyle.
- Pupils with SEND are more vulnerable to abuse and exploitation, therefore teaching them how to advocate for themselves and have a sense of belonging is crucial.
- Brookes' Students receive explicit teaching and help in developing skills to reduce the risks of being abused and exploited, and to learn what types of behaviour are (and are not) acceptable.
- We work with students and their parents/carers when it comes to sensitive areas of the curriculum such as the personal hygiene programmes, to ensure that they are culturally and religiously appropriate and acceptable.
- We aim for our students to have the opportunity to make an economic and environmental contribution to our school and wider community and to become active participants in the society of their future.
- We explore a range of themes, from learning about people around us and their different cultures, caring for the environment, and the various rules and responsibilities that we follow in society.
- Students also explore the world of work, job opportunities and some have the chance to participate in an enterprise project (during our BFest celebration in the summer term).
- Learning about how we earn, use and look after money is also an important aspect of this strand.

Brookes UK SEND PSHE curriculum is divided into six areas, based on the PSHE Association's Planning Framework for pupils with SEN. The Framework maps against the DFE Statutory Guidance for Relationships Education, RSE and Health Education 2019 that sets out what school pupils should know by the time they leave both Primary and Secondary School. It is based on the PSHE Association's Primary SEN Framework, but with elements of the Secondary Framework in order to meet the needs of students entering puberty and moving towards adulthood.

The six areas are:

- Self-awareness
- Managing Feelings
- Changing and Growing
- Self-Care Support and Safety
- Healthy Lifestyles
- The World I Live in

PSHE and RSE		
Autumn Term	Spring Term	Summer Term
<p>SELF-AWARENESS</p> <p>Things I am good at</p> <ul style="list-style-type: none"> • Describing ourselves Recognising self and others Things I enjoy • Things I am good at • Things I need help with • Hopes for my future life <p>People who are special to me</p> <ul style="list-style-type: none"> • My family • People who are special and how they make me feel • Circle of Support (So Safe) <p>Getting on with others</p> <ul style="list-style-type: none"> • How to show how I feel • What makes me sad? • Different people feel differently/want different things. What is disagreeing/arguing? How to make up after a disagreement • How to treat others with respect 	<p>CHANGING AND GROWING</p> <p>Changes at Puberty</p> <ul style="list-style-type: none"> • Naming body parts (Inc. genitalia) • Human Life-Cycle Baby/child/adult Male/female • Changes to our bodies as we become adults <p>Dealing with Touch</p> <ul style="list-style-type: none"> • Self-advocacy around touch • Who can touch me • Inappropriate touch <p>Friendship</p> <ul style="list-style-type: none"> • What is a friend • Helping friends • Disagreeing with friends <p>Different types of Relationship</p> <ul style="list-style-type: none"> • Different types of relationships within families • Different families 	<p>SELF CARE SUPPORT AND SAFETY</p> <p>Taking Care of Ourselves</p> <ul style="list-style-type: none"> • People who look after us • Self-care • What I can do to take care of myself and what I need help with <p>Keeping safe</p> <ul style="list-style-type: none"> • Who keeps me safe • Safety rules in school • Safety rules in the community • How to stay physically safe • Road safety (also in Life skills curriculum) • Who to tell <p>Online safety – Covered in Computing also</p> <p>Trust</p> <ul style="list-style-type: none"> • Asking for help (trusted adults) • Personal and private possessions <p>Public and Private</p> <ul style="list-style-type: none"> • What belongs to me

<ul style="list-style-type: none"> • Links to British Values <p>Kind and unkind behaviours</p> <ul style="list-style-type: none"> • What is angry/What is upset? • What is a kind/unkind behaviour? • What are hurt feelings? • What is bullying/What is teasing? <p>Playing and working together</p> <ul style="list-style-type: none"> • How we show “good listening” • Taking turns • Polite behaviours • Teamwork <p>MANAGING FEELINGS</p> <p>Identifying and exploring feelings (Zones of Regulation)</p> <ul style="list-style-type: none"> • Identifying emotions • Identifying how we feel • Identifying what makes us feel <p>Managing Strong Feelings</p> <ul style="list-style-type: none"> • Telling others how we feel • Identifying strategies to support us to feel better • How to help others feel better 	<ul style="list-style-type: none"> • Other relationships • Responsibilities of parents/carers 	<ul style="list-style-type: none"> • What is private? • What is public? • Keeping my body private • Public and private behaviours • Respecting others’ privacy <p>Consent</p> <ul style="list-style-type: none"> • When to ask permission Borrowing from others • When I need to give consent <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • What makes us feel calm and relaxed • What to do when we’re worried or stressed • Who to talk when we’re worried/sad <p>HEALTHY LIFESTYLES Healthy Eating</p> <ul style="list-style-type: none"> • Foods I like/don’t like • Healthy food and balanced diet Allergies <p>Taking care of physical health</p> <ul style="list-style-type: none"> • Hygiene routines Exercise/physical activity I like Why exercise is important • Sun safety • Taking care of our bodies <p>Keeping Well</p> <ul style="list-style-type: none"> • How to say we are not well/feel pain • People who help us when we are unwell • Medicines and medicine safety • Alcohol and cigarettes
Citizenship and employability		
THE WORLD I LIVE IN	THE WORLD I LIVE IN	EMPLOYABILITY

<p>Rules, Laws, Rights and Responsibilities</p> <ul style="list-style-type: none"> • School rules • Safety rules • Rules at home and in the wider world • Rights and responsibilities at school <p>Respecting Differences between People</p> <ul style="list-style-type: none"> • Physical differences between us • Similarities and differences between us (ethnicity, culture, religion, sex, disability LGBTQ+ etc) • Our multicultural school Respecting others 	<p>Caring for the Environment</p> <ul style="list-style-type: none"> • Caring for plants • Caring for animals • Compassion for Living things • Activities to care for environment (reduce/reuse/recycle) • Things that are bad for the environment <p>Managing Money</p> <ul style="list-style-type: none"> • What is money used for Recognising money • Where is money used • Keeping money safe Earning/spending/saving budgeting 	<p>Preparing for Employment and Adult Life</p> <ul style="list-style-type: none"> • Jobs people do in school Different jobs • Community roles • What is a “job”? • What I would like to do in the future (living and working). <p>Work Experience</p> <ul style="list-style-type: none"> • Jobs in school (Helping with Tuck shop) <p>Enterprise</p> <ul style="list-style-type: none"> • Taking part in a mini enterprise (Part of BFest)
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