



BCS Policy:

Personal, Social, Health and Economic Policy (PSHE)

Date: April 2026

Policy Statement

This PSHE Education Policy reflects the updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) published by the Department for Education (DfE) in July 2025, which will become mandatory from **1 September 2026**. The school has regard to the updated guidance and is preparing for full compliance while continuing to meet the 2019 statutory requirements during the transition period.

PSHE education is an integral part of the whole curriculum and permeates all aspects of life in school. It makes a significant contribution to our students' spiritual, moral, social and cultural (SMSC) development, to their behaviour and safety (including safeguarding). It promotes students' wellbeing and develops the qualities and attributes students need to thrive as individuals, family members and members of society.

PSHE within a Biblical framework equips students with the knowledge, skills and strategies, the understanding, and the wisdom required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, career choices, and in achieving economic wellbeing. It provides opportunities for children and young people to reflect on and clarify their own values and attitudes, to understand and accommodate difference and change, to manage emotions, and to communicate constructively in a variety of settings. It contributes to personal development by helping students to build their confidence, resilience and self-esteem, identify and manage risk, make informed choices and understand what influences their decisions. Developing Christ-like character and an understanding of their personal identity, together with self-management and communication skills, and the ability to work with others, will help students to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.

The school's philosophy and ethos, its aims, attitudes and values all contribute to the wellbeing and to the personal and social development of children in our school. By promoting positive working relationships between staff and students, and their parents, and peer relationships, all members of our school community are valued as individuals. Our aim is to assist the parents, whose primary responsibility it is, to bring up their children in the "ways of the Bible" and in a personal walk with God. While the young people are in a process of growing towards maturity and independence, they are encouraged to value their relationship of trust, honesty, and mutual respect with their parents, who have the ultimate authority and responsibility for them, above that of their peers, and to become aware of how they can be influenced by peer behaviour and the need for peer approval. Students know that they may bring any concerns to any member of staff, who will act, discreetly, in the best interests of the child when necessary.

Statutory Context

This policy is informed by:

- Education Act 2002 (s80A)
- Education Act 1996 (s403)
- DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (updated July 2025)
- Equality Act 2010
- Keeping Children Safe in Education (2025)

Aims of PSHE Education

Our PSHE programme aims to:

- Support pupils' personal development, wellbeing and safeguarding
- Equip pupils with knowledge and skills to build healthy, respectful relationships
- Prepare pupils for life in a modern, diverse and digital society
- Promote equality, inclusion and respect for all
- Contribute to the prevention of violence against women and girls, including online harms.

Curriculum Overview

PSHE is delivered through a planned, progressive programme that meets statutory RSHE requirements and is aligned with PSHE Association guidance.

Relationships Education (Primary)

Pupils learn about:

- Families of many forms
- Respectful friendships
- Online relationships and safety
- Personal boundaries and the right to feel safe
- Understanding that violence and abuse are never acceptable.

Relationships and Sex Education (Secondary)

Pupils are taught:

- Healthy intimate and non-intimate relationships
- Exploitation bullying, harassment and control in relationships
- Understanding the role of sex in the media and its impact on sexuality (including pornography)
- Online harms including AI deepfakes, coercion and exploitation
- Respect, equality and positive masculinity.

Health and Wellbeing Education (Primary and Secondary)

The curriculum includes:

- Physical and mental health
- Online wellbeing, gaming and financial harms
- Substance misuse including vaping

- Personal safety (roads, railways, water, public spaces and drink spiking)
- Grief, loss, loneliness and suicide prevention (taught sensitively and age-appropriately)
- Menstrual and gynaecological health
- Accessing healthcare services and understanding consent to treatment.

Teaching and Learning Approach

- Lessons are age-appropriate, inclusive and evidence-based
- Teachers use professional judgement, understanding of our school community and high-quality resources
- A safe learning environment is established, with clear ground rules
- Sensitive topics are taught using distancing techniques where appropriate
- Teaching is responsive to safeguarding concerns and students' lived experiences.

Inclusion and SEND

PSHE education is accessible to all pupils, including those with SEND. Teaching is adapted to ensure understanding and meaningful participation, supporting preparation for adulthood.

Parents and Carers

- Parents are consulted when this policy is reviewed
- Curriculum content and resources are shared transparently
- Parents have the right to request withdrawal from sex education (secondary) in line with statutory guidance
- The school works in partnership with parents while prioritising safeguarding and pupil wellbeing.

Safeguarding and Pastoral Support

PSHE plays a central role in safeguarding. Staff follow school safeguarding procedures where concerns arise, and pupils are signposted to appropriate support.

The School Leadership and Management

- ensuring PSHE is well resourced
- providing quality training
- performing regular checks on student progress
- conducting observations and evaluation of teaching and quality of learning
- distributing surveys to staff, students, parents and carers
- using gathered data to update plans for improvement and training needs.

Monitoring, Review and Training

- The PSHE curriculum and policy are reviewed at least annually
- Governors have oversight of RSHE provision
- Staff receive appropriate training to deliver new and updated RSHE content confidently

PSHE education is an integral part of the whole curriculum and permeates all aspects of life in school. It makes a significant contribution to our students' spiritual, moral, social and cultural (SMSC) development, to their behaviour and safety (including safeguarding). It promotes students' wellbeing and develops the qualities and attributes students need to thrive as individuals, family members and members of society.

PSHE within a Biblical framework equips students with the knowledge, skills and strategies, the understanding, and the wisdom required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, career choices, and in achieving economic wellbeing. It provides opportunities for children and young people to reflect on and clarify their own values and attitudes, to understand and accommodate difference and change, to manage emotions, and to communicate constructively in a variety of settings. It contributes to personal development by helping students to build their confidence, resilience and self-esteem, identify and manage risk, make informed choices and understand what influences their decisions. Developing Christ-like character and an understanding of their personal identity, together with self-management and communication skills, and the ability to work with others, will help students to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.

The school's philosophy and ethos, its aims, attitudes and values all contribute to the wellbeing and to the personal and social development of children in our school. By promoting positive working relationships between staff and students, and their parents, and peer relationships, all members of our school community are valued as individuals. Our aim is to assist the parents, whose primary responsibility it is, to bring up their children in the "ways of the Bible" and in a personal walk with God. While the young people are in a process of growing towards maturity and independence, they are encouraged to value their relationship of trust, honesty, and mutual respect with their parents, who have the ultimate authority and responsibility for them, above that of their peers, and to become aware of how they can be influenced by peer behaviour and the need for peer approval. Students know that they may bring any concerns to any member of staff, who will act, discreetly, in the best interests of the child when necessary.

Biblical moral principles of right and wrong are taught continually through our daily and weekly programme. Recognising that many decisions about health and lifestyle are influenced by the attitudes, values and beliefs of significant others, many aspects of PSHE are recognised to be primarily the domain of the parents so that learning about matters such as puberty and sexual matters is in accordance with their child's readiness. The government regulations that came into effect in September 2020, requiring all children of primary school age to have provision of Relationship Education (RE) and all secondary age children to be taught Relationship and Sex Education (RSE) should not interfere with this God given parental domain. Any content that will be covered in these subjects will be discussed with parents prior to delivery of lessons as it is not intended to undermine or contradict what parents are teaching at home but rather to complement and enhance sound principles in this area of learning.

Students are encouraged to see the need for good manners, self-discipline, and appropriate behaviour in whatever situation they find themselves. They also find that there are opportunities to learn from their mistakes, and to have a second chance, when they fail to

meet age-appropriate expectations. All staff encourage positive approaches to behaviour and our discipline policy includes clear guidelines which reflect this.

Staff are available to discuss any issues or concerns that they or the parents might have, informally after school or during parent-teacher meetings which provide an opportunity to assess and reflect on each child's personal and social development.

This policy reflects recent emerging threats such as peer on peer harassment and abuse, increasing mental health disorders in children and young people, online threats such as children being exposed to harmful inappropriate content which simply would not be allowed to cross their paths in the real world and increasing E-cigarette use among young people. It also continues to reflect previously emerging threats such as the availability of legal highs and online threats such as grooming and (Child Sexual Exploitation) CSE.

Planning of the Curriculum

In planning the curriculum, teachers at The Branch Christian School provide:

- a clear, consistent framework of values in which to work, supported and agreed by all;
- supportive relationships between the teacher and child, and that of children and their peers.
- a learning environment which encourages all children to explore, and encourages a high level of interest and interaction, oral participation and expression of each student's opinion.
- opportunities for development outside the classroom setting through responsibilities, extra-curricular activities and educational visits.

Student Development

At each stage of the student's development, appropriate learning which develops these skills and the knowledge, understanding and wisdom to apply them takes place through the individualised PACE curriculum (core subjects) and afternoon activities. There is often a cross-curricular dimension, for instance, a project on 'Ourselves' could include work in Science, Geography, Art, DT, English or History; a topic in Science on 'Healthy Bodies' may focus on food and diet, exercise, and the dangers of smoking or alcohol, drug, or solvent abuse. For senior students, the ICCE requirements for graduation include Careers, Successful Living, and Nutrition Science. Completion of elective courses such as Health and Speech is also encouraged. Devotions and Chapel develop not only the spiritual and moral aspects in the lives of both staff and students but promote personal growth in every area. Lifelong Learning is modelled and valued.

Thus, through a variety of learning experiences, The Branch Christian School helps each child:

- Learn to think and act for themselves.
- Acquire personal qualities, values, and character.
- Know themselves better and think well of themselves.
- Value and respect their individual liberty and that of others.
- Develop good communication skills.
- Develop social skills such as sharing, cooperation, and working together as a team.

- Value and respect living things and the environment.
- Develop confidence and independence.
- Take their place in a wide range of roles in preparation for adult life.
- Develop mutual respect for and tolerance of those with different faiths and those without faith.
- Respect the rule of law.
- Uphold democracy and fairness.

We provide opportunities for personal and social development through a variety of strategies for individual, peer group, and collaborative group work.

Personal skills such as time management and perseverance, as well as academic success are recognised and rewarded on a daily and weekly basis and celebrated through the presentation of Honour Roll Certificates, congratulation slips, hundreds and thousands club certificates and privilege cards. Likewise, termly reports and parent-teacher meetings provide an opportunity to assess and reflect on each child's personal and social development. On graduating, students receive a Record of Achievement Folder which includes their ICCE Certificate and other achievements in and out of school reflecting the whole person.

The Branch Christian School helps each child to develop the skills, attitudes, and character that enable students to develop spiritually, morally, socially and culturally — e.g., personal thinking skills, decision-making and communication skills, valuing themselves and others, being respectful, tactful, and compassionate, etc.

In addition to the PSHE woven into the PACE core curriculum, the procedures, and the daily life of the school, PSHE classes are time – tabled half- termly, and taught based on the PSHE Programme of Study. The PSHE Association encourages schools to select content from their Programme of Study that is relevant to their students and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

Programme of Study

The PSHE Association Programme of Study (January 2017) covers all ages and is based on three core themes within which there is a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World (at KS1+2 includes economic wellbeing and being a responsible citizen; at KS3,4 +5 additionally includes careers and the world of work)

The **overarching aim** for PSHE education is to provide students with:

- accurate and relevant knowledge;

- opportunities to turn that knowledge into personal understanding;
- opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

Overarching Concepts

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.)
2. Relationships (including different types and in different settings, including online.)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices.)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

Student Personal and Social Skills

- We will encourage our students to form honest, balanced and faithful relationships.
- We will foster an environment where students are able to express their feelings and opinions, listen to each other, ask pertinent questions, and justify their own views accordingly, while being sensitive to others.
- Students will be inspired to discuss and debate and given the confidence to disagree, whilst being taught to respect the differing views of others.

Student Contribution within the School

Students are expected to contribute fully to the life of the school. This is accomplished through allowing students to be part of the editing of school productions, having a head and vice head student to whom other students may seek advice, having a student voice, fulfilling duties around the school, etc.

Independent Learning and Individual Responsibilities

The ACE curriculum encourages independent learning and expects the students to be responsible for setting their own goals, working consistently, learning independently, scoring, and writing oral and book reports.

There is also an individual character development programme within the PACE curriculum.

Students are involved in self-assessment and peer group assessment; and the school utilises positive marking, with verbal or written comments.

- During our afternoon activities students also:
- research and deliver assemblies on areas that are of particular interest to them such as Black History month;
- take part in discussion and role-play;
- are involved in a range of problem-solving activities;
- prepare and present different tasks for different audiences;
- perform plays, drama, sketches, and musical performances; (e.g. Christmas, Awards Ceremony);
- participate in the annual European Student Convention (from 9 years old).

Teachers Support Student Learning by:

- using a range of good, relevant resources
- using current research in their lessons
- imparting high expectations to the students
- making good relationships with the students
- creating a stimulating atmosphere where students can learn at their best
- constructing groups within the sessions for students with different abilities, with various levels of teaching support
- providing a safe learning environment, with simple rules in place for discussions and questions
- using challenging questions

- thoroughly assess learning through tests, written assignments, and student self-evaluations

The School Leadership and Management give Support by:

- ensuring PSHE is well resourced
- providing good training
- performing regular checks on student progress
- conducting observations and evaluation of teaching and quality of learning
- distributing surveys to staff, students, parents and carers
- using gathered data to update plans for improvement and training needs.

Monitoring and Evaluation

Provision for PSHE is monitored and reviewed on a regular basis, and the Head teacher shall have oversight of this policy and monitor the provision of PSHE.

Review date	Changes made	By whom	Date of next review
November 2019	MOD from CEE adopted and updated using PHSE Education Programme of Study January 2017 and other minor modifications	Mrs J Holt	November 2022
November 2019	No changes made.	Mr S Hodgson	November 2022
November 2022	Student Voice added. Emerging threats updated	Mrs J Ncube Mrs JE Holt	November 2025
April 2026	This PSHE Education Policy reflects the updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) published by the Department for Education (DfE) in July 2025, which will become mandatory from 1 September 2026	Mrs J Ncube Mrs JE Holt	April 2027